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File: AA - SCHOOL DISTRICT LEGAL STATUS

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

Under the General Laws of Massachusetts,

"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."

The Acton-Boxborough Regional School District has been created to serve the educational needs of the Towns of Acton and Boxborough for students in grades pre-kindergarten through twelve, inclusive.

Established by law

LEGAL REFS.: Constitution of Massachusetts, Part II, Chapter V, Section II

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

Regional Agreement

CROSS REF.: [BB](#), School Committee Legal Status

Historical Note: Massachusetts has the oldest public school system in the nation. Dating back to 1647, the laws of the Massachusetts Bay Colony required towns to provide for a program of public education.

Approved: 11/21/13

Acton-Boxborough Regional School District

File: AA-E - REGIONAL AGREEMENT BETWEEN THE TOWNS OF ACTON & BOXBOROUGH, MA

This Agreement is intended to establish a pre-school through grade 12 regional school district for the Towns of Acton and Boxborough, in the Commonwealth of Massachusetts, hereinafter referred to as member towns.

SECTION 1. MEMBERSHIP OF THE REGIONAL DISTRICT COMMITTEE

- A. The Regional District School Committee, hereinafter referred to as the "Committee," or "the Regional School committee," shall consist of eleven (11) members, seven (7) residing in the Town of Acton and four (4) residing in the Town of Boxborough. The weight of voting is as established in paragraph G below.
- B. At the annual town elections in 2014, in addition to electing two members of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Acton, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a third member, whose term of office will begin on July 1, 2014. At the annual town elections in 2014, in addition to electing one member of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Boxborough, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a second member, whose term of office will begin on July 1, 2014.
- C. At the annual town elections beginning in 2015, the Town of Acton shall elect two (2) or three (3) members of the Committee from the Town of Acton (whichever number is necessary to complete Acton's complement of seven committee members), and the Town of Boxborough shall elect one (1) or two (2) member(s) of the Committee from the Town of Boxborough (whichever number is necessary to complete Boxborough's complement of four committee members). Each member so elected shall serve for a term of three (3) years or until a successor is elected and qualified.
- D. No fewer than four (4) members from Acton, and no fewer than two (2) members from Boxborough must be present in order to constitute a quorum for the transaction of business.
- E. The Committee shall have all the powers and duties conferred and imposed upon school committees by Massachusetts General Law and conferred and imposed upon it by this Agreement and any special laws.
- F. At the first regular meeting of the Committee following the latest town election to be held in each year, the Committee shall organize by choosing a Chairman from its own members, and by appointing a Secretary and a Treasurer who may be the same person, but who need not be members of the Committee. The Committee shall define the duties of all officers. The Committee shall appoint such other officers and agents as it deems advisable.
- G. On all matters coming before the Committee, each member from Boxborough shall cast one vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

SECTION 2. TYPE OF REGIONAL DISTRICT SCHOOL

- A. The Regional School District shall consist of school grades pre-school through twelve, inclusive.
- B. The Committee may establish and maintain state-aided vocational education, in accordance with the provisions of Chapter 74 of the General Laws and acts amendatory thereto or dependent thereon by amendment to this agreement.

SECTION 3. SCHOOL ATTENDANCE

- A. Residents of the member towns may attend the Regional District Schools under the same regulations as would apply to a local school system.
- B. Students residing outside the District may attend the Regional District Schools upon approval of the Committee and payment of tuition established in the manner provided by law.
- C. Students wishing to attend vocational schools may do so in the manner provided by law.
- D. During the period July 1, 2014 to June 30, 2019, pre-school to grade 6 students who reside in Acton will have first option for attending an elementary school in Acton while pre-school through grade 6 students who reside in Boxborough will have first option for attending an elementary school in Boxborough. Exceptions to this may be made for special education purposes or for other reasons which the Superintendent finds compelling. As of July 1, 2019, the "first option" described in the preceding two sentences will continue unless the option is altered by the Regional School

Committee. In any event, any student who began his or her attendance in a particular elementary school, as well as any younger siblings of that student, will be given a preference in terms of continuing to attend at that school.

E. School transportation shall be provided by the Regional School District for all eligible students residing in the member towns who are enrolled in the District, grades pre-K through 12.

SECTION 4. LOCATION OF THE REGIONAL DISTRICT SCHOOLS

A. The Regional District's schools shall be located in the towns of Acton and Boxborough. Each town will be guaranteed at least one school within its borders.

B. Effective July 1, 2014, the Town of Acton and the Town of Boxborough will sell and convey to the District for the sum of one dollar each, ownership of the elementary school buildings, and the property on which said buildings are located, that are then currently in existence. Said conveyance of these school properties shall be contingent upon the execution of intermunicipal agreements between Acton and the District and between Boxborough and the District which will resolve any outstanding title issues associated with the properties, allocate responsibility for any pre-existing condition of or debt service associated with the properties or buildings, address any pre-existing leases of any portions of the properties or buildings, reserve and ensure continued town uses as defined in those agreements, and otherwise ensure that any issues of mutual concern to each Town and the District regarding these properties are satisfactorily addressed in those agreements. At any time in the future, if the Regional School Committee votes that any of the Region's buildings and properties that are owned by the Region is/are no longer needed by the Region for school-related purposes, the ownership of said building and property shall be sold and conveyed to the Town in which it is located for the sum of one dollar.

SECTION 5. APPORTIONMENT AND PAYMENT OF COSTS INCURRED BY THE DISTRICT

A. The construction, capital, operating, and transportation costs of the District and payments of principal and interest on its bonds, notes and other obligations, net of Federal and/or State financial aid and any other income received by the District, shall be apportioned annually between Acton and Boxborough as set out in subsections B and C below.

B. Providing such is not contrary to applicable law, each member town's share of capital, operating and transportation costs for each fiscal year shall be determined by computing, to the nearest 1/100 of 1%, the ratio which the sum of its pupil enrollments in the Regional School District on October 1 of the three years next preceding the start of such fiscal year bears to the sum of the pupil enrollments in the Regional School District of all member towns on October 1 of the same three years. These ratios shall be known as the base percentages.

C. Providing such is not contrary to applicable law, Boxborough's share of construction costs incurred prior to July 1, 2014 which are attributable to the Region's grade 7-12 facilities for each fiscal year shall be its base percentage minus five percentage points. 1bis five percentage point "discount" will not be applied to construction costs incurred after July 1, 2014, which are attributable to the Region's grade 7-12 facilities. Acton shall pay the remainder of such construction costs attributable to the Region's grade 7-12 facilities. Each town's respective share of the construction costs attributable to the Region's Pre-K through grade 6 facilities will be computed using the same criteria as applied to operating costs.

D. Because of considerations discussed and agreed to at the time of the expansion of the District from a grade 7 to 12 region to a pre-K to 12 region, the transitional rules appearing in Appendix A regarding the apportionment of costs to the member towns for fiscal years 2015 through 2021 will apply. Appendix A is incorporated herein by reference.

E. In the event that some provision of applicable law requires some different apportionment of the costs of construction or capital or operating the District than is provided in this section of the Agreement, then insofar as is practical and allowed by the applicable law, in good faith the member towns shall apportion those costs, the division of which is not otherwise controlled by the applicable law, so as to exactly or as nearly as practical achieve the same overall apportionment of total costs in each fiscal year as would otherwise have been achieved by the formulas specified in Section 5, subsections Band C above.

F. In the event that (an) additional town(s) is (are) admitted into the Region under the provisions of Section 7, the formulas in Section 5 will be renegotiated.

SECTION 6. AMENDMENTS

A. This agreement may be amended from time to time in the manner hereinafter provided, but no such amendment shall be made which shall materially or adversely affect the rights of the holders of any bonds or notes or other indebtedness of the District then outstanding, or the rights of the District to procure the means for payment thereof,

provided that nothing in this section shall prevent the admission of a new town or towns to the District. A proposal for amendment may be initiated by a single petition bearing the signatures of at least 200 registered voters of the District or by a majority of the members of the Committee.

B. Said petition shall also contain, at the end thereof, a certification by the town clerks of the respective member towns as to the number of signatures on the petition which appear to be names of registered voters from that town; such certification to be prima facie evidence thereof. Any such proposal for amendment shall be presented to the secretary of the Committee who shall mail or deliver a notice in writing to the Board of Selectmen of each of the member towns that a proposal to amend this agreement has been received and shall enclose a copy of such proposal (without the signatures in the case of a proposal by petition). The selectmen in each member town shall include, in the warrant for the next annual or a special town meeting called for the purpose, an article stating the proposal or the substance thereof. Such amendment shall take effect upon its acceptance by a majority of voters present and voting in each of the member towns. Said vote shall be by ballot. All amendments are subject to the approval of the Commissioner of Education.

C. Recognizing that over time circumstances often change, and intending that this Agreement should continue to serve the best interests of the member Towns, the School Committee should, at five year intervals, review the need to establish an ad hoc study group composed of knowledgeable persons to study this Agreement and report to the Committee as to whether or not any changes to this Agreement might be beneficial, in light of the then prevailing conditions. The Committee shall give any such ad hoc study group's report due consideration, but may exercise its discretion as to whether or not it will implement any of the group's recommendations.

SECTION 7. ADMISSION OF ADDITIONAL TOWNS

A. By an amendment of this agreement adopted under and in accordance with Section 6 above, any other town or towns may be admitted to the Regional School District upon adoption as therein provided of such amendment and upon acceptance by the town or towns seeking admission of the agreement as so amended and also upon compliance with such provisions of law as may be applicable and such terms as may be set forth in such amendment.

B. Upon admission of such town or towns, the total construction costs plus the cost of any subsequent capital acquisitions and improvements, reduced by an appropriate depreciation allowance, shall be reapportioned to all towns in the District including the newly admitted town (or towns) in a reasonable manner. The newly admitted town shall then assume liability of its entire share of the cost to be paid to the District over the remaining term of any funded debt issued to pay such construction costs or subsequent capital acquisitions or improvements. If no such funded debt exists, the newly admitted town (or towns) shall finance its share independently of the District and pay the same directly to each member town according to the proportion such towns had originally paid to the District.

SECTION 8. WITHDRAWAL OF MEMBER TOWNS

Any member town may petition to withdraw from the Regional School District under terms stipulated in Section 6 of this agreement provided (1) that the town seeking to withdraw has paid over to the Regional School District any operating costs and non-debt financed capital or construction costs for which it became liable as a member of the District, and (2) that said town shall remain liable to the District for its share of the indebtedness of the District, other than temporary indebtedness incurred in anticipation of revenue, outstanding at the time of such withdrawal, and for interest thereon, to the same extent and in the same manner as though the town had not withdrawn from the District, except that such liability shall be reduced by any amount which such town has paid over at the time of withdrawal and which has been applied to the payment of such indebtedness and interest or which has been deposited for the purpose as provided in the second paragraph below.

Said petitioning town shall cease to be a member town if the proposed amendment is accepted by the petitioning town and each of the other member towns by a two thirds (2/3) majority vote at an annual or special town meeting.

Money received by the District from a withdrawing town for payment of funded indebtedness and interest thereon shall be used for only such purpose and until so used shall be deposited in trust in the name of the District with a Massachusetts bank or trust company.

SECTION 9. NOTICE OF DEBT AUTHORIZATION

Notice of any debt authorization shall be given to the member towns in accordance with the applicable law, or within ten days of the relevant vote of the Committee, whichever is less. Thereinafter, notwithstanding any provision of applicable law, as has been the Region's practice for many years, such debt shall not actually be incurred until the amount of the proposed debt has been specifically approved by a two-thirds vote at the next annual or special town meeting in each member town.

SECTION 10. BUDGET

A. The Committee should annually, at least 20 days prior to the date on which the final budget is adopted, prepare a preliminary budget. A preliminary budget shall include the amounts necessary to be raised to maintain and operate the Regional District Schools during the ensuing fiscal period, and include the amount required for payment of debt and interest incurred by the District which will be due in said fiscal period. All non-recurring expenditures shall be itemized. This preliminary budget shall be itemized in such further detail as the Committee may deem advisable. From the total of said budget there shall be deducted any surplus receipts for the preceding fiscal period over the costs and expenses for that fiscal period, excepting those receipts which were reserved for that fiscal period. The preliminary budget shall be approved by a majority of the members of the Committee from each member town.

B. Copies of said preliminary budget shall be prepared by the Committee, and promptly made available to the Finance Committee of each member town.

C. The Committee shall hold a budget hearing annually. Thereafter, the Committee shall adopt a final budget not later than forty-five days prior to the earliest date on which the business session of the annual town meeting of any member town is to be held, but in no event later than March 31 (provided that said budget need not be adopted earlier than February 1). The final budget shall be adopted pursuant to applicable provisions of law.

D. Within ten days, or such lesser period as provided by law from the date on which the final annual budget is adopted by the Committee, the Treasurer of the Committee shall certify to the Treasurer of each member town and inform the Chairmen of the Board of Selectmen and the Finance Committee of each member town of its share of the budget to become due in the ensuing fiscal period, as well as any other information required by law.

E. Each member town shall seasonably bring the Committee's final budget before an annual or special town meeting and thereafter pay its proportionate share of the annual construction, capital and operating costs to the Regional School District in equal monthly amounts and on the fifteenth of each month, unless the District Treasurer, after due consultation with the member Towns' Treasurers, determines that there is good cause to select a different day of the month for any particular fiscal year. If either Acton or Boxborough should fail to approve any Regional budget submitted to its respective meetings, any further proceedings will be as provided by law.

SECTION 11. ANNUAL REPORT

The Committee shall on or before October 1 of each year submit an annual report to each of the member towns, containing a detailed financial statement, and a statement showing the method of computing the annual charges assessed against each town, together with such additional information relating to the operation and maintenance of the regional school as may be deemed necessary by the Committee or by the selectmen of any member town, and each member town shall include said report in its annual report.

SECTION 12. TRANSITION PERIOD

A. Until July 1, 2014, the Acton School Committee and the Boxborough School Committee will continue to oversee and operate the pre-school through grade 6 programs in Acton and Boxborough, respectively, subject to the restrictions spoken to in paragraph D below, and until said date the Acton-Boxborough Regional School Committee will continue to oversee and operate the grades 7-12 programs for the two towns.

B. Upon the acceptance of this Agreement by the Town Meetings in Acton and Boxborough and the approval of this Agreement by the Commissioner of Education, the Acton-Boxborough Regional School Committee, in addition to its duties to oversee and operate the then existing grade 7 through grade 12 regional school district, shall also become a "transitional school committee," consistent with 603 CMR [41.03\(5\)](#) with respect to the expanded pre-school through grade 12 region. This transition period will extend from the date of acceptance by the two Town Meetings and the approval by the Commissioner until June 30, 2014. During this transition period, the same criteria regarding quorum, weight of voting, and the service of officers will apply to the Transitional School Committee as apply to the then-current Acton-Boxborough Regional School Committee.

C. During the transition period, the Regional School Committee, acting as the Transitional School Committee, shall possess all powers, subject to the availability of funds necessary for the exercise of such powers, necessary for the planning and implementation of the expanded regional school district, including but not limited to the following:

1. The power to receive funds from the Commonwealth as well as appropriations, grants, and gifts from other sources. This is not intended to alter the fact that during the transition period other funds from the Commonwealth will continue to flow to the member towns and their individual school departments.
2. The power to establish and adopt policies for the expanded regional school district.

3. The power to employ a superintendent, treasurer, chief financial officer, school physician, and director of Special Education, as well as the power to authorize the superintendent to employ other personnel as needed.
4. The power to contract for and/or purchase goods and services, as well as the power to enter into leases and other agreements with the member towns, collaboratives, vendors, and other agencies and parties, with all the powers being able to be exercised on behalf of the expanded regional school district.
5. The power to adopt budgets for the expanded regional school district, and to assess the member towns for these budgets.
6. The power to negotiate and to enter into collective bargaining agreements, which will take effect no sooner than the inception of the expanded regional school district.
7. The power to develop and adopt a strategic plan for the expanded regional school district.
8. The power to appoint subcommittees.

D. During the transition period, the local school committees of the member towns and the Regional School Committee when not acting as the Transitional School Committee, may not make decisions that will financially obligate or legally encumber the expanded regional school district without ratification by majority vote of the Regional School Committee acting as the Transitional School Committee. In addition, the local school committees shall comply with the following during the transition period:

1. No construction of new schools will be undertaken and no building closures will occur unless ratified by majority vote of the Regional School Committee acting as the Transitional School Committee.
2. Program offerings will remain substantially the same.
3. No school choice openings will be filled to take effect after June 30, 2014 except with the approval by majority vote of the Regional School Committee acting as the Transitional School Committee.
4. The school administration of the local school districts shall cooperate with the Regional Administration in terms of information sharing and in terms of the transfer control during the transition period.
5. During the period July 1, 2013 to June 30, 2014, the Regional School Committee will assume responsibility for the transportation of the regular education students (i.e., not the special education students or the vocational students) who reside in Acton and Boxborough and who are enrolled in the Acton or Boxborough Public Schools. During 2013-2014 the Acton School Committee and the Boxborough School Committee will authorize the payment to the Regional School Committee of an amount equal to the cost of said transportation for their respective regular education students.

This agreement shall take effect on July 1, 2014 and shall continue in effect from year to year thereafter, unless amended or terminated consistent with the terms of this Agreement and with the General Laws and state regulations.

IN WITNESS WHEREOF , this agreement has been approved and accepted as of the 4th day of June 2013.

Approved March 21, 1955

Amended on: October 10, 1955

October 1, 1956

March 9, 1959

December 27, 1973

October 5, 1998 and

June 3, 2013

Revised effective July 1, 2014

1. The figure of \$1,873,119 has been established as the "projected benefits" that will be used as a factor in the calculations which will be made under the following paragraphs of this Appendix A.
2. The following projected "base budgets" have been established for Acton and for Boxborough for fiscal year 2015 (i.e., July 1, 2014 to June 30, 2015) through fiscal year 2019 (i.e., July 1, 2018 to June 30, 2019):
 - FY'15: Acton, \$51,788,675; Boxborough, \$11,097,136
 - FY'16: Acton, \$53,398,447; Boxborough, \$11,134,949
 - FY'17: Acton, \$55,056,859; Boxborough, \$11,308,113
 - FY'18: Acton, \$56,675,977; Boxborough, \$11,426,890
 - FY'19: Acton, \$58,148,708; Boxborough, \$11,521,994
3. For fiscal year 2015 through fiscal year 2019, the following "percentage shares" of the projected benefits will be used for purposes of the calculations which will be made under the following paragraphs of this Appendix:
 - FY'15: Acton, 80%; Boxborough 20%
 - FY'16: Acton, 87.5%; Boxborough 12.5%
 - FY'17: Acton, 90%; Boxborough 10%
 - FY'18: Acton, 82.5%; Boxborough 17.5%
 - FY'19: Acton, 60%; Boxborough 40%
4. In order to establish the assessments for fiscal year 2015 through fiscal year 2019, the following multi-step process will be followed:
 - a. The percentage share (see paragraph 3 above) of the projected benefits for the respective town and for the respective fiscal year will be multiplied by the projected benefit figure of \$1,873,119, yielding an "allocated benefits figure" for each of the two towns for that particular fiscal year. For example, for FY'15, Acton's allocated benefit figure will be \$1,498,495 (i.e., 80% x \$1,873,119), while Boxborough's allocated benefit figure will be \$374,624 (i.e., 20% x \$1,873,119).
 - b. The base budget for each of the two towns for the respective fiscal year (see paragraph 2 above) will be reduced by the allocated benefits figure for that year and for that town. For example, for FY'15, Acton's base budget of \$51,788,675 will be reduced by \$1,498,495, yielding a recalculated base budget figure of \$50,290,179. Similarly, for FY'15, Boxborough's base budget of \$11,097,136 will be reduced by \$374,624, yielding a recalculated base budget figure of \$10,722,512.
 - c. The recalculated base budget figures for each of the two towns resulting from paragraph 4,b above will be added together, and the respective percentage that each town's base budget figure bears to that total sum will be calculated. For example, for FY'15, the sum of the recalculated base budget figures is \$61,012,691, of which Acton's recalculated base budget figure (i.e., \$50,290,179) represents 82.43%, while Boxborough's recalculated base budget figure (i.e., \$10,722,512) represents 17.57%.
 - d. The percentage shares calculated under paragraph 4,c above (which, for example, in FY'15 would be 82.43% for Acton and 17.57% for Boxborough) will then be compared to the percentage shares that would result from the apportionment criteria that appear in Section 5, subsections B and C of this Agreement, and the respective differences in those shares will be identified. These respective differences will then be used to lower the actual assessment of the town by that percentage amount if the percentage share calculated under paragraph 4,c is lower than the percentage share that would result under subsections B and C, or to raise the town's actual assessment if the converse is true. If, for example, Acton would have an assessment percentage of 83.92% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.49% higher than the percentage identified for Acton under paragraph 4,c above. Conversely, if Boxborough would have an assessment percentage of 16.08% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.45% lower than the percentage identified for Boxborough under paragraph 4,c above. Under this example, Acton's actual assessment percentage for FY'15 will be lowered by 1.49% to 82.43% and Boxborough's actual assessment percentage will be raised by 1.49% to

17.57%, as compared to the assessments that would occur using the apportionment criteria that appear in subsections B and C.

e. During each of the years from fiscal year 2015 to fiscal year 2019, the Region's administration will report to the Regional School Committee and to the Finance Committee and the Board of Selectmen of each member town the per pupil costs of each elementary school. The purpose of this reporting will be to incentivize the convergence of per pupil costs at each elementary school. This reporting shall be made as part of the Annual Report described in Section 11.

f. For fiscal year 2020 Acton will be assessed \$425,000 less, and Boxborough will be assessed \$425,000 more, than would result from the apportionment criteria that appear in subsections Band C. For fiscal year 2021 Acton will be assessed \$25,000 less, and Boxborough will be assessed \$25,000 more, than would result from the apportionment criteria that appear in subsections B and C.

g. Once the fiscal years addressed by the transitional rules established in this Appendix A have elapsed, the assessment language otherwise appearing in Section 5 of the Agreement will control.

IN WITNESS WHEREOF the parties have caused these presents to be signed, sealed and delivered by the officers of each hereunto duly authorized this 4th day of June 2013.

Acton-Boxborough Regional School District

File: AC - NONDISCRIMINATION

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy and pregnancy-related conditions, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL ch. [76, sec.5](#) is directed to contact the Assistant Superintendent for Diversity, Equity, and Inclusion, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

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

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

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

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

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

M.G.L. [76:5](#); Amended 1993 Board of Education

603 CMR [26:00](#) Board of Education

Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78,

Pregnant Workers Fairness Act (G.L. c. [151B](#), §4)

CROSS REFS.: [ACAB/JBA/GBA](#), Prohibition of Harassment

[JB](#), Equal Educational Opportunities

APPROVED: 5/9/2019, 7/1/16, 11/21/13, 10/21/10

REVISED: 9/5/19 to update job title

Acton-Boxborough Regional School District

File: ACAB - PROHIBITION OF HARASSMENT

The Acton-Boxborough Regional School District (ABRSD) is committed to maintaining a school environment that values civil discourse and diversity where all individuals are treated with dignity and respect. Therefore, the District will take appropriate action to:

- Prevent and/or otherwise respond to demeaning behavior and unlawful discrimination or harassment of its employees or students, and
- Define processes by which individuals can bring concerns about unlawful discrimination or harassment to the Schools' attention for resolution.

ABRSD will not tolerate harassment of their employees or students. Harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities is prohibited. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

It should be noted that while this policy sets forth the goal of promoting a work and educational environment that are free of harassment, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

Definition of Harassment

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the characteristics described above. Harassment may include pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected characteristic or any other behavior which creates an environment that is intimidating, hostile, or offensive to anyone.

Investigations of Harassment

The District will promptly investigate every complaint of harassment, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. *There are separate protocols for responding to complaints of allegations of sexual harassment against students, which are outlined in Procedure ACAB-R.*

Student or Staff Complaints

All District employees must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or Title IX coordinator. Employees are expected to take every report of harassment seriously. A student or any individual wishing to file a complaint alleging harassment may inform any trusted staff member, their building principal, or the Title IX Coordinator listed below.

The ABRSD Title IX Coordinator is:

Dr. Dawn G. Bentley, Assistant Superintendent for Diversity, Equity, and Inclusion
Acton-Boxborough Regional School District
15 Charter Road, Acton, MA 01720
978-264-4700 x3265

The Assistant Superintendent for Diversity, Equity, and Inclusion and the Deputy Superintendent are available to provide information about this policy and the District's complaint process.

Prohibition of Retaliation

It is unlawful to retaliate against, or discipline, any individual who files a complaint of harassment or discrimination, or who cooperates in an investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

PROHIBITION OF SEXUAL HARASSMENT

Definition of Sexual Harassment

While all types of harassment are prohibited, sexual harassment requires particular attention. Pursuant to Title IX of the Education Amendments of 1972, ABRSD has a Grievance Process for investigating and resolving Formal Complaints of Sexual Harassment (Refer to Procedure [ACAB-R](#)).

In Massachusetts, Sexual Harassment is defined as any unwelcome sexual conduct, including sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Submission to, acceptance of, or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or education or a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student; or
2. Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance, education or participation in extracurricular activities by creating an intimidating, hostile, humiliating, or offensive work or school environment.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An ABRSD employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ABRSD's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by federal laws.)

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of prohibited conduct at ABRSD:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments about an individual's body, sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, touching, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

The Title IX Coordinator is responsible for ensuring compliance with this policy, its procedures, and federal regulations. Any ABRSD employee with knowledge of alleged sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party, or they are the alleged victim themselves. ABRSD will promptly respond to all reports alleging sexual harassment to ensure a fair and equitable resolution to the report, provide support to the victim, eliminate harassment, and impose discipline if necessary. Discipline may range from verbal reprimand to suspension and expulsion or termination in the case of an employee.

Title IX Coordinator

The Title IX Coordinator is responsible for ensuring the District's proper response to sexual harassment, compliance with Title IX and overseeing the Grievance Process. ABRSD's Title IX Coordinator is the Assistant Superintendent for Diversity, Equity, and Inclusion, who can be reached at 978-264-4700 x3265 or at 15 Charter Rd., Acton, MA 01719.

Contact Information for State & Federal Agencies

The Schools urge all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that they can be addressed. If either party to the complaint is dissatisfied with the results or progress of the

Schools' investigation, they may discuss this directly with the Superintendent of Schools.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is within 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669-4000; TTY Users (800) 669-6820. The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

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

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

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

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

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

Cross Reference: Policy [ACAB](#) replaces former policies JBA and GBA

Revised and Approved - September 17, 2020

Acton-Boxborough Regional School District

File: ACAB-R - HARASSMENT- PROCEDURES

The Acton-Boxborough Regional School District (ABRSD) is committed to maintaining a school environment that values civil discourse and diversity and in which all individuals are treated with dignity and respect. ABRSD will not tolerate harassment of staff or students. Harassment of staff or students based on race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of ABRSD's educational policies, employment policies, and other administered programs and activities is prohibited. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the courses of study and other opportunities available through the District.

Definition of Harassment

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the categories or characteristics set forth above. Harassment includes pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected category, and any other behavior which creates an environment that is intimidating, hostile, or offensive.

Prohibition Against Retaliation

It is unlawful to retaliate against, or discipline, any individual who files a complaint of harassment or discrimination, or who cooperates in the investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable policies and procedures, as well as applicable contractual requirements.

Staff or Student Complaints

Any individual wishing to file a complaint alleging harassment may inform any trusted staff member or a supervisor. If an employee does not wish to discuss the issue with a supervisor or feels that the problem is not addressed in an effective manner, the employee should contact the Employee Title IX Coordinator:

Assistant Superintendent for Diversity, Equity, and Inclusion
Acton-Boxborough Regional School District
15 Charter Road, Acton, MA 01720
978-264-4700 x3265

The Assistant Superintendent for Diversity, Equity, and Inclusion and the Deputy Superintendent as listed above are also available to provide information about procedures applicable to this policy.

Investigation, Corrective Action & Closure of a Harassment Complaint

The Assistant Superintendent for Diversity, Equity, and Inclusion and/or the Deputy Superintendent will coordinate all investigations. Typical investigative steps include separate interviews with those involved, reducing statements from all parties to writing, identifying and questioning witnesses, and taking other appropriate actions. The investigation will be conducted with as much confidentiality and privacy for all parties as possible without compromising the thoroughness of the investigation.

The Schools/District will endeavor to complete the investigation within thirty (30) school days of receiving the complaint, unless the nature of the investigation or exigent circumstances dictate otherwise, in which case the investigation will be completed as quickly as practicable. Additionally, if the respondent is subject to a collective bargaining agreement that sets forth a specific timeline for notice and/or investigation of a complaint, such timeline will be followed.

If after investigation, a determination is made that harassment, participation in harassment, or retaliation for complaining about harassment has occurred, the Schools/District will promptly take appropriate action to end the offending conduct and ensure that it is not repeated. Depending on the severity of the incident(s), such corrective action may include counseling, training, a verbal or written warning, suspension, or termination/expulsion.

The District will comply with all legal requirements governing the reporting of suspected cases of child abuse.

When the Schools/District have completed the investigation, school personnel will, to the extent appropriate, inform the person filing the complaint of the results of that investigation and will file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

PROCEDURE FOR REPORTS OF SEXUAL HARASSMENT

Pursuant to Title IX of the Education Amendments of 1972, ABRSD has a Grievance Procedure for investigating and resolving allegations of Sexual Harassment. ABRSD will promptly respond to all reports alleging sexual harassment to ensure a fair and equitable resolution to the report, provide support to the victim, eliminate harassment, and impose discipline if necessary pursuant to District policies.

According to Title IX, sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An ABRSD employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ABRSD's education programs or activities; or
3. Sexual assault, dating violence, domestic violence, or stalking (all as defined by Federal laws.)

While it is not possible to list all circumstances that may constitute sexual harassment, the following are examples of prohibited conduct at ABRSD:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences, and
- Discussion of one's sexual activities
- Taking or posting of photographs, videos or images of a sexual nature without consent

Complaints of Sexual Harassment

Any individual wishing to file a complaint alleging harassment may inform any trusted staff member, a supervisor, or the Assistant Superintendent for Diversity, Equity, and Inclusion. Any staff member who receives such a report is required to report it to an administrator. If an employee does not wish to discuss the issue with a supervisor or feels that the problem is not addressed in an effective manner, the employee should contact the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the District's proper response to sexual harassment, compliance with Title IX and overseeing the Grievance Process.

ABRSD's Title IX Coordinator is:

Assistant Superintendent for Diversity, Equity, and Inclusion
15 Charter Rd., Acton, MA 01720
978-264-4700 x3265

Response to Sexual Harassment

A student or any individual wishing to report sexual harassment may inform the Title IX Coordinator or any other employee. Any District employee with knowledge of an allegation of sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party or the alleged victim themselves.

Once the Title IX Coordinator learns of an allegation of sexual harassment, they will contact the alleged victim, or "the Complainant," to gather preliminary information, offer "Supportive Measures," and inform that person of the right to file a "Formal Complaint" against the alleged perpetrator, or "the Respondent," that initiates the Title IX "Grievance Process."

A "Formal Complaint" is a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that ABRSD investigate the allegation of sexual harassment and initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. To

file a Formal Complaint, the alleged sexual harassment must have occurred in the school's district educational programming or activity, and within the United States.

In some circumstances, the District will dismiss a Formal Complaint. The District has discretion to dismiss a Formal complaint where the passage of time results in an inability to gather sufficient evidence for a determination of responsibility, the district lost responsibility over the Respondent. The District must dismiss the Formal complaint if it does not constitute sexual harassment as complicated by Title IX. However, the school may investigate the conduct as it pertains to other school policies.

"Supportive Measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has filed. Such Measures are designed to restore or preserve equal access to ABRSD education and activities, including measures designed to protect the safety of all or the educational environment, or deter sexual harassment.

ABRSD will maintain the confidentiality of any Supportive Measures to the extent possible and document the supportive measures offered by the Title IX Coordinator to the Complainant and Respondent. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

Grievance Process

Once the Formal Complaint is filed, the "Grievance Process" commences. ABRSD is committed to treating all parties equitably during the Grievance Process. ABRSD is committed to completing the Grievance Process as soon as possible with the goal of completion within 60 days. However, if required, by good cause, such as the absence of a party, a party's advisor, or a witness; law enforcement or DCF involvement; or the need for accommodations, the parties will be notified of the need for delay.

ABRSD will provide the Complainant and Respondent with written notice of the allegations and the Grievance Process. This notice will include specific detail of the allegations against the Respondent. The parties will be informed at this time of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may accompany them at any point during the process. They will also be informed of their right to inspect and review evidence. ABRSD will remind the parties of the school's prohibition against knowingly making false statements during this process. The Respondent is presumed not responsible for the alleged conduct until a determination of responsibility has been made. Supportive measures are available to all parties during the Grievance Process.

The Title IX Grievance Process requires the involvement of several different employees that fulfill separate roles. As noted earlier, the Title IX Coordinator oversees Title IX compliance and the Grievance Process. Additionally, each Formal Complaint will be assigned an "Investigator," who could be a Principal, Vice-Principal, or other employee that is properly trained in investigations. Each Title IX investigation will be assigned a "Decision-Maker," which similarly could be a Principal, Vice-Principal, or other employee that is properly trained. All appeals will be reviewed by someone who was involved in the underlying Title IX investigation.

ABRSD will ensure that Title IX coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process, receives training on Title IX policy and procedure and his or her respective role.

Informal Resolution of Sexual Harassment

If appropriate, the Title IX Coordinator will offer the parties the option of an informal resolution process, but, pursuant to Title IX, not until a Formal Complaint has been filed and the parties have been fully advised of their Title IX rights. Before beginning an informal resolution process, ABRSD will obtain written consent from the Complainant and Respondent. At any time, the parties can withdraw from the informal resolution and the Grievance Process will resume. Informal Resolution shall not be offered in the event the Respondent is an ABRSD employee.

Investigation of Sexual Harassment

A properly trained Investigator will complete an investigation into the Formal Complaint. Both the Respondent and Complainant, will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, ABRSD will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. Unless waived by one of the parties, the investigation will not intrude on any information legally protected as privileged. Questions and evidence about a person's sexual predisposition or prior sexual behavior are not relevant, unless it is offered to prove that someone other than the Respondent committed the alleged act, or the questions and evidence concern specific incidents of sexual behavior between the

parties and it is offered to prove consent. At the conclusion of the investigation, the Investigator will create an Investigative Report that summarizes the relevant evidence and send it to each party and the party's advisor.

The parties will have 10 days before any hearing or determination of responsibility to review and respond to the report if they so choose. Time periods may be extended or delayed for good cause, including the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodations of disabilities.

The designated Decision-Maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions. The Decision-Maker, who will first evaluate the relevancy of each question. In the event that the Decision-Maker decides to exclude a question, they will provide a written decision explaining their reasoning.

Hearings

Though it is not required, ABRSD reserves the right to conduct a full-live hearing as part of the Grievance Process. At such a hearing, the Decision-Maker will permit each party's Advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor, ABRSD will provide one at no cost. Upon the request of the Complainant or Respondent, the ABRSD will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Finding of Responsibility

Any Respondent found, by a preponderance of the evidence, to have committed Sexual Harassment shall be subject to a range of discipline, including, but not limited to: detention, exclusion of extracurricular activities, suspension, and expulsion, or in the case of an employee discipline, suspension, or termination of employment.

The Decision-Maker will simultaneously issue a written determination of responsibility that includes a description of the allegations, the procedural steps of the grievance process, the findings of facts, the conclusions reached, and a statement and rationale of responsibility and related discipline. If applicable, it will also include remedies designed to restore or preserve equal access to education and activities at ABRSD.

Appeal

Both the Complainant and Respondent shall have the right to appeal the decision of the Grievance Process by notifying the Title IX coordinator in writing within 10 business days of receiving the decision. The grounds for appeal are limited to: procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original decision-maker, investigator, or Title IX Coordinator. That person shall issue a written decision and rationale simultaneously to the parties.

Retaliation

ABRSD strictly prohibits retaliation in any form against persons seeking protection under or participating in an investigation related to this policy. As such, the District will investigate any reports of retaliation and take separate disciplinary action against those found to have retaliated against someone.

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

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

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

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

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

Revised and Updated - September 17, 2020

Acton-Boxborough Regional School District

File: ACE - DISTRICT WEBSITE ACCESSIBILITY: PLAN FOR NEW CONTENT

Federal and state law, as well as School Committee policy, prohibit the discrimination against persons with disabilities who wish to access Acton-Boxborough Regional School District programs and services. This access includes information contained on the ABRSD's website.

To the extent that it does not create an undue burden or fundamentally alter the content, the ABRSD will take steps to ensure that the District's website and content are as equally accessible to persons with and without disabilities. These efforts should ensure that people with and without disabilities:

1. Are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe, with substantially equivalent ease of use.
2. Are not excluded from participation in, or denied the benefits of, or otherwise subject to discrimination in any ABRSD program, service, or activity delivered online.
3. Receive effective communication of the ABRSD's programs, services, and activities delivered online.

Standards for Accessibility

The accessibility and functionality of the ABRSD's website and other public ABRSD online content shall be measured according to the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content. Both WCAG and WAI-ARIA are guidelines to make website content more accessible to all users, particularly individuals who have vision, hearing, cognitive, physical or communication disabilities. More information about WCAG and WAI-ARIA can be found at <https://www.w3.org/WAI>. Following these recommendations will also often make website content more accessible to users in general.

Therefore, the ABRSD is committed to ensuring the following:

1. Accessibility of the website for students, parents, and members of the community with disabilities.
2. New and modified content on the District's website conforms to industry standards W3C WAI's Web Content Accessibility Guideline (WCAG) 2.0.
3. That all new, newly-added, or modified online content and functionality will be accessible to people with disabilities as measured by conformance to the Benchmarks for Measuring Accessibility.
4. The District has procedures whereby students, parents, and members of the public may present a complaint related to the accessibility of any official District web presence developed, maintained or offered by the District.

LEGAL REFS.: Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act of 1990

Massachusetts Civil Rights Act (MCRA)

CROSS REFS.: [IJND](#) - Empowered Digital Use - Access to Digital Resources

[IJNDC](#) - School and District Web Pages

[AC](#) - Nondiscrimination

Adopted June 22, 2017

Acton-Boxborough Regional School District

File: ACE-R - DISTRICT WEBSITE ACCESSIBILITY NOTICE

Students, parents, or members of the public may present a complaint related to the accessibility of any official web presence that the Acton-Boxborough Regional School District develops, maintains, or offers. To facilitate this, the following Notice will be posted on the ABRSD website and linked from every District web page and all subordinate pages:

Federal and state law, as well as School Committee policy, prohibit discrimination against persons with disabilities who wish to access ABRSD programs and services, including information contained on the ABRSD's website.

To the extent that such does not create an undue burden or fundamentally alter the content, the ABRSD will take steps to ensure that the District's websites and content are as equally accessible to persons with and without disabilities.

These efforts should ensure that people with and without disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe, with substantially equivalent ease of use; and that persons with disabilities are not excluded from participation in, or denied the benefits of, or otherwise subject to discrimination in any ABRSD program, service, or activity delivered online and that they received effective communication of the ABRSD's programs, services, and activities delivered online.

A number of documents on the ABRSD website are created in portable document format (PDF). In order to ensure access to PDF files, download the latest version of Adobe Reader, a free download from [the Adobe website](#).

If you need assistance to access materials on the ABRSD website, please contact one of the District's Website Accessibility Coordinators:

Director of Educational Technology

35 Charter Rd.
Acton, MA 01720
(978) 264-4700 x3451
abisiewicz@abschools.org

Assistant Superintendent for Diversity, Equity & Inclusion

15 Charter Rd.
Acton, MA 01720
(978) 264-4700 x3265
dbentley@abschools.org

6/22/17
Acton-Boxborough Regional School District

File: AD - MISSION, VISION, AND VALUES

Mission

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

Vision

To provide high-quality educational opportunities that inspire a community of learners

Values

Wellness - We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience

Equity - We ensure all students have equitable access to programs and curricula to reach their potential

Engagement - We provide engaging educational opportunities where students develop passion and joy for learning

In support of the District's mission, vision, and values, the District has developed a Long Range Strategic Plan ("LRSP"). This LRSP, as updated from time to time, is found as exhibit AD-E1 to policy AD. The LRSP sets forth the District's goals and the strategies for reaching those goals.

REF: ABRSD Long Range Strategic Plan voted 12/1/16

APPROVED: 4/27/17, 11/7/13, 3/7/13

Acton-Boxborough Regional School District

File: AD-E - LONG RANGE STRATEGIC PLAN

Vision:

To provide high-quality educational opportunities that inspire a community of learners

Values:

- **Wellness** - We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience
- **Equity** - We ensure all students have equitable access to programs and curricula to reach their potential
- **Engagement** - We provide engaging educational opportunities where students develop passion and joy for learning

Mission:

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

Goal #1: Understand and respond to our students' social-emotional needs			
Strategic Actions:	Responsible:	Evidence/Measures:	Timeline:
Use information from Challenge Success surveys and research to develop strategies to address concerns that impact learning, wellness, and engagement (i.e. sleep, homework, assessment practices, etc.).	Superintendent, Athletic Director, Principals/Asst. Principals Superintendent, Assistant Superintendents, Principals Assistant Superintendents	Final report showing research, consideration of alternative start time options and recommendations to School Committee Written review of current district-wide academic workload and homework practices and set of recommendations Family education program that promotes wellness and balance	2016-17 2016-17 2016-18, beyond
Review, develop and select instrument(s) and process to capture information about school community climate and culture to use at the school and district level for continuous improvement planning.	Superintendent Wellness Committee, Principals	Selection of an evidence-based tool	2016-17
Administer school culture/climate assessments across the district. Create action plans for each school related to culture and climate.	Superintendent Wellness Committee, Principals	Survey tool administered; data generated Action plans created	2017-18 2017-18 beyond
Goal #2: Our students will have equitable opportunities and tools to learn.			

Strategic Actions:	Responsible:	Evidence/Measures:	Timeline:
Implement the Massachusetts Tiered System of Support framework for school improvement that focuses on system level change across the classroom, school and district.	Dawn, Deb, Principals	<p>Self-assessment to identify gaps; MTSS learning</p> <p>Continued learning, planning, capacity building</p> <p>Implementation of a consistent process across the district to identify learning gaps</p>	2016-17 2017-18 2018-19
Review funding structures at each level.	Glenn	Completed outline of funding structures, mechanisms at each level.	2016-17
Conduct an equity audit of the district, looking mindfully at equitable access for historically underserved populations.	Glenn	<p>Determine tools, questions</p> <p>Completed equity audit that includes recommendations and implementation plan</p>	2017-18 2017-18

Goal #3: Our students will have access to safe and effective learning environments.

Strategic Actions	Responsible:	Evidence/Measures:	Timeline:
Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.	Glenn	<p>Short-term capital prioritization list to inform the FY18 budget, including high-value/low-cost items for district-wide infrastructure improvements</p> <p>Medium-term capital prioritization list that considers the Existing Conditions Report, District Master Plan</p> <p>Committee to utilize the District Master Plan to produce a report to identify building options</p> <p>Final report presented to School Committee related to building renovation and construction</p>	2016-17 2016-17 2016-17 Spring 2018

Approved: 12/1/16

Acton-Boxborough Regional School District

**File: ADC (also GBED & JICG) - TOBACCO USE ON SCHOOL PROPERTY /
SMOKING ON SCHOOL PREMISES**

As mandated by State Law, the Acton-Boxborough Regional School District is a smoke free environment. The District prohibits the use of any tobacco products or electronic cigarette-like devices within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including students, staff members or visitors.

LEGAL REF: M.G.L. [71:37H](#)

Approved: 6/24/14

Acton-Boxborough Regional School District

File: ADDA - CRIMINAL OFFENDER RECORD INFORMATION
("CORI")

Pursuant to M.G.L. [71:38R](#), the Acton--Boxborough Regional School Committees adopts the following policy with regard to criminal offender record information (CORI).

Such information will be obtained for all current and prospective employees, volunteers, school transportation providers and others who may have direct and unmonitored contact with children.

For the purposes of this policy, "direct and unmonitored contact with children" shall mean contact with a child when no other CORI cleared employee is present.

LEGAL REF.: M.G.L.[71:38R](#), [151B](#), [276](#), [§.100A](#), St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law

Approved: 11/20/14

Acton-Boxborough Regional School District

File: ADDA-R - CRIMINAL OFFENDER RECORD INFORMATION

("CORI")

1. Applicants for employment, current school employees, volunteers, and contractors, who may have direct and unmonitored contact with students, including contract school bus/van drivers will be required to complete a request form.
2. The Superintendent's Office will forward a request for CORI data to the Criminal History Systems Bureau for all applicants under consideration for employment, for all current employees for whom the School Department has no CORI data or whose current CORI data is approaching three years of age, as well as volunteers and contract school bus/van drivers.
3. Once received, the CORI Report will be reviewed by the Superintendent of Schools and/or the Deputy Superintendent and/or the appropriate Building Principal.
4. The School District will review and act on CORI information on a case-by-case basis. In determining what, if any, actions may be appropriate in response to a positive CORI report, the District may take into account the number, nature and severity of the offense(s), the age of the employee, applicant, volunteer, contractor or contract driver at the time the offense(s) occurred, the length of time since the offense(s) occurred, any rehabilitation undergone, the nature of the position held or applied for, and such other factors as the Districts may determine to be appropriate. Prior to taking any adverse action on the basis of a CORI report, the District will disclose the results of the report to the employee/applicant/volunteer/contractor/contract driver, and afford an opportunity to respond to it.
5. The Superintendent's Office will maintain a secure file of completed CORI Request Forms and will periodically, but not less than every three years, obtain an updated CORI Report for each employee, volunteer and contract school/van driver. CORI Reports will be kept in a secure central file (separate from other personnel files) and will be destroyed after three years.
6. The School Department shall not disseminate or use any CORI data other than to further the protection of children.

Approved: 11/20/14

Acton-Boxborough Regional School District

**File: ADDB - FINGERPRINT-BASED CRIMINAL HISTORY RECORD INFORMATION
(CHRI) CHECKS - POLICY**

Pursuant to M.G.L. c.[71, §38R](#), the Acton--Boxborough Regional School Committee adopts the following policy with regard to Fingerprint-Based Criminal History Record Information (CHRI) Checks.

It shall be the policy of the school district, as required by law, to require a state and national fingerprint criminal background check to determine the suitability of full or part time current and prospective school employees age eighteen (18) and older, who may have direct and unmonitored contact with children.

The school committee shall only obtain a fingerprint background check when hiring the superintendent of schools. The chair of the school committee shall review the results of the national criminal history check for a newly hired superintendent.

The superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children.

The fee charged by the fingerprint provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a CORI or fingerprinting suitability determination by the school or district is present. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the district practices and procedures will be followed.

LEGAL REF.: M.G.L.[71:38R](#), [151B](#), [276, §.100A](#), St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

Approved: 11/20/14, 6/29/16

Acton-Boxborough Regional School District

File: ADDB-R - FINGERPRINT-BASED CRIMINAL HISTORY RECORD INFORMATION - (CHRI) - PROCEDURES

Requesting CHRI checks

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

Such information will be obtained for all current and prospective employees including school transportation providers and others who may have direct and unmonitored contact with children.

For the purposes of this policy, "direct and unmonitored contact with children" shall mean contact with a child when no other CORI cleared employee is present.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

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

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

Retention and Destruction of CHRI

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

Historical reference and/or comparison with future CHRI requests,

Dispute of the accuracy of the record

Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent.

When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

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

Determining Suitability

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

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

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

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

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a Massachusetts School District where the employee previously worked, if the following criteria are met:

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

Adverse Decisions Based on CHRI

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

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

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

Secondary Dissemination of CHRI

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

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;

Name of the individual to whom the information was provided;

Name of the agency for which the requestor works;

Contact information for the requestor; and

The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

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

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

Local Agency Security Officer

Each NCJA receiving CHRI is required to designate a Local Agency Security Officer (LASO). An individual designated as LASO is:

- An individual who will be considered part of the NCJA's "authorized personnel" group.
- An individual that has completed a fingerprint-based background check and found appropriate to have access to CHRI.
- An employee directly involved in evaluating an individual's qualifications for employment or assignment.

The Acton Boxborough Regional School District's LASO is Marie Altieri, Deputy Superintendent.

The LASO is responsible for the following:

- Identifying who is using or accessing CHRI and/or systems with access to CHRI.
- Identifying and documenting any equipment connected to the state system.
- Ensuring that personnel security screening procedures are being followed as stated in this policy.
- Ensuring the approved and appropriate security measures are in place and working as expected.
- Supporting policy compliance and ensuring the DCJIS Information Security Officer (ISO) is promptly informed of security incidents.

When changes in the LASO appointment occur, the Acton Boxborough Regional School District shall complete and return a new LASO appointment form. The most current copy of the LASO appointment form will be maintained on file indefinitely by the agency.

Personnel Security

All Personnel

All personnel requiring access to CHRI must first be deemed "Authorized Personnel." Prior to being allowed access to CHRI, such individuals shall complete a fingerprint-based CHRI background check. The DCJIS will review and determine if access is

appropriate. Access is denied if the individual has ever had a felony conviction, of any kind, no matter when it occurred. Access may be denied if the individual has one or more recent misdemeanor convictions.

In addition to the above, an individual believed to be a fugitive from justice, or having an arrest history without convictions, will be reviewed to determine if access to CHRI is appropriate. The DCJIS will take into consideration extenuating circumstances where the severity of the offense and the time that has passed would support a possible variance.

Persons already having access to CHRI and who are subsequently arrested and/or convicted of a crime will:

- a. Have their access to CHRI suspended until the outcome of an arrest is determined and reviewed by the DCJIS in order to determine if continued access is appropriate.
- b. Have their access suspended indefinitely if a conviction results in a felony of any kind.
- c. Have their access denied by the DCJIS where it is determined that access to CHRI by the person would not be in the public's best interest.

Whenever possible, access to CHRI by support personnel, contractors, and custodial workers will be denied. If a need should arise for such persons to be in an area(s) where CHRI is maintained or processed (at rest or in transit); they will be escorted by, or be under the supervision of, authorized personnel at all times while in these area(s).

Personnel Screening for Contractors and Vendors

In addition to the screening requirements provided in the immediate preceding sections, contractors and vendors (persons with access to agency system hardware or software) shall undergo state and national fingerprint-based criminal record checks.

Access to systems containing CHRI will be denied if a felony conviction of any kind is found, if the individual is a fugitive from justice, or if he/she has any outstanding warrants.

Access will be delayed if the individual has any recent misdemeanor convictions until the LASO determines whether or not the conviction(s) warrant denial of access.

Acton Boxborough Regional School District will retain and keep current a list of personnel who have been authorized access to CHRI and make that list available to the DCJIS and to the FBI upon request.

Personnel Termination

The LASO shall terminate access to CHRI immediately upon notification of an individual's termination of employment.

- a. DCJIS will be notified of employee's termination.
- b. Access to CHRI and the SAFIS results website will be terminated the same day of employee termination.
- c. Key to CHRI file cabinet and employee badge that gives access to the building will be collected.
- d. Employee's email account will be terminated.

In addition to the above, the LASO shall notify the DCJIS of the termination of any individual authorized to access CHRI who is also a SAFIS-R User. This notification shall be made immediately upon the termination of the user and shall be accomplished by emailing a SAFIS-R User Designation Form with the "Remove" checkbox checked to the DCJIS SAFIS Unit at safis@state.ma.us.

Personnel Transfer

Individuals with access to CHRI who have been reassigned or transferred shall have their access reviewed by the LASO to ensure access is still appropriate. If continued access is determined to be inappropriate, the LASO shall immediately suspend access following the steps below:

- a. DCJIS will be notified of new employee responsible for SAFIS.
- b. Original SAFIS User will have access to the SAFIS results database removed as well as access to the locked SAFIS file cabinet.

In addition to the above, the LASO shall notify the DCJIS of the transfer of any individual authorized to access CHRI who is also a SAFIS-R User and for whom it is determined that CHRI access is no longer appropriate. This notification shall be made immediately upon the termination of the user and shall be accomplished by emailing a SAFIS-R User Designation Form with the "Remove" checkbox checked to the DCJIS SAFIS Unit at safis@state.ma.us.

Sanctions

Persons found non-compliant with state or federal laws, the current FBI CJIS Security Policy, DCJIS policies or regulations, or other applicable rules or regulations, including Acton Boxborough Regional School District's Information Security Policy, will be formally disciplined. Discipline can include, but may not be limited to, counseling, the reassignment of CHRI responsibilities, dismissal, civil penalties, or prosecution. Discipline will be based on the severity of the infraction and the discretion of Acton Boxborough Regional School District and/or the CSO of the MSP.

When an individual is sanctioned for such non-compliance, the LASO shall notify the DCJIS CSO in writing of the infraction(s) and of the discipline imposed within 5 business days. Additionally, if the discipline imposed includes denying access to CHRI and the individual is also a SAFIS-R User, the LASO shall immediately notify the DCJIS by emailing a SAFIS-R User Designation Form with the "Remove" checkbox checked to the DCJIS SAFIS Unit at safis@state.ma.us.

Media Protection

All media containing CHRI is to be protected and secured at all times. The following is established and to be implemented to ensure the appropriate security, handling, transporting, and storing of CHRI media in all its forms.

Media Storage and Access

Electronic and physical CHRI media shall be securely stored within physically secured locations or controlled areas. Access to such media is restricted to authorized personnel only and shall be secured at all times when not in use or under the supervision of an authorized individual.

Physical CHRI media:

- a. Is to be stored within employee records when feasible or by itself when necessary.
- b. Is to be maintained within a lockable filling cabinet, drawer, closet, office, safe, vault, or other secure container.

Electronic CHRI media:

- a. Is to be secured through encryption as specified in the FBI CJIS Security Policy.
- b. Electronic storage media devices (such as discs, CDs, SDs, thumb drives, DVDs, etc.) are to be maintained within a lockable filling cabinet, drawer, closet, office, safe, or vault, or other secure container.

Media in Transit (Electronic and/or Physical)

Should the need arise to move any form of CHRI media, including physical CHRI media (paper/hard copies) and electronic CHRI media (e.g., laptops, computer hard drives, or any removable, transportable digital memory media, such as magnetic tape or disk, optical disk, flash drives, external hard drives, or digital memory card), outside of the secured location or controlled area, the transport of the CHRI media will be conducted by authorized personnel **only**.

Acton Boxborough Regional School District has established and implemented the following security controls to prevent compromise of the data while in transit:

- a. The LASO will oversee the transport of CHRI media.
- b. The media is to remain in the physical possession of the designated authorized employee until the CHRI media is delivered to its intended destination.

Electronic Media Sanitization and Disposal

Once electronic CHRI media is determined to be no longer needed by the agency, it shall be sanitized and disposed of appropriately. This includes, but is not limited to, devices used to store electronic CHRI and/or used for dissemination (fax

machines, scanners, computers, laptops, etc.). The devices shall be sanitized prior to disposal, recycling, or reuse by other non-authorized personnel.

The sanitization of CHRI media will be conducted in the following manner:

- a. The LASO shall witness or conduct sanitization of the media. If not the LASO, the Director of Educational Technology will conduct sanitization of the media.
- b. The hard drive will be wiped and reformatted by the Director of Educational Technology or a designee of the Director of Educational Technology.
- c. This will occur at a point in time as determined by the LASO that electronic CHRI media is no longer required.

Disposal of Physical Media

Once physical CHRI media (paper/hard copies) is determined to be no longer needed by the agency, it shall be destroyed and disposed of appropriately. Physical CHRI media shall be destroyed by shredding, cross cut shredding, or incineration. Acton Boxborough Regional School District will ensure such destruction is witnessed or carried out by authorized personnel:

- a. The LASO or the SAFIS User shall witness or conduct disposal of physical media.
- b. Physical CHRI media will be shredded.
- c. This will occur at a point in time as determined by the LASO that physical CHRI media is no longer required.

Incident Response

The LASO shall report all security-related incidents to the DCJIS ISO within 48 hours. The LASO shall complete an NCJA Security Incident Report Form and shall email it to the DCJIS ISO at safis@state.ma.us.

Controlled Area

As required by DCJIS and FBI regulations and policies, controls have been established and implemented in order to ensure a physically secured location for CHRI media. Acton Boxborough Regional School District has designated the Superintendent's Office as a controlled area for the purpose of day to day access and storage of CHRI.

In addition, the following security controls are in place:

- a. Access is limited to the controlled area during CHRI processing times to authorized personnel approved by the agency to access or view CHRI.
- b. CHRI will be locked and secured to prevent unauthorized access to the extent possible when unattended.
- c. Information system devices and documents containing CHRI will be positioned in such a way as to prevent access or viewing by unauthorized individuals.

Appropriate encryption has been implemented for electronic storage

LEGAL REF.: M.G.L. [71:38R](#), [151B](#), [276](#), [§.100A](#), St.2002, c.385

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

Revised: June 2016

Acton-Boxborough Regional School District

File: ADF - DISTRICT WELLNESS POLICY

The Acton-Boxborough Regional School District is committed to providing a school environment that enhances the learning and development of lifelong wellness practices. To that end, the District promotes actions, behaviors and learning that create a healthy and safe environment for all.

It is the goal of the District to promote physical, emotional and social well-being through coordinated school and community guidelines. This includes providing a healthy environment, counseling services, school nurse services, nutritious school meals, comprehensive health education, physical education, and other opportunities for physical activity. It is the intent of this Policy to foster independence in students by addressing curricula and supports for student nutrition, health/hygiene, human sexuality, and physical activity.

Furthermore, it is the District's expectation that specific actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the District's belief that education, along with open and informative communication is vital to the establishment of an environment that promotes the making of healthy choices by children. The guidelines herein reflect a commitment to the development of the whole child to foster an environment in which students and staff can make informed healthy lifestyle choices.

The Acton-Boxborough Regional School District will support the district-wide Wellness Policy through adherence to regulatory requirements facilitating the establishment of School Wellness Advisory Committees (SWAC). This district-wide committee will have the primary function of overseeing the implementation of the Wellness Policy by addressing the requirements below:

- Meet a minimum of four times per year.
- Consist of membership appointed by the Superintendent, representing the following constituents: school administrators, school nurses, physical education staff, school nutrition staff, parents/guardians, students, school committee, and community youth serving agencies.
- Develop an annual, measurable action plan with required components.
- Yearly, monitor and evaluate the effectiveness of School Wellness Policy, Wellness Guidelines, and district-wide Action Plan.
- Submit an annual report to the Superintendent of Schools and the School Committee that includes: review of SWAC membership and participation, policy recommendations, action plan outcomes, and assessment of accomplishments and work still needed.

The Superintendent or designated representative has operational responsibility for the District's implementation of the Wellness Policy.

LEGAL REF.: M.G.L. [111:222](#)

CROSS REFS.: [ADFA/JLCEA](#) - Life Threatening Allergy Policy/Procedures

Originally Revised: March 26, 2009

Revised: 8/22/13, 6/24/14

Acton-Boxborough Regional School District

File: ADF-R - WELLNESS PROCEDURES AND GUIDELINES

Nutrition Education and Sustainability Practices

Nutrition Education in our schools will follow the nutrition standards published in The Massachusetts Comprehensive Health Curriculum Frameworks as well as ABRSD procedures, guidelines and curriculum. The District supports healthy eating and nutrition education by partnering with schools to do the following:

- Integrate nutrition education and promote healthy eating not only in the cafeteria and health education classes, but also into core curricular instruction, as well as world language and exploratory subjects.
- Teach students how to read food labels and understand food marketing through media literacy.
- Promote awareness of food preparation and nutrition that includes of healthy food choices such as fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
- Provide stakeholders with information about healthy food preparation and dietary alternatives including various diets, organic foods, and dairy substitutes such as soy products, emphasizing caloric balance between food intake and energy expenditure or physical activity.
- Include culturally relevant, developmentally-appropriate participatory activities that may include community resources such as local farms, and other organizations that promote healthy eating.
- Share nutrition information with families consistent with the information being taught in schools to engage and support families as partners in nutrition education.
- Provide information and training for educators and other staff on available resources.
- Emphasize the importance of the 3 Rs (Reduce, Reuse, and Recycle) and composting.

District Guidelines on Foods and Food Practices

The health and well-being of all students is the ultimate goal. For students with health concerns and life-threatening food allergies, the nurse will maintain a healthcare plan. Decisions regarding controlled food choices, no food, or food restrictions rest with the nurse and shall reflect District policies and guidelines.

Food Usage or Distribution at School

The District shall comply with current federal and state nutrition regulations in promoting, selling and providing all foods and beverages to students, which is prohibited 30 minutes before the start of the school day until 30 minutes after the school day ends. This includes fundraising activities involving food.

- Soda and candy will not be provided to students in school.
- Food will only be used as a student manipulative in lessons when the purpose is *directly related to the curriculum* (i.e. studying onion cells in science). In instances when food plays a required part of the curriculum, staff members shall collaborate with parents and the school nurse to reduce risk and ensure an inclusive experience for all students.
- Whole class or group non-curricular celebrations involving food should be used sparingly.
- Birthday events at school will not involve food.

Physical and Mental Health and Wellness

The safety, health, and wellness of students are the priority of all ABRSD schools. The District employs school nurses who provide assessment, diagnosis, and care for students who are ill, injured or have a chronic medical condition. Nurses administer medications and coordinate with medical providers and families regarding medical conditions. (*For a full description of the role of school nurses, visit the District website and click on Families > Health and Nursing.*)

Prevention and Intervention Services

Each school will have prevention and intervention services which support the physical, mental, behavioral, and social-emotional health of students which will allow greater success in learning. These include:

Prevention services include the school nurse, teachers, and school counselors providing age-appropriate education and strategies for:

- Healthy behaviors that promote wellness, including information regarding nutrition, stress management skills, physical activity, sleep hygiene, meditation and mindfulness,
- The health dangers of certain risky health behaviors including using tobacco, electronic cigarettes and vaping, alcohol and other illicit drugs, and
- Common mental health conditions, ADHD, addiction, anxiety and depression, as well as suicide.

Intervention services provided within each school includes school counselors providing programing and social skills groups. School counselors and school psychologists will also be available to provide assessments and individual or group counseling and consultation. Postvention services and supports are also provided to students and staff as needed, in the event of a death by suicide.

School counselors, school social workers, and school psychologists also provide referrals to school and community support organizations as needed (i.e. *Danny's Place Youth Services, etc.*) or mental health services in the community (i.e. *William James Interface, Eliot Human Services, etc.*). Additionally, they work to ensure that services provided in school promote learning, as well as helping staff implement interventions suggested by community physical and/or mental health providers that are appropriate within the school environment.

Physical Activity

- The health, well-being, and safety of all children are the priority of all school programs. Physical activity should be incorporated throughout the school day.
- All elementary schools will have at least 20 minutes a day of supervised recess, during which time students will have opportunities for safe physical activity.
- Time allotted for physical activity will be consistent with research, national, and state standards. According to the National Institutes of Health, being active benefits a student's self-esteem, energy level, concentration, and overall emotional wellbeing.
- School personnel will not use physical activity (running, pushups, etc.) as a punishment or arbitrarily withhold opportunities for physical activity (e.g. recess) as a punishment.

Districtwide physical education courses are:

- Geared so students learn, practice, and are assessed on developmentally-appropriate motor skills and knowledge,
- Taught by state-certified physical education instructors,
- Required for all students, unless a medical excuse is documented by the student's physician,
- Held in facilities and with equipment that are safe and adequate, and
- Include instruction of individual activities, as well as competitive and collaborative games and sports, to encourage lifelong physical activity.

Revised: 3/26/09, 6/24/14, 4/10/17, and 1/23/2020

Acton-Boxborough Regional School District

File: ADFA (also JLCEA) - LIFE-THREATENING ALLERGY POLICY

The Acton-Boxborough Regional School District is committed to promoting actions, behaviors and learning that create a healthy and safe environment for students and staff with life-threatening allergies. Pursuant to Massachusetts Department of Public Health regulations, the District shall strive to provide and maintain a safe and secure environment for students with diagnosed life- threatening food allergies.* A comprehensive approach to compliance with the policy requires, but is not limited to, a focused effort by parents/guardians, students (when developmentally appropriate), school staff, school physicians and bus/van transportation personnel. The District will support procedures that include, but are not limited to; education, training, emergency plans and procedures. The major goals of these procedures are to reduce the risk of exposure to allergens during the school day that could trigger life-threatening responses and to optimize emergency responses in the event that life-threatening reactions do occur.

LEGAL REF: *Massachusetts Department of Public Health regulation 105 CMR 210.000

CROSS REF: [ADF](#) - Wellness Policy/Procedures

Reviewed: 3/26/09 and 11/21/13

Acton-Boxborough Regional School District

File: ADFA-R-1 (Also [JLCEA-R-1](#)) - PRE-K - GRADE 6 LIFE-THREATENING ALLERGY PROCEDURES

(For Grades 7-12 procedures refer to [ADFA-R-2](#))

The Acton-Boxborough Regional School District recognizes the increasing prevalence and life-threatening nature of allergies for many students. The goals of these procedures are to reduce the risk of exposure to allergens that pose a threat to students, to educate members of the school community on the management of students' life-threatening allergies, and to plan for the needs of these students. This document aims to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety as they grow older. The schools will work with students with life-threatening allergies and their parents/guardians to address the students' emotional and social needs in addition to their health needs.

Allergic reactions vary, and can range from mild local reactions to severe, potentially life-threatening anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body; the most dangerous and potentially fatal symptoms are breathing difficulties and a drop in blood pressure or shock. Anaphylaxis may occur in allergic individuals after exposure to a specific allergen even when prior exposure has not resulted in symptoms. Reactions can occur immediately or several hours following allergen exposure. Anaphylaxis in a food allergic student may occur with ingestion of the allergen. It is also possible that the student may touch an allergen, not wash hands afterwards, and then touch his or her mouth or eyes. Some students, who are very sensitive, may react to inhaling the allergen.

The most common causes of anaphylaxis in children include allergies to:

- **Foods (most commonly: peanuts, tree nuts, milk, dairy products, eggs, soy, wheat, fish and shellfish)**
- **Insect stings (yellow jackets, bees, wasps, hornets)**
- **Medications**
- **Latex (refer to Latex Allergy Procedure)**

For the student with life-threatening allergies, the school nurse, in collaboration with parents/guardians, school physician, child's own physician, and principal, as needed, will develop an individualized Emergency Health Care Plan addressing the student's needs and reasonable accommodations. To promote an inclusionary experience for all students and to reduce exposure to allergens, controlled food choices, no food, or food restrictions will be considered, keeping in mind the goal of helping children to become more independent in self-management of allergies over time.

Responsibilities

The implementation of the District procedure and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, school nurses, school physicians, parents/guardians, and the student.

Responsibility of Parents/Guardians

The parents/guardians of students with life-threatening food allergies will:

1. provide physician's documentation of specific allergies to the school nurse each September (or school entry if mid-year start) or when diagnosed.
2. provide a properly labeled epinephrine auto-injector and physician orders for its administration to the school nurse each September (or school entry if mid-year start) or when diagnosed and replace medication upon its expiration each year.
3. be encouraged to provide the classroom teacher with safe snacks that can be eaten during classroom activities involving food.
4. be encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy.
5. be encouraged to provide the student's Emergency Health Care Plan to persons responsible for the child during after-school activities located at the school or sponsored by the school.
6. consider having the student wear an allergy alert bracelet

7. request to view cafeteria food ingredient lists from school food service managers to assist in the decision to have their child eat school lunch.
8. provide and update emergency contact information via the online parent portal to PowerSchool.
9. educate your child in the self-management of their food allergy as is developmentally appropriate. (See *School Guidelines/Expectations For Managing Students with Food Allergies Checklist*, JLCEA-E)
10. know that ABRSD personnel may be required to contact emergency services in the event of a medical emergency regarding their child, and in doing so may disclose student information to emergency personnel (603 CMR [23.07\(4\)\(e\)](#) applying to health and safety emergencies).
11. assume the cost of treatment if a student requires emergency services related to an allergic reaction.

Responsibility of Student

The student with life-threatening allergies will:

1. take as much responsibility as possible for avoiding allergens.
2. not trade or share foods.
3. wash hands before and after eating.
4. learn to recognize symptoms of an allergic reaction.
5. promptly inform an adult upon likely exposure.
6. Learn to discuss their life-threatening allergy with adults in after-school activities.

Responsibility of the School Nurse

The school nurse will:

1. discuss the child's life-threatening allergy with the parent/guardian, collaborate with the school's or child's physician as warranted, and develop an Emergency Health Care Plan at the beginning of the school year, or as needed when a student's allergy is identified. The plan will be reviewed bi-annually, or as concerns/needs arise.
2. maintain all student Emergency Health Care Plans in an available location in the nurse's office.
3. provide names of students with life-threatening allergies to staff, including principals, teachers, specialists, cafeteria managers, and lunch monitors as appropriate at the start of the school year.
4. consult with the classroom teachers to develop a classroom-specific protocol to accommodate students as needed.
5. provide copies of the student Emergency Health Care Plans for the substitute teacher folder in classrooms.
6. provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present, e.g. during field trips. This training will be on the management of student life-threatening allergies, and the administration of emergency epinephrine via auto-injector, as outlined in the Massachusetts Department of Public Health regulations. Training will be reviewed periodically during the school year as needed, such as prior to a field trip.
7. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
8. maintain a current list of all staff members trained to use an epinephrine injector.
9. keep a record of all epinephrine injector, with their expiration dates, along with the physician orders and care plans, and notify staff about location of epinephrine injectors.
10. provide information each year to the Cafeteria Managers about specific students' life-threatening allergies and associated safety needs.

11. instruct staff that any student receiving an epinephrine injector should be transported to the hospital via emergency services.
12. instruct staff to follow the Emergency Health Care Plan and/or call 911 when a school nurse is not present.

Responsibility of Administrators

The School Administrator will:

1. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
2. provide walkie-talkies or other means of communication to staff supervising students with life-threatening allergies outside the classroom setting if no other means of communication is readily available or the location is not in proximity to the administrative/nurses offices.
3. facilitate and support the accommodations developed for individual students, including the classroom-specific protocols.
4. ensure that 911 will be called for any student receiving emergency epinephrine.

Responsibility of the Food Service Director

The Food Service Director will:

1. be aware and knowledgeable of procedures in operating the kitchen, food preparation and serving.
2. establish communications and training for all school food service staff and related personnel regarding safe food preparation and student life-threatening allergies.
3. maintain information concerning food ingredients or food labels.
4. maintain contact information with vendors and purveyors to access food content information and require clear and complete labeling of all food products.
5. annually review the laws protecting students with food allergies as they relate to food services.

Building-Based Procedures

Classroom Procedures:

Prior to or within one week of the start of school:

1. The parent/guardian provides the school nurse with physician documentation of an allergy to begin the process of planning for the needs of the student with life-threatening allergies.
2. The nurse will provide the classroom teacher information regarding students with life-threatening allergies and the signs and symptoms of an allergic reaction. At the start of school, the nurse will also provide this document of life-threatening allergies procedures to teachers to review and keep in their substitute teacher folders.
3. A copy of the student's Emergency Health Care Plan, with photo if provided, will be given to the student's classroom teacher. Copies of all Emergency Health Care Plans for the class will be placed in the substitute teacher folder.
4. The classroom teacher, in collaboration with the nurse and with input from the parents/guardians of the allergic child, will develop a classroom-specific procedure regarding the management of food in the classroom. The classroom procedure also will address cleaning of tables and chairs. Development of the classroom procedure will take into account the ages of the students and the emotional and social needs of the allergic student.
5. The nurse will inform other staff members about students with life-threatening allergies as needed.
6. For grades PK-3 only, the school nurse and classroom teacher will send a letter to parents in each classroom informing them that a student with a serious food allergy is a member of the class.

7. An age-appropriate review of food allergies will be conducted with classroom students at the beginning of the school year. This review will be done by the classroom teacher or in conjunction with the school nurse if requested by the teacher.

During the school year:

1. The school nurse will be consulted prior to any grade-wide or school-wide activity during school hours involving the consumption of food. Teachers will notify the school nurse about any curriculum-related activity involving food.
2. All students will be instructed that sharing or trading of food in the classroom will not be allowed.
3. The teacher will notify the parent/guardian of students with food allergies prior to any activity involving the consumption/manipulation of food.
4. The classroom teacher and/or school nurse will provide information on appropriate hygiene, including the benefits of frequent hand washing, to students at the beginning of the year. This information will be reinforced periodically throughout the school year.
5. The classroom teacher will be provided a means to communicate with the school nurse or administration office in the event of an emergency.
6. The classroom teacher will provide clear instructions to a substitute teacher about the classroom-specific food allergy procedure.

Field Trip Procedures:

1. The nurse must be notified of all field trips prior to the scheduled date.
2. If the parent/guardian of a student with a life-threatening food allergy is not on the field trip, this student will be placed in a group chaperoned by a staff member trained in management of students with life-threatening allergies.
3. The student's epinephrine injector and Emergency Health Care Plan will be sent on the field trip. The nurse will review with the teacher the signs and symptoms of an allergic reaction and administration of an epinephrine injector prior to the trip. Planning for the field trip will include designation of persons carrying an epinephrine injector.
4. The teacher will carry a cell phone or other means of communication, and will be instructed to follow the Emergency Health Care Plan and to call 911/*77 in the event of a suspected allergic reaction.
5. The school nurse and teacher will discuss plans for lunch and snack prior to the field trip to reduce risk of exposure to life-threatening allergens.

Cafeteria Procedures:

1. The school kitchen will prepare products in a manner that will reduce the risk of cross contamination of foods. This preparation area and all utensils will be washed, rinsed, and sanitized after the completion of the task.
2. All school kitchen staff will use only latex-free gloves.
3. Individual schools will determine the procedure for lunchtime seating in a manner that includes students with life-threatening allergies.
4. The staff on duty will ensure that tables where students with life-threatening allergies sit will be washed before lunches begin and after each group finishes. Food-allergic students will not be responsible for table washing.
5. Students will be instructed that sharing or trading of food or utensils is not allowed in the cafeteria.

Transportation Procedures:

1. Parents/guardians are required to inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy. The student with life-threatening allergies should be encouraged to sit in the front of the bus.

2. Each school bus or van will have a working means of two-way communication and a plan to check the communication system periodically.
3. Eating will not be allowed on routine school bus or van routes. Exceptions will be provided for students with diabetes who may need a snack to treat a hypoglycemic episode or other specific circumstances.
4. School bus drivers shall be provided an overview annually in prevention efforts, information about common allergens, recognition of signs and symptoms of anaphylaxis and emergency procedures to follow in case of a severe allergic reaction.

Emergency Response Procedures:

1. Nursing staff will provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present (e.g. during field trips).
2. When allergic symptoms are suspected in a student with known life-threatening allergies, the teacher or staff member supervising the student shall follow the Emergency Health Care Plan. The school nurse shall be contacted as soon as possible. Parents/guardians will be informed whenever allergic symptoms are suspected in a student with diagnosed life-threatening allergies.
3. Staff members supervising students with life-threatening allergies must have a means of communication to call for assistance.
4. Staff will call 911 for any student receiving emergency epinephrine.
5. The student's parent/guardian(s) will be notified as soon as possible in the event of anaphylactic reaction and as appropriate in the event of other allergy symptoms.
6. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school facility during the school day. Staff will be informed of procedures to follow in the absence of the school nurse.
7. The school nurse will maintain an authorization signed by the school physician to administer an epinephrine injector to individuals with unknown allergies. In the event that an individual with unknown allergies exhibits symptoms of anaphylaxis, staff will contact the nurse and/or call 911 if nurse is unavailable.

Updated: 8/2019

Acton-Boxborough Regional School District

File: ADFA-R-2 (Also [JLCEA-R-2](#)) - GRADES 7-12 LIFE-THREATENING ALLERGY PROCEDURES

(For PreK-6 procedures refer to [ADFA-R-1](#))

The Acton-Boxborough Regional Schools recognize the increasing prevalence and life-threatening nature of allergies for many students. The goals of these procedures are to reduce the risk of exposure to allergens that pose a threat to students, to educate members of the school community on the management of students' life-threatening allergies, and to plan for the needs of these students. This procedure aims to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety as they grow older. The schools will work with students with life-threatening allergies and their parents to address the students' emotional and social needs in addition to their health needs.

Allergic reactions vary and can range from mild local reactions to severe, potentially life-threatening anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body; the most dangerous and potentially fatal symptoms are breathing difficulties and a drop in blood pressure or shock. Anaphylaxis may occur in allergic individuals after exposure to a specific allergen even when prior exposure has not resulted in symptoms. Reactions can occur immediately or several hours following allergen exposure. Anaphylaxis in a food allergic student may occur with ingestion of the allergen. It is also possible that the student may touch an allergen, not wash hands afterward, and then touch his or her mouth or eyes. Some students, who are very sensitive, may react to inhaling the allergen. The most common causes of anaphylaxis in children include allergies to:

- **Foods** (most common: peanuts, tree nuts, milk, dairy products, eggs, soy, wheat, fish, shellfish)
- **Insect stings** (yellow jackets, bees, wasps, hornets)
- **Medications**

For the student with life-threatening allergies, the school nurse, in collaboration with parents/guardians, school physician, and principal, as needed, will develop an individualized Emergency Health Care Plan addressing the student's needs and reasonable accommodations. To promote an inclusionary experience for all students and to reduce exposure to allergens, controlled food choices, no food, or food restrictions will be considered.

Responsibilities

The implementation of the District procedure and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, school nurses, school physicians, parents/guardians, and the student.

Responsibility of Parents/Guardians

The parents/guardians of students with life-threatening allergies will:

1. provide physician's documentation of specific allergies to the school nurse each September (or school entry if mid-year start) or when diagnosed.
2. provide an epinephrine auto-injector and physician orders for its administration to the school nurse each September (or school entry if mid-year start) or when diagnosed.
3. inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy, as needed.
4. educate your child in the self-management of their food allergy as is developmentally appropriate. (See *School Guidelines/Expectations For Managing Students with Food Allergies Checklist*, JLCEA-E)
5. know that ABRSD personnel may be required to contact emergency services in the event of a medical emergency regarding their child, and in doing so may disclose student information to emergency personnel (603 CMR [23.07](#)(4)(e) applying to health and safety emergencies).
6. assume the cost of treatment if a student requires emergency services related to an allergic reaction.

Responsibility of Student

The student with a life-threatening allergy will:

1. take as much responsibility as possible for avoiding allergens.

2. not trade or share foods.
3. wash hands before and after eating.
4. learn to recognize symptoms of an allergic reaction.
5. promptly inform an adult upon exposure.
6. discuss his or her life-threatening allergy with adults in extracurricular activities.
7. bring medication on school-sponsored field trips and to all extracurricular activities.

Responsibility of the School Nurse

The school nurse will:

1. collaborate with the school's physician, and /or the student's own physician as warranted, and develop an Emergency Health Care Plan at the beginning of the school year, or as needed when a student's allergy is identified. The plan will be reviewed annually.
2. maintain all student Emergency Health Care Plans in an available location in the nurse's office.
3. provide mandatory online training annually for all staff persons who could find themselves alone in the care of students focused on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
4. maintain a list of all staff members trained to use an epinephrine auto-injector.
5. keep a record of all epinephrine auto-injectors, with their expiration dates, along with the physician orders and care plans, and notify staff about the location of epinephrine auto-injector as needed.
6. instruct staff that any student receiving an epinephrine auto-injector should be transported to the hospital via emergency services.
7. instruct staff to follow the Emergency Health Care Plan and/or call 911 when the school nurse is not present.

Responsibility of Administrators

The School Administrator will:

1. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
2. provide walkie-talkies or other means of communication to staff supervising students with food allergies outside the classroom setting if no other means of communication is readily available or the location is not in the proximity to the administrative/nurses offices.

Responsibility of the Food Service Director

The Food Service Director will:

1. Be knowledgeable of procedures to operate the kitchen, prepare food, and serve.
2. Establish communications and training for all school food service staff and related personnel regarding safe food preparation and student food allergies.
3. Maintain information concerning food ingredients or food labels.
4. Maintain contact information with vendors and purveyors to access food content information and require clear and complete labeling of all food products.
5. Annually review the laws protecting students with food allergies as they relate to food services.

Building-Based Procedures

Classroom Procedures (grades 7-8 only):

Prior to or within three weeks of the start of school:

1. The parent/guardian provides the school nurse with physician documentation of an allergy to begin the process of planning for the needs of the student with life-threatening allergies.
2. At the start of the school year, the nurse will provide the classroom teacher information regarding students with life-threatening allergies and the signs and symptoms of an allergic reaction. This documentation will be provided at this time. This information will be kept in substitute teacher folders.

During the school year:

1. The nurse will inform other staff members about students with life-threatening allergies as needed.
2. The classroom teacher of a student with a life-threatening allergy will be provided a means to communicate with the school nurse or administration office in the event of an emergency.

Field Trip Procedures (grades 7-8 only):

1. The nurse must be notified of all field trips prior to the scheduled date.
2. The student's epinephrine auto-injector and Emergency Care Plan will be sent on the field trip. The nurse will review with the teacher the signs and symptoms of an allergic reaction and administration of an epinephrine auto-injector prior to the trip as needed. Planning for the field trip will include the designation of persons carrying an epinephrine auto-injector.
3. The teacher will carry a cell phone or other means of communication and will be instructed to follow the Emergency Care Plan and to call 911/*77 in the event of a suspected allergic reaction.

Cafeteria Procedures:

1. The school kitchen will prepare products in a manner that will reduce the risk of cross-contamination of foods. This preparation area and all utensils will be washed, rinsed and sanitized after the completion of the task.
2. All school kitchen staff will use only latex-free gloves.

Transportation Procedures:

1. Each school bus or van will have a working means of two-way communication and a plan to check the communication system periodically.
2. Eating will not be allowed on routine school bus or van routes. Exceptions will be provided for students with diabetes who may need a snack to treat a hypoglycemic episode or other specific circumstances.
3. School bus drivers shall be provided an overview annually in prevention efforts, information about common allergens, recognition of signs and symptoms of anaphylaxis and emergency procedures to follow in case of a severe allergic reaction.

Emergency Response Procedures:

1. For grades 7-8, provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present, e.g. during field trips, will be provided (see School Nurse Responsibilities, #3).
2. An overview will be provided annually to staff that will focus on prevention efforts and emergency procedures (see School Nurse Responsibilities, #4).
3. When allergic symptoms are suspected in a student, the teacher or staff member supervising the student shall contact the school nurse as soon as possible. When allergic symptoms are suspected in a student during a field trip without a nurse present, staff will call 911. The school nurse and parents/guardians will be informed whenever allergic symptoms are suspected in a student with diagnosed allergies.

4. Staff members supervising students with life-threatening allergies must have a means of communication to call for assistance.
5. Any student receiving emergency epinephrine will be transported to the hospital via emergency services.
6. The student's parent/guardian(s) will be notified as soon as possible in the event of an anaphylactic reaction and as appropriate in the event of other allergy symptoms.
7. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 will be available in each building during the school day.
8. The school nurse will maintain an authorization signed by the school physician to administer an epinephrine auto-injector to individuals with unknown allergies. In the event that an individual with unknown allergies exhibits symptoms of anaphylaxis, staff will contact the nurse and/or call 911 if a nurse is unavailable.

Updated 8/2019

Acton-Boxborough Regional School District

File: ADFA-E (Also JLCEA-E) - GUIDELINES FOR SUPPORTING STUDENTS WITH FOOD ALLERGIES

The **Acton Boxborough Regional School District** recognizes the increasing prevalence and life-threatening nature of allergies for many students. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents/guardians and physicians to minimize risks and provide a safe educational environment for food-allergic students. Our aim is to **provide age-appropriate interventions that can assist children in assuming more individual responsibility for their health and safety as they grow older. The expectation is that the student will start to take on more responsibility beginning by fourth grade.** We ask for your assistance as we collaboratively work with your child in this regard. Please contact your child's school nurse if you have questions.

Parent/Guardian Responsibility

[] Notify the school nurse of the child's allergies by the end of the first week of school or upon diagnosis using the [online Parent Portal](#).

[] If applicable, provide written medical documentation, doctor's orders, and properly labeled medications using the Emergency Health Care Plan as a guide by the end of the first week of school. *Please note: This paperwork is required for school, field trips and school athletics.*

[] Replenish medications after use or upon expiration

[] Provide and update emergency contact information via the [online Parent Portal](#)

[] Educate your child in the self-management of their food allergy, which includes:

[] Knowing safe and unsafe foods

[] Employing strategies for avoiding exposure to unsafe foods

[] Recognizing symptoms of allergic reactions

[] Knowing how and when to tell an adult they may be having an allergy-related problem

[] Knowing how to read food labels (age appropriate)

[] Encouraging the student to wear an allergy alert bracelet

[] Empowering the student to speak up on their own behalf

Student's Responsibility (Grades K-3)

Students in Grades K-3 should:

[] be aware of their allergy and should be able to recognize symptoms (age appropriate)

[] not trade food with others

[] not eat anything that parents haven't cleared as safe (vs. supplied)

[] wash hands before eating

[] tell an adult immediately if not feeling well after eating something

Student's Responsibility (Grades 4-6)

Students in Grades 4-6 should:

[] be aware of the allergy and should be able to recognize symptoms

[] not trade food with others

[] begin to monitor which foods are safe to eat with adult assistance as needed

- [] wash hands before eating
- [] begin to be aware of surroundings- (desk, table, etc.)
- [] tell an adult immediately if not feeling well after eating something
- [] go to the nurse immediately for medication, asking an adult to accompany them.

Student's Responsibility (Grades 7-12)

Students in Grades 7-12 should:

- [] be aware of their allergy and should be able to recognize symptoms
- [] participate in the 7th-grade allergy training session with the school nurse
- [] take more responsibility for their life-threatening allergy as you get older (reading labels, avoid eating allergens including cross-contamination, be aware of your environment and possible allergens)
- [] be able to recognize symptoms of an allergic reaction
- [] not trade food with others
- [] not eat anything with unknown ingredients or known to contain any allergen
- [] wash hands before eating
- [] tell an adult immediately if not feeling well after eating something
- [] self-carry with the approval of parent, physician, and school nurse for school and after-school activities
- [] Should discuss the allergy with adults in extracurricular after-school activities
- [] Should know how to store Epinephrine (to keep medication viable)
- [] Should understand how to administer Epinephrine to self

Revised: August 2018

Acton-Boxborough Regional School District

File: ADG - SUSTAINABILITY POLICY

The Acton-Boxborough Regional School District values sustainability and is committed to practices that support a healthy environment for present and future generations. The District will prioritize conservation of resources, carbon neutrality and environmental stewardship in concert with fiscal responsibility, health, and safety including:

Energy Conservation: The District will seek out opportunities for energy conservation, energy efficiency, and deployment of renewable energy technologies to capture both cost savings and reduced carbon emissions for the District.

High Performance School Buildings: The District will provide a healthy and safe environment for students and staff to support high-quality educational opportunities through best practices in management of high performance buildings, including protection of indoor air quality (IAQ), green cleaning, and integrated pest management (IPM).

Education & Engagement: The District will, where appropriate and where there are natural connections, cultivate an understanding of the importance of environmentally sustainable practices, in units of study and courses, as well as through extracurricular organizations, clubs and teams.

Resource Conservation: The District will promote resource conservation and efficient use of resources, including waste reduction for water, food, paper and other resources. The District will establish business procedures that give priority to environmentally preferable products and practices, and that consider environmental and social costs as well as short-term prices.

Local Resources: The District will promote consumption of local water and other goods, minimizing the importation of resources already available to the community. The District will encourage students to do the same through example and outreach.

APPROVED: 5/18/17

Acton-Boxborough Regional School District

SECTION B - BOARD GOVERNANCE AND OPERATIONS

- BB SCHOOL COMMITTEE LEGAL STATUS**
- BBA SCHOOL COMMITTEE POWERS AND DUTIES**
- BBAA SCHOOL COMMITTEE MEMBER AUTHORITY**
- BBBE UNEXPIRED TERM FULFILLMENT**
- BCA SCHOOL COMMITTEE MEMBER ETHICS**
- BCB COMMITTEE MEMBER CONFLICT OF INTEREST**
- BDA SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING**
- BDA-R SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING**
- BDB SCHOOL COMMITTEE OFFICERS**
- BDC APPOINTED COMMITTEE OFFICIALS**
- BDD SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP**
- BDE SUBCOMMITTEES OF THE SCHOOL COMMITTEE**
- BDFA SCHOOL COUNCILS**
- BDFA-R-1 SCHOOL IMPROVEMENT PLAN**
- BDFA-R-2 SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN**
- BDFA-R-3 CONDUCT OF SCHOOL COUNCIL BUSINESS**
- BDFB SPECIAL EDUCATION PARENT ADVISORY COUNCIL**
- BDFB-R SPECIAL EDUCATION PARENT ADVISORY COUNCIL**
- BDG SCHOOL ATTORNEY**
- BE SCHOOL COMMITTEE MEETINGS AND NOTIFICATION**
- BEC EXECUTIVE SESSIONS**
- BEDB AGENDA FORMAT**
- BEDF VOTING METHOD**
- BEDG MINUTES**
- BEDH PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS**
- BEDH-R PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS**
- BEDJA REMOTE PARTICIPATION**
- BG SCHOOL COMMITTEE POLICY DEVELOPMENT**
- BGF SUSPENSION OF POLICIES**
- BHC SCHOOL COMMITTEE-STAFF COMMUNICATIONS**
- BHE USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS**

BIA NEW SCHOOL COMMITTEE MEMBER ORIENTATION

File: BB - SCHOOL COMMITTEE LEGAL STATUS

The School Committee is the governing board of the Acton-Boxborough Regional School District. Although the Committee functions as a duly elected committee of local government(s), Massachusetts General Laws state that each public school system will be governed by a school committee.

The School Committee possesses all powers and duties conferred upon it by state law. The Committee alone may determine policies, approve a budget, and employ a Superintendent to implement their directions for the education of the children of the Acton-Boxborough Regional School District.

Members of the School Committee shall have no authority over school affairs as individuals. They shall have authority, within the General Laws, over school affairs when they serve as a legal body.

Regional school districts are created in accordance with state law and the Regional Agreement approved by the member towns. The Acton-Boxborough Regional School Committee consists of eleven members, seven from the Town of Acton and four from the Town of Boxborough. At the annual town elections, the Town of Acton shall elect two or three members to the Committee, and the Town of Boxborough shall elect one or two members to the Committee, each to serve three-year terms.

LEGAL REFS.: M.G.L. [41:1](#), and [71:37](#) specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

M.G.L. [71:14B](#), [71:16A](#)

CROSS REFS.: [AA](#), School District Legal Status

[AA-E](#) Regional Agreement between the towns of Acton & Boxborough, MA

[BBA](#), School Committee Powers and Duties

Approved: 3/17/16

Acton-Boxborough Regional School District

File: BBA - SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its direction for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

- 1. Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
- 2. Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
- 3. Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school system to carry out the Committee's policies.
- 4. Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping themselves and the school staff informed about the needs and wishes of the public.
- 5. Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#), School Committee Legal Status

Approved 11/21/13

Acton-Boxborough Regional School District

File: BBAA - SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of his/her office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of these School Committees and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect his/her share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

Approved 11/21/13

Acton-Boxborough Regional School District

File: BBBE - UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, including a failure to elect, the appropriate town's Board of Selectmen and the remaining members of the School Committee Members from that Town share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within one month after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that voters of the town may have the opportunity to state their candidacy, the Board of Selectmen and remaining School Committee Members from that Town will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. [41:11](#)

Approved 5/19/16

Acton-Boxborough Regional School District

File: BCA - SCHOOL COMMITTEE MEMBER ETHICS

(Massachusetts Association of School Committees Code of Ethics)

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in his/her relations with his/her community should:

1. Realize that his/her primary responsibility is to the children.
2. Recognize that his/her basic function is to be policy making and not administrative.
3. Remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a local and state level.
5. Remember that he/she represents the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities.

A School Committee member in his/her relations with his/her school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. Give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in his/her relations with his/her fellow Committee members should:

1. Recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings.
2. Realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communications that exists in executive sessions.
4. Not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help or information on school problems
5. Make decisions only after all facts on a question have been presented and discussed.

Approved 11/21/13

Acton-Boxborough Regional School District

File: BCB - COMMITTEE MEMBER CONFLICT OF INTEREST

The conduct of School Committee members where a possible conflict of interest exists is regulated by Chapter 268A of the Massachusetts General Laws. The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees (defined to include School Committee members) may do on the job, after hours, and after leaving public service.

Each year, School Committee members must be given a summary of the conflict of interest law prepared by the State Ethics Commission and every two years, they must complete an online training program prepared by the Commission.

It is incumbent upon the School Committee Members to be familiar with the conflict of interest laws. Questions regarding the laws and how they are applied should be directed to the Massachusetts State Ethics Commission.

Some examples of situations in which conflicts of interest arise:

1. A member of the School Committee member's immediate family is an employee of the school district

In general, if a member of the School Committee is a member of the immediate family (the member's spouse and their parents, children, brothers and sisters) of a person in the employ of the schools, the member of the School Committee may not participate in any way in a matter which may affect the financial interest (wages, hours or conditions of employment) of such employee of the schools, except that the member of the School Committee may vote on a consolidated budget which includes an appropriation for salaries or other benefits for the group to which the member of the immediate family belongs so long as the School Committee member has no participation of any kind in the discussion or approval of that portion of the budget.

The School Committee member may vote on other line items that do not affect the financial interest of a family member and the whole budget, including salaries, once the following procedure has been followed: the board must identify the budget line item that includes the family member's salary and vote on it separately. The School Committee member must abstain from the line item's discussion and vote. After all such conflicts are dealt with through this line item procedure, the board may then vote on the budget as a whole package, with all members participating in the final vote to approve the "bottom line."

Further, a member of the School Committee may not participate in a grievance proceeding affecting a member of the immediate family, negotiations concerning employees in the bargaining unit which represents a family member, executive sessions concerning negotiating strategies with that particular unit, or other matter directly affecting or involving the member of the immediate family who is an employee of the schools.

Finally, the member of the School Committee should leave the room whenever an issue involving a member of the immediate family arises.

Reference is made to Graham v. McGrail, 370 Mass. 133 (1976), for guidance with respect to the conduct of a School Committee member, a member of whose immediate family is employed by the school system.

2. A School Committee Member's child is on a sports team and the School Committee is voting on fees which affect that sports team

The Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure.

3. A School Committee Member is a Board Member or employee of an organization that rents space from the District

A School Committee member may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or a **business organization of which he is a director, officer, trustee, or employee has a financial interest**. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you

may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

CROSS REF.: [BCA](#), School Committee Member Ethics

[BIA](#), New School Committee Member Orientation

Approved: 5/19/16

Acton-Boxborough Regional School District

File: BDA - SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

Acton-Boxborough Regional School Committee members are elected at each town's annual election. Newly elected School Committee members will begin to serve on the School Committee once they have been sworn in by their respective towns.

At the first regularly scheduled School Committee meeting after all new members have been sworn in, the School Committee shall organize by nominating and voting for officers. The committee shall elect one of its members to be the chairperson, one vice-chairperson from Acton, one vice-chairperson from Boxborough. They shall also vote to appoint a secretary and a Treasurer who do not need to be members of the Committee.

The newly-elected Chairperson and Vice-chairs shall begin their terms on August 1st, at which time the current Chairperson and Vice-chairs' terms shall officially end. The interim period between the annual organizational meeting and August 1st shall be designated as a transitional period.

REF: ABRSD Regional Agreement, effective July 1, 2014

Approved 5/21/15, 5/23/19, 6/4/2020

Acton-Boxborough Regional School District

File: BDA-R - SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

1. Nominations

At the first meeting after new members have been sworn in, the Superintendent will open the floor for nominations and invite members to nominate another member or themselves as candidates to serve as the next Chairperson. A second is not needed for a nomination. Once all candidates have been identified, the Superintendent will ask for a motion to declare that nominations are closed.

2. Discussion

At the Superintendent's discretion, each nominee will be given an opportunity to speak to (or decline) their nomination. Members may speak in support of a candidate.

3. Voting

When discussion is complete, the Superintendent will call for a roll call vote. Each member will be polled, and they 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*. If no one receives a majority vote for the position, additional roll call votes will be taken until someone is elected. Discussion is allowed between each vote.

4. The new Chairperson will follow the same process to elect a Vice-Chairperson from Acton and a Vice-Chairperson from Boxborough.

5. The new Chairperson and Vice-Chairpersons will take office on August 1 per the policy.

6. Per the Regional Agreement, a Secretary and a Treasurer will be appointed by a vote of the Committee.

*A majority vote means that more than half of the weighted votes of those voting approve a motion. More specifically, it means that more than half of the votes cast by persons legally entitled to vote at a properly called meeting with a quorum present approve a motion. Blank ballots or abstentions do not count. By this definition, the weighted votes of those voting - not necessarily those present - determine the majority.

REF: Acton-Boxborough Regional Agreement, effective July 1, 2014

Robert's Rules of Order, Newly Revised, <https://www.kidlink.org/docs/RobertRules/toc.html>

7/1/2020

Acton-Boxborough Regional School District

File: BDB - SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/She will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairs of the Committee will act in the absence of the chairperson as presiding officers of the Committee and will perform such other duties as may be delegated or assigned to them. Each vice-chairperson will support the chairperson in the business of their town.

LEGAL REF.: M.G.L. [71:36](#)

Approved: 5/21/15

Acton-Boxborough Regional School District

File: BDC - APPOINTED COMMITTEE OFFICIALS

The Superintendent shall be appointed by the Committee as provided by law and shall perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

The School Committee shall elect a Secretary to:

- keep an accurate record of all Committee meetings
- comply with state law and Committee policy regarding notification of meetings
- render such re-ports as may be required by the state or the towns.

LEGAL REFS.: M.G.L. [71:36](#)

Approved 11/21/13

Acton-Boxborough Regional School District

File: BDD - SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within his/her scope as executive officer or as professional leader of the school district. While the Committee reserves the right to make the ultimate decision of all matters concerning general policy or expenditures of funds, they will normally proceed in these areas after receiving recommendations from their executive officer. Further:

1. The Superintendent will ask for guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

Approved 11/21/13

Acton-Boxborough Regional School District

File: BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees annually for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee chairperson, subject to approval by the Committee, will appoint the subcommittee chairperson and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

SOURCE: MASC

LEGAL REF.: M.G.L. [30A:18-25](#)

CROSS REF.: [BEC](#), Executive Sessions

NOTE:

The cross reference to policy [BEC](#) is included because the open meeting law, and its exceptions, applies to both School Committee meetings and meetings of the subcommittees of the School Committee.

APPROVED: 10/15/20

Acton-Boxborough Regional School District

File: BDFA - SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school district.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent.

The following guidelines define the role of the school council:

The School Council shall meet regularly (a minimum of six meetings per year) with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan in accordance with state statutes which is implemented only after the Superintendent's approval.

LEGAL REFS.: M.G.L. [71:38Q](#), [71:59C](#)

Approved 12/3/15

Acton-Boxborough Regional School District

File: BDFA-R-1 - SCHOOL IMPROVEMENT PLAN

Each Principal, in conjunction with the School Council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the School Council and submitted for approval to the Superintendent. The plan should be drafted with the following in mind:

1. Educational goals developed with the needs of the school in mind.
2. A focus on student learning with plans around improvement.
3. Professional learning for the school's staff.
4. Parental involvement in the life of the school, safety, and discipline.
5. The diverse learning needs of every child.
6. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

Reviewed 10/2/15

Acton-Boxborough Regional School District

File: BDFA-R-2 - SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

The written school improvement plan shall be submitted by the Principal to the Superintendent for review and approval by June 1st of each year. The Superintendent shall make copies of the plans for the School Committee's review.

It is important that the school council be aware of the expectations regarding the school improvement plan. The school improvement plan should:

1. Focus on student learning.
2. Describe expected student outcomes and observable results.
3. Align with the mission of the School District and any goals and policies of the School District.
4. Be consistent with state and federal law, School District policy, established curriculum and negotiated agreements.
5. Identify implementation plans.
6. Provide annual progress report including analysis of student performance.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the School Council, and resubmit it for approval.

Reviewed 10/2/15

Acton-Boxborough Regional School District

File: BDFA-R-3 - CONDUCT OF SCHOOL COUNCIL BUSINESS

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

It is recommended that the school council meet a minimum of 6 - 8 times during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order shall prevail if there are questions of procedure.

All meetings of the School Council shall conform to the Open Meeting Law, Sections 23 A, B, and C, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

Agendas and approved minutes for all School Council meetings shall be posted on the school's website, ideally located within a specific section for School Council business.

Reviewed 10/2/15

Acton-Boxborough Regional School District

File: BDFB - SPECIAL EDUCATION PARENT ADVISORY COUNCIL

The Acton-Boxborough Regional School District's Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers and productive citizens of our diverse community and global society.

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

The School Committee shall establish a parent advisory council on special education. Membership shall be offered to all parents/guardians of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this policy, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

LEGAL REF.: M.G.L: [71B:3](#)

CROSS REFS.: [KBA](#), School/Parent Relations Goals

[AD](#), Mission, Values and Goals

Approved by APS/AB School Committees: May 1, 2008

Approved by ABRSC: 1/8/15

Acton-Boxborough Regional School District

File: BDFB-R - SPECIAL EDUCATION PARENT ADVISORY COUNCIL

1. In accordance with School Committee policy, File [BDFB](#), the School Committee may each year, subject to availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council for the term of one school year. The liaison(s) will be responsible for attending Special Education Parent Advisory Council meetings periodically and reporting back to the School Committee on the results of these meetings.
2. The Special Education Parent Advisory Council will be invited to present to the School Committee two times a year to share the organizations' annual goals or other topics related to the education and safety of students with special needs.

The Special Education Parent Advisory Council presentations to the School Committee shall be made at a September or October meeting and a June or July meeting, unless otherwise mutually agreed. Moreover, the Special Education Parent Advisory Council is welcome to request time on the School Committee's meeting agenda and/or email input to the School Committee at any time.

3. In accordance with the School Committee's policy, File [BDFB](#), the Director of Special Education and the Special Education Parent Advisory Council chairperson(s) will meet at least quarterly to discuss the planning, development and evaluation of the district's special education programs. Meeting once a month has proven beneficial to support parent-school collaboration and communication. Other staff, Special Education Parent Advisory Council Board members and the School Committee liaison(s) may also be included in these meetings.

Revised 10/28/15

Acton-Boxborough Regional School District

File: BDG - SCHOOL ATTORNEY

The School Committee may retain an attorney or law firm to provide legal services.

It will be the duty of the counsel for the School Committee to advise the Committee and the Superintendent on the specific legal problems submitted to him/her. He/she will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable him/her to offer necessary legal advice.

LEGAL REFS.: M.G.L. [71:37E](#); [71:37F](#)

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: BE - SCHOOL COMMITTEE MEETINGS AND NOTIFICATION

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

- 1. Regular meeting:** the usual official legal action meeting, held regularly
- 2. Special meeting:** an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

Notification:

As required by law, a minimum of 48 hours advance notice will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action." As a regional school district, official notification will be posted electronically on the School District website, as required by law. A copy of the notice shall be filed and kept by the secretary of the school committee.

Rules of Order:

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

LEGAL REFS.: M.G.L. [39:23A](#); [39:23B](#); [39:23C](#)

940 C.M.R. 29.03 (4) (b)

CROSS REFS.: [BEC](#), Executive Sessions

Approved: 6/23/16

Acton-Boxborough Regional School District

File: BEC - EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only pursuant to the Open Meeting Law (M.G.L. Chapter [30A, 21](#)).

<https://malegislation.gov/Laws/GeneralLaws/PartI/TitleIII/Chapter30A/Section21>

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Accurate records of the proceedings conducted in executive session will be kept but need not be disclosed if the disclosure of the minutes, notes or other materials used in the executive session may defeat the lawful purposes of the executive session. Once disclosure would no longer defeat the purposes of the executive session, however, minutes and other records from that executive session will be disclosed unless they fall within an exemption to the Public Records Law, M.G.L. c. [4 & 7](#), cl. 26 or the attorney client privilege applies. The Committee will review executive session minutes for possible declassification at least once each year.

LEGAL REFS.: Open Meeting Law, M.G.L. c. [30A](#), sections 18-25

CROSS REFS.: [BE](#), School Committee Meetings

APPROVED: 6/25/15

Acton-Boxborough Regional School District

File: BEDB - AGENDA FORMAT

The Superintendent, conferring with the Chairperson of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it agrees to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chairperson of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the public.

CROSS REF.: [BE](#), School Committee Meetings and Notification

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: BEDF - VOTING METHOD

On all matters coming before the Regional School Committee, each member from Boxborough shall cast 1 vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

All actions will require a majority vote of all members present and voting except as state law, **Robert's Rules of Order, Newly Revised**, or policies of this Committee require a larger majority. A majority of the members of the Acton-Boxborough Regional School Committee, which majority shall include at least four members from Acton and two members from Boxborough, shall constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

LEGAL REFS.: M.G.L. [39:23B](#); [71:42](#); [71:50](#)

Regional Agreement between the towns of Acton and Boxborough, MA

Approved: 6/25/15

Acton-Boxborough Regional School District

File: BEDG - MINUTES

The minutes of a School Committee meeting constitute the written record of committee action and they are the legal evidence of what the action was. Therefore, the Secretary of the School Committee, or a designee, will be responsible for reporting in the minutes all actions taken by the Committee. y

Minutes will set forth:

1. A statement on the nature of the meeting (regular, special or executive session);
2. The date, time and place;
4. The members present or absent (annotated as to arrival and departure times if during the meeting);
5. A summary, not a transcript, of the discussions on each subject;
6. A list of documents and other exhibits used at the meeting;
7. The decisions made and the actions taken at each meeting, including the record of the results of all votes (including the names of members moving and seconding each vote).

No vote taken at an open session shall be by secret ballot. Any vote taken at an executive session shall be recorded by roll call and entered into the minutes.

Minutes of all open sessions shall be created and approved in a timely manner. A timely manner is generally considered to be within the next three public body meetings, or 30 days, whichever is later, unless the public body can show good cause for further delay. Copies of the minutes will be sent to all Committee Members with sufficient time to review in advance of the meeting at which such minutes are to be approved.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been released will be in the custody of the Superintendent who will make them available to interested citizens upon request.

LEGAL REFS.: M.G.L. [30A:22](#); [66:10](#)

Open Meeting Law Regs, 940 CMR 29.11, effective 10/6/17

CROSS REFS.: [KDB](#), Public's Right to Know

[BEC](#), Executive Sessions

APPROVED: 2/4/16 and 4/26/18

Acton-Boxborough Regional School District

File: BEDH - PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public, except for "Executive Sessions" which will be held as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee welcomes citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the public's input.

In order that all citizens who wish to be heard before the Committee have the opportunity to speak and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures have been adopted by the Committee:

1. At each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chairperson shall determine the length of the public participation segment.
2. Each speaker will be allowed three (3) minutes to present a statement. The presiding Chairperson may permit extension of this time limit at their discretion.
3. Topics for discussion are not limited to those items listed on the School Committee meeting agenda for that evening. However, items not on the agenda must be brought up during public participation portion of the meeting. Due to the requirements of the Open Meeting Law, the School Committee may not be able to respond to items brought up during public participation.
4. All remarks shall be addressed through the Chairperson of the meeting.
5. Topics raised during the Public Comment period shall be limited to items that are within the School Committee's authority. Areas that are within the School Committee's authority are: District educational goals; policies; budget of the Acton-Boxborough Regional School District; and the performance of the Superintendent.
6. Written comments may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time. Letters or emails addressed to the School Committee will be shared with the Committee members and will be responded to by either the Committee Chair, Vice Chair or appropriate administrator. Emails to the Committee are public records as defined by Mass General Law.

Public Participation is not a discussion, debate, or dialogue between or among citizens and the School Committee. Rather it is intended to offer citizens an opportunity to express their opinion on issues regarding School Committee business. While the Committee and /or administrators will not typically respond to citizen comments or questions posed during Public Participation, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it readily available.

LEGAL REF.: M.G.L. [30A, Section 20](#) (f)

Approved 11/20/14, 01/09/2020

Acton-Boxborough Regional School District

File: BEDH-R - PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

Procedures effective January 29, 2021

The Acton-Boxborough Regional School Committee recognizes the value of public input at its meetings as well as the high value our community places on public participation in government. Effective immediately, the Acton Boxborough Regional School Committee will resume public comment at its meetings. In light of recent racist and anti-semitic attacks at its meetings, however, the committee will implement enhanced security measures for individuals wishing to speak:

1. Any member of the public who wishes to watch the meeting live, but does not wish to speak may do so by watching on either Acton TV or on YouTube at: <https://www.youtube.com/actontv1>
2. A member of the public who wishes to speak during the public comment portion of the meeting or during the meeting (at the Chairperson's discretion), may request to participate in the zoom meeting using the following procedures:
 - a. The attendee must complete a pre-registration form for the zoom meeting through the pre-registration link posted on the meeting agenda.
 - b. Pre-registration must be completed 24 hours prior to the start of the meeting.
 - c. During pre-registration, an attendee must provide all of the required information, including a telephone number where the attendee can be contacted to verify the speaker's identity.
 - d. On the day of the meeting, District staff will contact attendees by telephone or text message to verify the identity of the attendee wishing to be recognized.
 - e. Following verification of an attendee's identity, the attendee will be sent a link to the zoom meeting. The attendee must use this link to attend and speak during the meeting.
 - f. The attendee wishing to participate must sign into the zoom meeting using the name or telephone number they provided when pre-registering.
 - g. During the meeting, the attendee may indicate their desire to speak by using the "raise hand" feature in zoom, or if using a telephone, by pressing *9.
 - h. Attendees are recognized to speak at the discretion of the chairperson.

Only individuals who have followed the above procedures will be allowed to speak during the meeting, at the discretion of the Chairperson.

Acton-Boxborough Regional School District

File: BEDJA - REMOTE PARTICIPATION

The School Committee recognizes the need for members occasionally to be physically absent from School Committee Meetings and therefore adopts the following policy to govern members' remote participation in School Committee Meetings.

Minimum Requirements for Remote Participation

- (a) A quorum of the School Committee, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location.
- (b) Members who participate remotely and all persons present at the meeting location shall be clearly audible to each other, as required by M.G.L. c. [30A](#), section [20](#)(d).
- (c) Members who participate remotely may vote and shall not be deemed absent for the purposes of M.G.L. c. [39](#), sec. [23D](#).

Permissible Reason for Remote Participation

A School Committee member shall be permitted to participate remotely in a meeting, only if physical attendance would be unreasonably difficult.

Technology

- (a) The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.
 - (i) telephone, internet, or satellite enabled audio or video conferencing,
 - (ii) any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.
- (b) When video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.
- (c) The School Committee Member who is absent from the Meeting will notify the District Administration with as much advance notice as possible and will work with the District Administration to establish the appropriate technology to effect the School Committee Member's remote participation.
- (d) The chair or, in the chair's absence, the person chairing the meeting, may decide how to address technical difficulties that arise as a result of utilizing remote participation, but is encouraged, wherever possible, to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred shall be noted in the meeting minutes.
- (e) The costs attributable to equipment or service relating to the District's ability to communicate with the remote participant will be born by the District. The personal costs of the participant attributable to equipment or service relating to the remote participant's ability to communicate with the District will be born by the participant. If the costs associated with remote participation become prohibitive, the School Committee will reevaluate its policy on remote participation.

Procedures for Remote Participation

- (a) Any member of the School Committee who wishes to participate remotely shall, as soon as reasonably possible prior to a meeting, notify the chair or, in the chair's absence, the person chairing the meeting, of his or her desire to do so and the reason for and facts supporting his or her request.
- (b) At the start of the meeting, the chair shall announce the name of any member who will be participating remotely. This information shall also be recorded in the meeting minutes.
- (c) All votes taken during any meeting in which a member participates remotely shall be by roll call vote.

(d) A member participating remotely may participate in an executive session, but shall state at the start of any such session that no other person is present and/or able to hear the discussion at the remote location, unless presence of that person is approved by a simple majority vote of the public body.

(e) When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting, and shall be listed in the meeting minutes and retained in accordance with M.G.L. c. 30A, sec. 22.

LEGAL REFS.: M.G.L. c. 30A, sec. 25 (a) and (b)

MASS 940 CMR 29.00

Approved 3/22/12, 6/25/15, 4/26/18

Acton-Boxborough Regional School District

File: BG - SCHOOL COMMITTEE POLICY DEVELOPMENT

According to Massachusetts General Laws Chapter [71, Section 37](#), the School Committee "shall establish educational goals and policies for the schools in the district. The policies will be consistent with the requirements of law and statewide goals and standards established by the Board of Education."

Policies and/or revisions may be proposed by any member of the Committee, any member of the public, or any member of the staff. The Policy Subcommittee will consider requests to add new policies or review and revise existing policies. All policies shall be in the form of general principles and statements of intent. The Superintendent is responsible for developing procedures to ensure implementation of all School Committee policies.

After review by the Policy Subcommittee, the School Committee shall have at least two readings of any proposed policy or revision to allow for input from all interested parties. A vote shall not be taken before the second reading. Notwithstanding the forgoing, when immediate action is necessary, the School Committee may hold a vote to approve a proposed policy or revision after the first read.

The Committee shall periodically review policies to ensure that they remain harmonious with the goals of the District and comply with all applicable laws and regulations. The Policy Subcommittee may correct errors in punctuation, spelling and typographical errors with notice to the Committee but without the requirement of a second read or a vote.

The District will post all policies on its website.

CROSS REFS: [BGF](#), Suspension of Policies

[CH](#), Policy Implementation

Approved: 12/12/13, 6/4/2020

Acton-Boxborough Regional School District

File: BGF - SUSPENSION OF POLICIES

The operation of any section or sections of the School Committee's policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

CROSS REF.: [BG](#), School Committee Policy Development

[CH](#), Policy Implementation

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: BHC (also GBD) - SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication with the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee Members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), Internet web forums and Internet chat rooms.

Under the Open Meeting Law, deliberations by a quorum of members constitute a meeting. Deliberation is defined as movement toward a decision, including, but not limited to, the sharing of an opinion regarding business over which the Committees have supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records and therefore are subject to the record retention requirements of that law. Accordingly, in order to be sure e-mail communications between and among School Committee members are captured and retained through the Districts' electronic archiving system:

- The District will establish individual e-mail accounts for each school committee member;
- School Committee members will make every effort to utilize the District e-mail address exclusively for sending and receiving any and all school committee related communications including, but not limited to, communications to and from other school committee members, members of the District's staff and administration and members of the public; and
- Effective 3/15/12, School Committee Members will not forward their District e-mail to any other third party e-mail accounts, as this may impact the Districts' ability to capture School Committee related e-mails for record retention purposes.
- In any case where it is impractical or impossible for a School Committee member to utilize their District e-mail address to send an e-mail, and the member utilizes a private e-mail account, the School Committee Member will provide an electronic copy of the School Committee related e-mail to the District e-mail "shell address" as soon as practical.

LEGAL REF.: M.G.L. [4:7](#); [39-23A](#), 23B; [66:10](#)

Revised 3/1/12

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: BIA - NEW SCHOOL COMMITTEE MEMBER ORIENTATION

The School Committee Chair and Superintendent will hold one or more orientation meetings with newly elected or appointed members to assist them in understanding the School Committee's functions, policies and procedures.

The Chair and/or Superintendent shall clarify policy and procedures that involve:

- A. arranging visits to schools or administrative offices
- B. requesting information regarding school district operations
- C. responding to community requests/complaints concerning staff or programs
- D. handling confidential information

Each new member shall be given Acton-Boxborough Regional School District's *School Committee Guidebook* with information on, but not limited to, the following materials and training requirements:

- A. School Committee policies
- B. Open Meeting Law
- C. Conflict of Interest Regulations
- D. The district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Additionally, in accordance with the requirements of Massachusetts General Law, each new School Committee member elected to the Acton-Boxborough Regional School Committee is required to complete, within one year of their initial election or appointment, at least eight hours of accredited orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members. This orientation is offered at no charge to the school committee members by the Massachusetts Association of School Committees and by other approved groups.

LEGAL REF.: M.G.L. [71:36A](#)

Approved 12/3/15

Acton-Boxborough Regional School District

SECTION C - GENERAL SCHOOL ADMINISTRATION

CB SUPERINTENDENT OF SCHOOLS

CBI EVALUATION OF THE SUPERINTENDENT

CH POLICY IMPLEMENTATION

CHA DEVELOPMENT OF PROCEDURES

CHB SCHOOL COMMITTEE REVIEW OF PROCEDURES

CHCA APPROVAL OF HANDBOOKS AND DIRECTIVES

CHD ADMINISTRATION IN POLICY ABSENCE

File: CB - ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT SUPERINTENDENT OF SCHOOLS

The Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with General Laws, Chapter [71, Section 59](#), and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the State Department of Education and shall submit materials for the Committee's annual report to the selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

Superintendent's Contract

The Committee, upon the appointment of a candidate or upon reappointment of the incumbent Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

M.G.L. [71:59](#), [72:3](#)

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: CBI - EVALUATION OF THE SUPERINTENDENT

The purpose of the Superintendent's evaluation system is to promote excellence in the leadership of the Acton-Boxborough Regional School District through feedback, self-reflection, and a growth mindset.

The School Committee will evaluate the Superintendent annually following the process, standards, and rubrics outlined in the Massachusetts Department of Elementary and Secondary Education (DESE) Educator Evaluation system for Superintendents. The Superintendent's evaluation process will include an opportunity for feedback from staff and community members.

The Superintendent will work with the School Committee to set Professional Practice, Student Learning, and District goals based on the needs of the school system. The Superintendent's performance will be reviewed annually in accordance with these specified goals and the standards for effective leadership.

LEGAL REF.: 603 CMR [35.00](#)

Approved: 6/29/16

Acton-Boxborough Regional School District

File: CH - POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through regulations, the policies established by the School Committee.

The policies developed by the Committee and the regulations developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all District employees and students will comply with them.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulations and for seeing that they are implemented in the spirit intended.

CROSS REFS.: [BG](#), School Committee Policy Development

[BGF](#), Suspension of Policies

Approved: 12/12/13

Acton-Boxborough Regional School District

File: CHA - DEVELOPMENT OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committees and will be one of the means by which the school system will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

Approved: 12/12/13

Acton-Boxborough Regional School District

File: CHB - SCHOOL COMMITTEE REVIEW OF PROCEDURES

It is expected that the Superintendent and administrative staff will need to issue regulations implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific direction from the Committee.

The Committee will not officially approve procedures except as required by state law, or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for a regulation to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for information purposes only.) Standards of conduct will be included in staff and student handbooks.

LEGAL REFS.: M.G.L. [71:37H](#)

Approved: 12/12/13

Acton-Boxborough Regional School District

File: CHCA - APPROVAL OF HANDBOOKS AND DIRECTIVES

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 handbook 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 (Boxborough has a policy that a student handbook is done for Blanchard...it begins with "The Principal, in consultation with the school council...").

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school system or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expect handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

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. The Superintendent will use his/her judgment as to whether other specific handbooks need appropriate Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

LEGAL REFS.: M.G.L. [71:37H](#)

Acton-Boxborough Regional School District

File: CHD - ADMINISTRATION IN POLICY ABSENCE

In cases where action must be taken within the school system and where the Committee has provided no guidelines for action, the Superintendent shall have the power to act and the responsibility to report significant action to the Committee.

Approved: 12/12/13

Acton-Boxborough Regional School District

SECTION D - FISCAL MANAGEMENT

DB ANNUAL BUDGET

DB-R BUDGET-APPORTIONMENT OF EXPENSES

DBC BUDGET DEADLINES AND SCHEDULES

DGA REGIONAL SCHOOL DISTRICT AUTHORIZED SIGNATURES

DH REGIONAL SCHOOL DISTRICT BONDED EMPLOYEES AND OFFICERS

DIE REGIONAL SCHOOL DISTRICT AUDITS

DJ FUEL EFFICIENT VEHICLES

DK RESERVES

DP CAPITAL STABILIZATION FUND

File: DB - ANNUAL BUDGET

The Acton-Boxborough Regional School Committee delegates the development of the annual District budget to the Superintendent and his/her designees for the operating and maintenance of the District, and such capital budgets as shall be necessary for the pursuit of the goals of the District and the educational programs proposed and approved by the School Committee.

Said budget shall conform to the guidelines as set forth by the Legislature in Chapter [71](#) of the Massachusetts General Laws and directives and regulations as set forth by the Massachusetts Department of Education, and shall be in compliance with the foundation budget. It is acknowledged that the foundation budget reflects the minimum recommended spending for a District, and excludes transportation costs, debt service costs, and costs associated with the acquisition of fixed assets. The aforementioned items must, therefore, be budgeted in addition to the foundation budget, and funds to support those expenditures must be raised from the member communities, after the use of any offsetting revenues received from the state.

A budget is a spending plan, which is developed well in advance of the fiscal year. Circumstances may occur which necessitate changing spending priorities and redirecting funds within the budget accordingly. Revisions to the budget may be made from time to time by the Committee, upon the recommendation of the Superintendent.

The annual budget for each school operated by the District shall be developed with input from the School Council, and shall reflect the priorities established in the Annual School Improvement Plan.

The District Regional Agreement notwithstanding, there shall be no requirement for the annual operation and maintenance budget for the District to be adopted prior to the receipt of funding estimates from the state.

In developing a budget, care shall be taken to make the documents associated with the budget clear and understandable to Finance Committees of member communities and to the general public.

A public information meeting may be held to solicit input from the general public. In accordance with the District Regional Agreement, a public hearing will be held prior to the adoption of the Final Operating and Maintenance Budget by the School Committee. The School Committee shall adopt a final budget not later than forty-five days prior to the earliest date on which the business session of the annual town meeting of any member town is to be held, but in no event later than March 31. The Superintendent and the School Committee will make every effort to fully inform all member communities and their officials of the budget plans of the District.

The calculation of the member towns' assessments shall be according to the Regional Agreement.

LEGAL REFS.: M.G.L. [71:16B](#); [71:34](#); [71:37](#) and [71:38N](#)

CMR [41.02](#)

CROSS REFS: [AA-E](#), Agreement for a Regional School District for the Towns of Acton and Boxborough

[DBC](#), Budget Deadlines and Schedules Policy

Approved: 1/12/17

Acton-Boxborough Regional School District

File: DB-R - BUDGET - APPORTIONMENT OF EXPENSES

The Regional School Committee shall annually determine the amounts necessary to be raised, after deducting the amount of aid such district is to receive pursuant to M.G.L. c 71 s 16B, to maintain and operate the District schools during the next fiscal year. This includes amounts required for payment of debt and interest incurred by the District which will be due in the said year, and shall apportion the amount so determined among the several municipalities in accordance with the terms of the agreement.

The amounts apportioned for each municipality shall be certified by the Regional School District treasurer to the treasurers of the member towns within ten days from the date on which the final annual budget is adopted by a majority vote of the School Committee, but no later than March thirty-first.

The Regional School District treasurer shall include in the certification to each municipality a statement setting forth the amount which the District is to receive under said section sixteen D for the ensuing fiscal year and the proportionate share of such aid for such municipality.

In addition to amounts appropriated for debt service, student transportation, construction costs, capital costs and operating costs, each municipality that belongs in the Regional School District shall annually appropriate for the support of the Regional School District an amount equal to, but not less than, the sum of the minimum required local contribution.

Per Section 5.E. of the Regional Agreement, in the event that some provision of applicable law requires some different apportionment of the costs of construction or capital or operating the District than is provided in this section of the Agreement, then insofar as is practical and allowed by the applicable law, in good faith the member towns shall apportion those costs, the division of which is not otherwise controlled by the applicable law, so as to exactly or as nearly as practical achieve the same overall apportionment of total costs in each fiscal year as would otherwise have been achieved by the formulas specified in Section 5, subsections B and C of the Regional Agreement.

The District shall appropriate the sum of the minimum regional contributions of its member districts as well as all state school aid received on behalf of member municipalities. The District may choose to spend additional amounts; such decision shall be made and such amounts charged to members according to the District's required agreement.

Except as required by General Law, the school district may determine how to allocate funds appropriated for the support of public schools without regard to the categories employed in calculating the foundation budget.

LEGAL REF.: M.G.L. 71:16B

CROSS REF: AA-E, Agreement for a Regional School District for the Towns of Acton and Boxborough

Approved: 12/7/16

Acton-Boxborough Regional School District

File: DBC - BUDGET DEADLINES AND SCHEDULES

Preparation of the annual budget will be scheduled in stages throughout the school year with attention to certain deadlines established by the Regional Agreement.

The calendar year for budget preparation will be determined by calculating backwards from the final adoption date: the earliest annual town meeting of either member town. Typically this would be Acton Town Meeting held on the first Monday in April.

The Committee should annually, at least 20 days prior to the date on which the final budget is adopted, prepare a preliminary budget. A preliminary budget shall include the amounts necessary to be raised to maintain and operate the Regional Schools during the ensuing fiscal period, and include the amount required for payment of debt and interest incurred by the District which will be due in said fiscal period. All non-recurring expenditures shall be itemized. This preliminary budget shall be itemized in such further detail as the Committee may deem advisable. The preliminary budget shall be approved by a majority of the members of the Committee from each member town. (Regional Agreement, Section 10.A.)

The Committee shall hold a budget hearing annually. Thereafter, the Committee shall adopt a final budget not later than forty-five days prior to the earliest date on which the business section of the annual town meeting of any member town is to be held, but in no event later than March 31 (provided that said budget need not be adopted earlier than February 1). The final budget shall be adopted pursuant to applicable provisions of law. (Regional Agreement, Section 10.C.)

In reaching its decision on the budget amount that it will present to the Town Meetings, the School Committee will also observe the statutory requirement of holding a public hearing on the proposed budget not less than seven days after the notice for this hearing has been published in a local newspaper.

LEGAL REF.: M.G.L. [71:16B](#); [71:38N](#)

CROSS REF: [AA-E](#), Agreement for a Regional School District for the Towns of Acton and Boxborough

Approved: 1/12/17

Acton-Boxborough Regional School District

File: DGA - REGIONAL SCHOOL DISTRICT AUTHORIZED SIGNATURES

The treasurer and the assistant treasurer are each authorized to sign check withdrawals and to sign the appropriate bank forms for the Regional School District.

LEGAL REF.: M.G.L. [71:16A](#)

Approved: 6/23/16

Acton-Boxborough Regional School District

File: DH - REGIONAL SCHOOL DISTRICT BONDED EMPLOYEES AND OFFICERS

Each employee of the school system or School Committee member who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the District.

LEGAL REFS.: M.G.L. [40:5 71:16A](#)

Approved: 6/23/16

Acton-Boxborough Regional School District

File: DIE - REGIONAL SCHOOL DISTRICT AUDITS

An audit of the school department's accounts shall be conducted annually.

Upon the completion of each audit, a report shall be presented to the School Committee, and a copy sent to the Chairperson of the Board of Selectmen in each municipality.

The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

LEGAL REF.: M.G.L. [71:16E](#)

Approved: 1/15/14, 6/23/16

Acton-Boxborough Regional School District

File: DJ - FUEL EFFICIENT VEHICLES

In an effort to reduce the Acton-Boxborough Regional School District's (the "District") fuel consumption and energy costs going forward, the District intend to purchase only fuel efficient vehicles whenever such vehicles are commercially available and practicable.

Guidelines

The District will maintain an annual vehicle inventory for non-exempt vehicles and a plan for replacing these vehicles with vehicles that meet, at a minimum, the fuel efficiency ratings contained in the most recent guidance for Criteria 4 published by the MA Department of Energy Resources' Green Communities Division. The vehicle inventory will include the following information: Model, Make, Model Year, Year Purchased, Drive system, Weight Class, MPG, Annual Miles Driven, Total Fuel Consumption, Vehicle Function.

Fuel Efficient Vehicle Replacement Plan

The District shall develop a plan to replace all non-exempt vehicles with fuel efficient vehicles as described above. Said plan shall outline the process by which the District will replace vehicles and set goals for when the existing fleet will be replaced and reviewed.

Exemptions

Leased school busses and heavy duty vehicles such as public works trucks are exempt from this policy.

Inquiries regarding this policy should be directed to the Superintendent or his/her designee.

REFS.: U.S. Environmental Protection Agency: <http://www.epa.gov/greenvehicle/>

U.S. Dept of Energy: <http://www.fueleconomy.gov/>

MA Executive Office of Energy and Environmental Affairs:

<http://www.mass.gov/eea/energy-utilties-clean-tech/green-communities/gc-grant-program/criterion-4.html>

APPROVED: 5/6/10, 3/1/12, 1/15/14

Acton-Boxborough Regional School District

File: DK - RESERVES

The Acton-Boxborough Regional School Committee believes that prudent financial management includes maintaining a reasonable amount of reserves for the long-term health of the district. The Government Finance Officers Association (GFOA) notes that it is essential that governments maintain adequate levels of fund balance to mitigate current and future risk.

Massachusetts General Laws (MGL) c.[71, Section 16B](#) and [16B ½](#) require regional school districts to maintain an Excess and Deficiency Fund (E&D) as the reserve account, and limit the total amount in the E&D account to no more than 5% of the budget.

The Acton-Boxborough Regional School Committee recommends that the District maintain in its E&D fund a target reserve level between 4% and 4.5% of operating expenses.

Funds in E&D shall be used primarily for one-time expenses such as:

Phasing in of new initiatives;

Capital expenditures;

Expenses that will be reimbursed or funded through other sources in the future;

Emergencies; and

Funding of Capital Stabilization Fund

Using E&D funds for these one-time expenses may result in lowering the budget and assessments to the member communities.

LEGAL REFS.: M.G.L. Chapter [71, Sections 16B](#) and [B ½](#)

CROSS REF: [AA-E](#), Agreement for a Regional School District for the Towns of Acton and Boxborough

Government Finance Officers Association (GFOA): Best Practice Advisory: Fund Balance (2015), Guidelines for the General Fund

Approved: 5/23/19

Acton-Boxborough Regional School District

File: DP - CAPITAL STABILIZATION FUND

The Acton-Boxborough Regional School Committee, with the approval of the 2019 Acton and Boxborough Annual Town Meetings, established a Capital Stabilization Fund in accordance with M.G.L. Chapter [71, Section 16G ½](#). The Capital Stabilization Fund will be used solely for school capital projects or the debt service for such projects, and is intended to support the implementation of the District's Capital Improvement Plan. This policy applies only to those funds allocated to the District's Capital Stabilization Fund.

Funding the Capital Stabilization Fund

Funds may be moved into the Capital Stabilization Fund by a two-thirds vote of the Regional School Committee through the annual budget process or by a budget amendment. In the case of a budget amendment, the Acton Board of Selectmen and Boxborough Select Board will have 45 days to call a Special Town Meeting to hold a vote on the amendment. If a member town chooses not to hold a vote, that shall mean that the member town approves the amendment.

Use of Capital Stabilization Funds

Through the Capital Planning Process, the Committee may designate that a portion of the funds be used for large projects that may exceed the capital funding line item in an annual operating budget. In addition to long-term planned projects, the Committee will target a reserve level for unforeseen capital emergencies. That portion of the Capital Stabilization Fund will be targeted in a range of 1% - 2.5% of the District's annual operating budget.

The Committee may appropriate, by a two-thirds vote of its members, funds from the Capital Stabilization Fund only for the purpose of funding school capital projects (with a value of \$25,000 or more and a multi-year useful life, per the DESE definition), or the debt service for such projects as follows:

1. Capital projects that exceed the District's ability to fund in one year;
2. Unforeseen or emergency capital projects that develop during the school year;
3. Remodel and repair of District-owned building(s);
4. Purchase of District-owned capital equipment;
5. Construction, reconstruction or improvements to District-owned athletic or recreational facilities;
6. Construction, reconstruction or resurfacing of roadways and parking lots on District-owned property; and
7. Acquisition of land or construction, reconstruction, addition to, or equipping of District-owned buildings.

As part of the annual budget process, the District shall report publicly on the funds maintained in the Capital Stabilization Fund and the intended uses of these funds.

LEGAL REF.: M.G.L. [71:16G ½](#)

CROSS REF: [AA-E](#), Agreement for a Regional School District for the Towns of Acton and Boxborough

[DK](#), Reserves Policy

Approved: 5/23/19

Acton-Boxborough Regional School District

SECTION E - SUPPORT SERVICES

EB SAFETY PROGRAM

EBAB INTEGRATED PEST MANAGEMENT POLICY

EBB FIRST AID

EBBC ENTRY INTENDING TO HARM

EBBC-R ENTRY INTENDING TO HARM PROCEDURES

EBBD A THREAT OR THREATS TO SAFETY

EBBD-R A THREAT OR THREATS TO SAFETY PROCEDURES

EBC EMERGENCY PLANS

EBCC BOMB THREATS

EBCCA EVACUATION PROCEDURES

EBCD EMERGENCY CLOSINGS

EBCFA MASKS/FACE COVERINGS

EBCFA-R REQUIREMENT TO WEAR MASKS/FACE COVERINGS

EC BUILDINGS AND GROUNDS MANAGEMENT

ECA BUILDING SECURITY AND ACCESS

ECA-R BUILDING SECURITY AND ACCESS PROCEDURES

ECAC VANDALISM

EEA STUDENT TRANSPORTATION SERVICES

EEAA TRANSPORTATION POLICY

EEAAA ELEMENTARY BUS PASSES

EEAAA-R ELEMENTARY BUS PASS PROCEDURES

EEAE SCHOOL BUS SAFETY PROGRAM

EEAEB SECURITY CAMERA SYSTEMS

EEAEB-R SECURITY CAMERA SYSTEMS

EEAEC STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

EEAEC-R STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

EEAG STUDENT TRANSPORTATION IN PRIVATE VEHICLES

EFC FREE AND REDUCED PRICE FOOD SERVICES

EFD MEAL CHARGE POLICY

EFD-R ACTON-BOXBOROUGH FOOD SERVICE DEPARTMENT CHARGE PROCEDURES

File: EB - SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences--bodily harm, loss of school time, property damage, legal action, and even fatality. The School District will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The District will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; and traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the District. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

LEGAL REF.: M.G.L. [71:55C](#) and Acts of 1985c 614 Sec 1

Board of Education 603 CMR [36:00](#)

CROSS REFS.: [EEAE](#), School Bus Safety Program

[GBGB](#), Staff Personal Security and Safety

[IHAM](#), Health Education

[JLIF](#), Playground Safety

Approved: 1/15/14

Acton-Boxborough Regional School District

File: EBAB - INTEGRATED PEST MANAGEMENT POLICY

The Acton-Boxborough Regional School District is committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

I. OVERVIEW AND GOALS

- A. The District shall develop and implement an integrated pest management program.
- B. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- D. The integrated pest management program shall strive to:
 1. Reduce any potential human health hazard.
 2. Reduce loss or damage to school structures or property.
 3. Minimize the risk of pests from spreading in the community.
 4. Enhance the quality of facility use for school and community.
 5. Minimize health, environmental and economic risks.

II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

- A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
- B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

- A. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.
- B. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
- C. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

IV. RECORD-KEEPING

- A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.

B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

V. STAFF RESPONSIBILITIES AND EDUCATION

A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.

B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

LEGAL REF.: Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from Harmful Pesticides."

Approved: 1/15/14

Acton-Boxborough Regional School District

File: EBB - FIRST AID

The District strives to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency services.

First aid is defined as the care given to a student who is experiencing a sudden illness or injury with the intention to save a life, to prevent the worsening of the condition, or to promote recovery. It does not include diagnosis or treatment.

First aid procedures will be in accordance with current best practice and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When an illness or an injury is serious, staff will call emergency medical services (EMS) first. Every effort will be made to contact the parent/guardian as soon as possible after calling 911.
3. No young child who is ill or injured will be sent home alone at the end of the school day, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be sent home unless it is known that someone is there to receive them.
4. The school nurse, administrator, or staff member in charge shall complete an accident report form when a student is injured in school or at a school-sponsored event.
5. Accident report forms are kept in each school health office and incidents are entered into the student's health record.

Automated External Defibrillators

Automated external defibrillators (AEDs) are placed in each school for use by designated personnel who have been trained in the use of AEDs. The Superintendent or Nurse Leader shall develop guidelines for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling. The guidelines shall also specify the placement, security, and maintenance as well as recommended use of the AED.

The authorization of AEDs in the District's schools shall not be deemed to create a guarantee or obligation to use the AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or able to use an AED in an emergency or any expectation that the AED will operate properly.

LEGAL REFS.: M.G.L. [71:55A](#); [71:56](#)

CROSS REF.: [JLC](#), Student Health Services and Requirements

APPROVED: 11/16/17, 5/17/18

Acton-Boxborough Regional School District

File: EBBC - ENTRY INTENDING TO HARM

When anyone comes onto school property or enters a school building and there is reason to believe that there is intent to harm a student, teacher, staff member, or any other person, either with or without a weapon, the police shall be called immediately and the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol shall be activated.

CROSS REF.: [EBC](#), Emergency Plans Policy

Approved: 10/20/16

Acton-Boxborough Regional School District

File: EBBC-R - ENTRY INTENDING TO HARM PROCEDURES

1. During school hours, all exterior doors will be locked with the exception of the High School front doors. Visitors to our schools will be provided access by the main office using an electronic entry system.
2. In the event there is a situation, each school will post and reinforce the practice of requiring visitors to the school to sign in at the front office. Staff is encouraged to politely question any stranger about his/her reason to be in the school.
3. In the event there is a situation, each school will follow the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. Staff and students will be empowered to evacuate, barricade or utilize a series of steps associated with this protocol.
4. In the event there is a situation, students and staff will be instructed to get out of corridors. Classroom doors which can be locked should be.

When students are at recess or in the lunchroom, the supervisor on duty will determine whether students should remain where they are or move to another location, such as a classroom. The schools will periodically practice this procedure.

5. The Principal or a member of the school staff will call the police and the Central Office.
6. If anyone has been injured, the Principal or a member of the school staff will ensure that an ambulance has been called.

CROSS REF.: [ECA](#), Buildings and Grounds Security Policy

Revised 10/20/16

Acton-Boxborough Regional School District

File: EBBD - A THREAT OR THREATS TO SAFETY

When a student threatens violence against, or the safety of, his/herself or another person, the threat will be taken seriously and reported to the Principal or person in charge so that appropriate measures can be taken.

CROSS REF.: [JKAA](#), Restraint of Students

Approved: 10/20/16

Acton-Boxborough Regional School District

File: EBBD-R - A THREAT OR THREATS TO SAFETY PROCEDURE

1. If there is an immediate threat, the policy called A Threat or Threats to Safety will apply.
2. Appropriate measures may include suspension and notification of parents, police and Central Office, according to the procedures outlined in each school's student handbook. If the student has a Special Education plan, that plan must be considered and the appropriate SPED staff member involved in the decision.
3. The suspension will remain in force at least until there is a psychological assessment. An expulsion may also be considered.
4. The student returns, if appropriate, with a plan for monitoring his/her behavior.

Acton-Boxborough Regional School District

File: EBC - EMERGENCY PLANS

Providing advance planning for emergencies and disasters is essential for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all legal requirements and follow all district procedures for conducting fire drills, intruder alert drills and evacuation drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

LEGAL REF: M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: [EBCD](#), Emergency Closings

[EEAEFB](#), Security Camera Systems

JL, Student Welfare

[JLC](#), Student Health Services and Requirements

ABRSD Emergency Plans

APPROVED: 10/20/16

Acton-Boxborough Regional School District

File: EBCC - BOMB THREATS

In the event that a call or notice to the effect that a bomb has been placed in a school or in any other building or establishment in the system, the following procedures will be followed:

1. The threat shall be reported to the Police immediately. Upon Police and Fire arrival, a joint assessment by Police and Fire shall be made to determine the legitimacy and validity of the threat. Police and Fire will decide on whether to evacuate or take a different course of action in accordance with State Fire Marshall guidelines. If immediate evacuation of the school or building is appropriate, an announcement to evacuate will be made (See procedures for [EBCCA](#)).
2. If the call was not received originally by the Fire and Police Departments, immediate notification is required. One department will notify the other.
3. If the report comes from the Police Department, the school must check by calling 911 to verify.
4. The Fire Department is in charge, unless or until a suspicious article is found and determined to be so by the senior officer in charge. The scene then becomes a crime scene and the Police Department takes charge. A search of the premises is conducted under the direction of the senior Fire officer present. All officers, firefighters and custodians of the building should assist in the search. Volunteers from the staff are encouraged to assist (The Principal will identify standing volunteers, if any).
5. The senior police officer present (he/she will make that status known to the Principal or designee) will decide whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.
6. After a thorough search of the building, or a section thereof, has been conducted and assurance given that re-entry is possible, the Principal or designee should be notified by the senior member of the local protective department (or Bomb Squad) that re-entry will be permitted. If the Superintendent or designee is present, he/she will be consulted by the Principal. Any decision concerning the dismissal of school pupils and subsequent action after the above procedures have been followed is the prerogative of the Superintendent of Schools or his/her designee.
7. Investigation of the incident should be made by the local police department assisted by the State Fire Marshal's office (the Bomb Squad), if requested.

APPROVED 10/20/16

Acton-Boxborough Regional School District

File: EBCCA - EVACUATION PROCEDURES

If an evacuation is deemed necessary, staff and students will meet at a predetermined rally point.

1. Students and staff should be moved as far away from the building as possible.
2. If the evacuation is lengthy, students may be assigned to other schools to be appropriately and temporarily housed under the direction of the school's Principal. Buses may be called into service to take students home.
3. If the Principal makes the decision, in consultation with the senior officer in charge, to place students and staff in a cleared section of the school building (such as a gymnasium), all staff and students must follow that directive.
4. If the Superintendent or designee decides that evacuation becomes a dismissal, the Principals of the other schools will be notified by Central Office, with any other directions which may be required.
5. If other programs are impacted, the director of that program has the responsibility to notify parents.
6. Each building will develop its own procedure for internal communication.

APPROVED 10/20/16

Acton-Boxborough Regional School District

File: EBCD - EMERGENCY CLOSINGS

The Superintendent may close the schools, delay the opening of schools, or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.: M.G.L. [71:4](#); [71:4A](#)

CROSS REF.: [EBC](#), Emergency Plans

Approved: 1/15/14

Acton-Boxborough Regional School District

File: EBCFA - MASKS/FACE COVERINGS

According to public health experts and guidance from the Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Public Health (MDPH), face coverings/mask-wearing is an important component in the prevention and control of COVID-19 in concert with physical distancing and other measures and offers one of the best ways to mitigate their spread for the safety of our school community.

The Acton Boxborough Regional School Committee recognizes:

- The pandemic will continue to evolve, sometimes in unpredictable ways, and our schools must be able to respond rapidly to prioritize the health and safety of members of the school community.
- Vaccines and ensuring access to vaccines for members of our school community are the primary strategy to control the spread of COVID-19.
- Masks play an important role in mitigating the spread of the virus
- Requirements to use masks should be based on available local public health information and consider impacts on the learning environment in our schools
- Mask requirements should strike a balance between enhancing student learning experiences and maintaining a safe environment in our schools.
- The health and safety of our school community should consider the emotional well-being of our students and staff and the relationships among them.

The Acton-Boxborough Regional School District (ABRSD) may at times mandate the use of face coverings/masks that cover the nose and mouth (as defined in [EBCFA-R](#)) by all individuals (including visitors) in school buildings, on school grounds and on school transportation, even when physical distancing is observed. Such mandates will be developed and enacted by the District administration and may be amended periodically in response to public health conditions with regard to the spread of COVID-19.

Student masks or face coverings are to be provided by each student's family or caregiver. Staff members may use their own masks or face-shields, or they may use face coverings/masks provided by the District. The district will have a supply of disposable face coverings for individuals who arrive at a school building or board school transportation without one.

If and when face coverings/masks may be required for some or all members of the community, they may only be removed under specific circumstances such as while eating or drinking, during scheduled mask breaks, when staff members are alone in their classroom or office or as further described in file [EBCFA-R](#). Students or staff who otherwise remove their face coverings/masks may be subject to remedial and/or disciplinary action.

Procedures including details regarding the provision of masks, student and staff violations and mask exemptions are detailed in [EBCFA-R](#).

This policy will remain in effect according to state and local health department guidance.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 - <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention - Considerations for Wearing Masks - <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education - Reopening Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts - Mask Up MA! <https://www.mass.gov/news/mask-up-ma>

Approved: 8/3/2020
Revised: 8/19/21

Acton-Boxborough Regional School District

File: EBCFA-R - REQUIREMENT TO WEAR MASKS/FACE COVERINGS

Mask Procedures: School Opening Fall 2021

Given the recent increase in the spread of COVID-19 throughout the state and region, and based upon the recommendations of the Centers for Disease Control and the American Academy of Pediatrics, **the District will begin the 2021-22 school year by requiring all students and staff PK-12, regardless of vaccination status, to wear a mask when indoors.** Notable exceptions to the indoor mask procedure are as follows:

- *Masks are not required during lunch*
- *Masks are not required when outside for any activity*

This requirement will be reviewed monthly by the Superintendent of Schools in consultation with the district's medical advisory team beginning the last week of September. If the incidence rate for our communities and region are in the "low" range (defined as an incidence rate of fewer than 8.5 cases per 100K residents over a 14-day period) for the preceding two weeks or more, the Superintendent may, *after consultation with and upon the recommendation of the district's medical advisory team, institute the "Mask Procedures during periods of "low" Covid transmission in the community and region described below."*

Mask Procedures during periods of "low" Covid transmission in the community and region:

For Students:

- All students in Preschool through Grade 6 are required to wear masks in indoor settings.
 - o Masks are not required during lunch
 - o Masks are not required when outside for any activity
 - o Mask guidelines for students in PK-6 may be amended to reflect guidelines for students in grades 7-12 after vaccines and made available to this group and there has been sufficient time afforded for students to become fully vaccinated.
- Students in **Grades 7-12** who have proof of full vaccination\$ on file with the school are not required to wear masks indoors. When your child receives a vaccine, their healthcare provider enters them into the [Massachusetts Immunization Information System](#), to which our school nurses have access. Families will be notified of their child's vaccination status in our system prior to the school year and as we receive updates from the state.
 - o During periods when the incidence rate in our communities and/or region increase above the "low" range, or upon the recommendation of town health departments or the district's medical advisory team, students in grades 7-12 will be required to wear face masks when indoors regardless of vaccination status. This requirement does not apply to lunch time or to any activity conducted outdoors.
- Students who do not have proof of full vaccination\$ on file with the school are required to wear masks indoors.
 - o Masks are not required during lunch
 - o Masks are not required when outside
- By federal public health order, all students are required to wear masks on school buses at all times.
- Anyone visiting a school health office is required to wear a mask.

For Staff:

- Staff who have proof of full vaccination on file with the district are not required to wear masks indoors.
 - o Staff will need to complete the Google form to submit photo proof of vaccination to Human Resources.
 - o During periods when community transmission increases to moderate or high levels* or transmission, or upon the recommendation of town health departments or the district's medical advisory team, staff will be required to wear

face masks when indoors regardless of vaccination status. This requirement does not apply to lunch time or to any activity conducted outdoors.

- Staff who do not have proof of vaccination on file with the district will be required to wear a mask at all times when indoors. Masks are not required during lunch or when outdoors.
- By federal public health order, all staff are required to wear masks on school buses at all times
- Anyone visiting a school health office is required to wear a mask.

Visitors

- All visitors, where permitted, to schools for meetings and events are required to wear a mask when indoors.

§ Full vaccination is defined as either two weeks after a second dose of the Pfizer or Moderna Vaccines or two weeks after a first dose of the Johnson and Johnson Vaccine

Background on Covid and Masks Usage

Because the primary route of transmission for COVID-19 is respiratory, [1 2 3](#) masks or face coverings are among the most critical components of risk reduction. [4 5 6](#) Masks/face coverings protect the general public against COVID-19 infection, [7](#) with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset.[8](#) In the United States, states advising face masks/face coverings be worn in public saw a decline in their COVID-19 growth rates, [9](#) and community-wide mask/face covering usage contributed to control of COVID-19 in Hong Kong. [10](#)

In July 2020, the Journal of the American Medical Association (JAMA) [11](#) reviewed the evidence and confirmed that "cloth face coverings are a critical tool in the fight against COVID-19 that could reduce the spread of the disease, particularly when used universally within communities." Mask mandate exemptions may include students who have chronic medical or other health conditions, disabilities, or significant developmental or behavioral needs that make it difficult to tolerate wearing a face covering.

Mask Requirements

- In accordance with MA Department of Public Health and CDC guidelines face coverings must:
 - o Cover the nose and mouth;
 - o Fit securely and comfortably against the side of the face;
 - o Be secured with ties or ear loops;
 - o Allow for breathing without restriction;
 - o Be able to be laundered without damage or change of shape;
 - o Be made of at least two layers of material;
 - o Not have an exhalation valve or vent
- The following types of masks/face coverings are **acceptable** to wear at school:
 - o Blue disposable surgical masks (must be replaced daily; cannot be reused or washed)
 - o Fabric masks (at least two layers) [12](#)
 - o Face shields along with a surgical or fabric mask
- The following types of masks/face coverings are **not acceptable** to wear at school:
 - o Masks with vents [13](#)
 - o Neck gaiters [14](#)

- o Plastic face shields alone without a fabric or surgical mask
- Staff and students will sanitize hands before removing mask/face covering and after replacing mask/face covering.
- Visitors, where permitted, in violation of this policy will be denied entry to the school/district facility.

Face Shields

- Students with medical or other behavioral, developmental, or health-related conditions who are exempted from wearing regular face coverings may have the option of wearing a face shield. This will be determined in collaboration with the school nurse.
- Face shields may be worn (in addition to masks/face coverings) by staff who will be working closely with students who are unable to wear masks/face covering and/or if a 6-foot distance cannot be maintained (ie providing 1:1 care), or if supporting students through self-care tasks where universal precautions are utilized (ie toileting).
- Staff may wear a mask/face covering AND shield until a distance of greater than 6 feet has been reached; at that time, the face shield may be removed and solely the mask will remain for the lesson.
- Staff must disinfect the shield at the close of every school day or if it is dirty by disinfecting with alcohol wipe or disinfecting spray and a paper towel (do not use glass cleaner). Staff should not share face shields.

Mask Breaks / Removing Masks / Face Coverings

Mask breaks will occur throughout the day at school. Students and staff may remove face masks/coverings inside when eating and drinking, when staff are alone in their classroom/office; and/or when outside.

Approach to Support Students' Mask Wearing

During this pandemic, evidence shows that wearing masks is a non-invasive health measure that promotes all of our safety. For a number of reasons, mask wearing may increase some people's anxiety and it is important to be sensitive and aware of possible trauma history. When we wear masks we lose some of the elements that can increase trust and connection: our facial expressions are hidden and must be guessed or assumed.

- Many who have experienced traumatic events may anticipate initial interactions as negative with their heightened vulnerability and vigilance.
- Many may misinterpret tone of voice and body language.
- Many may perceive mask-wearing as a statement against them rather than as a protective measure for them.
- Many of our BIPOC students, faculty and staff have either experienced or witnessed incidents where by wearing masks they have been questioned or charged.
- A few cannot wear masks due to medical issues.

We are a community. Each of us brings our own narrative to what wearing a mask means. The medical research and science are clear: wearing a mask keeps those around us safer and is a critical piece that allows us to be together.

An Instructional Approach

In an effort to encourage all students to wear masks, we will incorporate teaching opportunities within the classroom. At the earlier grades and in some special education settings, a direct instruction approach is most effective. Direct instruction could involve following a desensitization procedure, providing and regularly reviewing social stories related to wearing a mask, developing individualized reinforcement plans, or modeling the use of masks and how to take an appropriate mask break. Some resources to support additional educational opportunities for students:

- [Helping Someone with a Disability Wear a Face Mask](#)
- [We Wear Masks Social Story](#)
- [Wearing a Mask - A Social Narrative for Children by Autism Little Learners](#)

Students Experiencing Difficulties with Mask Wearing

Should all instructional and therapeutic approaches be exhausted, we will incorporate failures to comply with the mask policy within the structure of each building's progressive discipline model. Masks are to be worn at all times unless otherwise directed by faculty or staff. In the event that a student removes their mask or fails to wear their mask without permission, we will follow a philosophy of restorative practice, social emotional, and behavioral support. Operating from within a culture of caring, a restorative approach focuses on creating opportunities for students to become aware of the impact of their behavior, understand why they need to take responsibility for their actions, and take steps to repair the situation and re-integrate back to the learning environment.

The progressive approach to supporting students to wear their masks with no improvement may evolve as follows:

- Step 1 : Teacher gives multiple verbal and/or non-verbal redirections/reminders in class.
- Step 2 : Teacher engages student in a restorative chat and re-teaches using visuals as appropriate.
- Step 3 : Behavior support, nursing, or therapeutic staff talks with the student using a restorative approach and makes an individualized decision based on student presentation.
- Step 4 : Principal or designee talks with the student, teacher, and personnel involved in Step 3.
- Step 5 : Parents are given the option to support the child to wear a mask or to have them learn remotely.*

** For students who struggle to wear a mask where the behavior is a manifestation of their disability, they will not be excluded from school. Instructional and therapeutic interventions will continue.*

Procedure for Families to Request a Mask Exemption

It is important to note that there are very few medical conditions that prevent mask wearing, and inappropriate medical exemptions may actually increase the spread of the virus. In a recent interview Dr. Albert Rizzo [15](#), chief medical officer for the American Lung Association, noted that "masks have no detrimental effects, even in patients with chronic lung disease." He further stated that "cases of exemption are very few and far between." Further, in a recent article published by the Medical Scientific Council for the Asthma and Allergy Foundation of America (AAFA), [16](#) Dr. David Stukus wrote, "For people with very mild asthma or well-controlled asthma, it's probably not going to be an issue. Most people with asthma, even if it's severe, can manage to wear a face mask or covering for a short period of time," and this is also supported by the World Health Organization (WHO) [17](#) and the Centers for Disease Control and Prevention (CDC) [18](#). In addition, the American Academy of Pediatrics [19](#) recommends that children who are considered high-risk or have severely compromised immune systems wear an N95 mask for protection, and in a recent JAMA article, [20](#) Dr. Mical Raz and attorney Doron Dorfman argue that individuals with these conditions may have even *greater* reason to wear a mask.

Parents who want to request a medical exemption for their student to not wear a mask while at school must follow the steps below for consideration. Parents may not excuse their child from the face mask requirement by signing a waiver.

1. Provide/complete the following documentation:
 - a. A letter from the child's primary care physician that clearly specifies the chronic, significant medical reason for the exemption request
 - b. [Exchange of Information form](#) so staff may contact the child's pediatrician for additional information.
2. Send documentation to your child's school nurse. (Click [here](#) for a list of nurse contacts by building.)
3. A nurse will review documentation in the order received and contact the family to discuss the request.
4. Our school physician will review documentation to determine whether the exemption is warranted.
5. The superintendent or designee will review all mask exemptions and make the final determination.

REVISED: 3/25/21, 5/18/21, 8/19/21

Acton-Boxborough Regional School District

File: EC - BUILDINGS AND GROUNDS MANAGEMENT

The School Committee's most important function is to provide for the education of students, and it recognizes that the education of students is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school district will be the general responsibility of the Superintendent. He/she will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the designated administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

LEGAL REF.: M.G.L. [71:16](#); [71:68](#)

Approved: 1/15/14

Acton-Boxborough Regional School District

File: ECA - BUILDING SECURITY AND ACCESS

Public school buildings and grounds are one of the greatest investments of the towns. It is deemed in the best interest of the school departments and towns to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committees expect close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to authorized individuals. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

CROSS REFS.: [KF](#), KF-R, Use of School Facilities Policy and Procedures

Approved: 10/20/16

Acton-Boxborough Regional School District

File: ECA-R - BUILDING SECURITY AND ACCESS PROCEDURES

1. During school hours, all exterior doors will be locked with the exception of the High School front doors. Visitors to our schools will be provided access by the main office using an electronic system.
2. Each school will post and reinforce the practice of requiring visitors to the school to sign in at the front office. Staff is encouraged to politely question any stranger about his/her reason to be in the school.

CROSS REFS.: [KF](#), KF-R, Use of School Facilities Policy and Procedures

APPROVED 10/20/16

Acton-Boxborough Regional School District

File: ECAC - VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism. Acts of vandalism will be corrected in a timely fashion in concert with criminal investigations.

Every citizen of the towns, staff members, students, and members of the police departments are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to him/her and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Parents and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

Approved: 1/15/14

Acton-Boxborough Regional School District

File: EEA - STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The School District will provide for transportation services. When transportation contracts are awarded, they will be awarded on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and/or other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#), B and C; [71:37D](#); [71:48A](#); [71:68](#); [71:71A](#);

[71B:4](#); [71B:5](#); [71B:8](#); [74:8A](#); [76:1](#); [76:12B](#)i; [76:14](#)

CROSS REF.: [EEAA](#), Walkers and Riders

Acton-Boxborough Regional School District

File: EEAA - TRANSPORTATION POLICY

The Transportation Department of the Acton and Acton-Boxborough Regional Schools authorizes transportation of resident pupils to and from the authorized schools of attendance as defined by the General Laws of the Commonwealth of Massachusetts in Chapter [71, Sec. 7A](#), Chapter [71, Sec. 68](#), and Chapter [71B, Sec. 8](#).

In accordance with the above statutes, any resident school pupil will be transported to and from the school which he/she attends at the beginning and at the end of the school day if that school is beyond the distance specified in subparagraphs A, B, C, and D, but is not more than forty-five (45) minutes of travel time, as measured by school bus, from the designated collection point in the area of residence to the school of attendance. Transportation will be provided in a safe, expedient and economical manner using public school collection points, routes and schedules to the following:

- A. Pupils enrolled in Kindergarten and grades 1-3 are eligible for transportation to and from school, with pick-up points at the nearest safe street location to the particular student's home.
- B. Pupils enrolled in grades 4-6 living more than 1 mile from the school of attendance are eligible for transportation to and from school.
- C. Pupils enrolled in grades 7-12 living more than 2 miles from the school of attendance are eligible for transportation to and from school.
- D. Transportation shall be provided as required by law for those attending special education programs recommended by our Department of Pupil Services and physically handicapped children and mentally handicapped adults.
- E. Transportation shall be provided where an extraordinary hazard is determined to exist by the administration.
- F. Transportation for approved extracurricular trips may be provided by employees of the Acton-Boxborough Regional School District if such transportation does not interfere with regular transportation runs.

Acton-Boxborough Regional School District

File: EEAAA - ELEMENTARY BUS PASSES

The Acton-Boxborough Regional School Committee authorizes the issuance of two types of bus passes to elementary students. In order to protect all students who are transported to/from schools, requests for changes in dismissal arrangements will not be taken over the phone, except in an emergency as determined by the school Principal.

- 1. Permanent bus passes** may be issued to elementary students only under the conditions stated in the following procedures.
- 2. One-day bus passes** may be issued to elementary students, with the exception of kindergarten students, under the conditions stated in the following procedures.

Approved: 1/13/14

Acton-Boxborough Regional School District

File: EAAA-R - ELEMENTARY BUS PASS - PROCEDURES

A. Permanent bus passes will be issued to elementary students only for the purpose of attending a location on a pre-existing bus route or at a licensed childcare provider address. Bus routes will not be altered to accommodate for non-essential bus stop locations. Non-essential bus stop locations are bus stops other than the residential address(s) on file for the student.

In order for a permanent bus pass to be issued the following applies:

1. Permanent bus passes will be accepted provided a parent or guardian has submitted the appropriate form.
2. Permanent bus pass forms must be submitted to the school office before August 1 to take effect at the beginning of the school year, or December 1 to take effect in January. Copies of the permanent bus pass form can be accessed from the elementary school websites as well as from the Transportation Office.
3. Permanent bus pass requests can be mailed to the district Transportation Office at permbuspass@abschools.org or can be dropped off in the office as well.
4. The district form must be used in all schools and is available at the elementary school offices or on the school website.
5. Any changes to a permanent bus pass should be treated as a one-day bus pass, per procedures below.
6. A responsible party from the location must be outside waiting to receive the students. If an individual (s) is not present at the stop upon arrival the students will not be allowed to exit the bus and will be returned to the school at the end of the route.
7. The first time a location fails to meet students at the bus, a written warning will be given by the ABRSD. If the location fails to meet students a second time, that location will be removed from the bus route.

B. One-day bus passes will be issued to students to provide transportation to the student residence(s) on file, a licensed childcare provider, or to a pre-scheduled bus stop location on the bus route servicing the child's elementary school. In order for a one-day bus pass to be issued the following must be in place:

1. The bus pass form is filled out completely and correctly, including the contact information of an adult who is prepared to take responsibility for the student(s).
2. The bus pass form is submitted by 2:00 p.m. the day before the one day bus pass is to take place.
3. The person listed on the bus pass to receive students is responsible for those students once they exit the bus.
4. There is sufficient seating on the bus.
5. One-day bus passes will not be granted as a substitution to permanent bus passes to private businesses

C. For All Bus Passing:

Please note the following:

1. Parents or guardians must sign a release of liability waiver at the beginning of the school year to participate in bus passing.
2. Bus routes will not be altered to accommodate for bus passing.
3. Any stop other than the student's home stop requires a bus pass.
4. The elementary school office, in consultation with the Transportation Office, reserves the right to deny the issuance of a daily bus passes or cancel a permanent bus pass.
5. It is understood that the bus stop timing of ABRSD bus routes fluctuates daily based on unexpected traffic delays, weather, or other scenarios outside the control of the bus driver and the transportation office.

6. Information relative to bus numbers, bus routes, and bus stops, may be obtained from the Acton- Boxborough Regional School District website under the Facilities and Transportation Department.
7. Students are responsible for their personal behavior on the bus. If they are written up for disciplinary reasons by the bus driver, the first write up will serve as a warning. If there is a second incident resulting in a write up, that student will have their permanent bus pass revoked and transportation for that student will revert back to the student's residence on file.

Questions about these procedures may be addressed to the Acton-Boxborough Regional School District Transportation Department at 978-264-3328. The Transportation staff will be happy to speak with you.

Revised 8/28/19

Acton-Boxborough Regional School District

File: EEAE - SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.

LEGAL REFS.: M.G.L. [90:7b](#) as amended by Ch. 246 Acts of 1986

M.G.L. [90:1](#) et seq.; 713:2; 713:7L

Revised Reference: October 2018

Acton-Boxborough Regional School District

File: EEAEB - SECURITY CAMERA SYSTEMS

The Acton Boxborough Regional School District uses video cameras throughout the District for the purpose of enhancing school safety and security. The objective is to promote and foster a safe and secure teaching and learning environment for students and staff, to improve public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

Appropriate signage will be posted at relevant entrances to school buildings and on school buses that notify students, staff and the general public of the District's use of security cameras. Students will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools, on school buses and on school grounds. Such notification will include, but not be limited to, student handbooks.

The Acton-Boxborough Regional School District shall ensure that the proper procedures are followed regarding the placement, use, viewing, disclosure, retention, disposal and security of video recordings.

LEGAL REFS.: Family Educational Rights and Privacy Act

State Laws and Regulations regarding Student Records

Reviewed 6/6/13

Approved 1/15/14, 6/7/18

Acton-Boxborough Regional School District

File: EEAEB-R - SECURITY CAMERA SYSTEMS

Camera Placement:

1. The security camera system may be installed in public areas only. These areas include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries.
2. Restrooms, changing rooms, nurse's offices and locker rooms are excluded from security camera use.
3. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. However, this policy does not preclude the District from placing cameras in such areas when there is a reasonable suspicion of activity that violates the law or is a violation of school policy and such a request is made by the building administration.
4. This policy does not prohibit the use of cameras for legitimate educational purposes, including but not limited to student performances.

Use of Video Recordings:

1. The Superintendent or his/her expressly authorized designee shall oversee video surveillance. The Superintendent shall develop procedures for accessing video recordings. However, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel.
2. The Security Camera System will be in operation and may be monitored by school personnel throughout the calendar year.

Data Storage:

1. All video recordings are stored in a secure place to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations.
2. Information obtained through video surveillance may be used for training, visitor management, disciplinary investigations, security or law enforcement purposes. No sound is to be monitored or recorded in connection with the video surveillance system.
3. Any video recordings used for security purposes on school buses, in school buildings or grounds are the sole property of the Acton-Boxborough Regional School District. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

LEGAL REFS.: Family Educational Rights and Privacy Act

State Laws and Regulations regarding Student Records

Reviewed 6/6/13, 1/15/14, 6/7/18, 10/22/18

Acton-Boxborough Regional School District

File: EEAEC (also JICC) - STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

When riding the bus, the safety and welfare of students in the ABRSD is the first consideration in all matters pertaining to transportation. While responsibility for student safety during transportation to and from school is shared between District staff, parents/guardians, and students, students using District transportation must understand that they are under the jurisdiction of the District from the time they board until they exit the bus. Appropriate conduct is expected during transport to and from school, field trips and extra-curricular activities and any other time on the school bus.

The Superintendent (or his/her designee) develops the procedures that govern school bus conduct and these are posted on the District website. Building Principals, together with bus drivers, are responsible for ensuring that students adhere to school bus behavior expectations.

To ensure the safety of all students who ride the bus, it may occasionally be necessary to revoke transportation services from a student. Parents/guardians of children whose behavior on school buses endangers the health, safety, or welfare of other riders will be notified that their child(ren) face the loss of transportation privileges.

Approved: 1/10/19

Acton-Boxborough Regional School District

File: EEAEC-R - STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

Students are expected to behave in an orderly manner while riding the bus, and during loading and unloading procedures. The bus driver shall be in complete charge of the bus and its passengers at all times, and shall ensure the safety and wellbeing of all students who ride the school buses. Please note: all of our school buses are monitored by video surveillance.

Students shall observe the safety procedures below.

Riding the Bus

To ensure your safety while riding an ABRSD bus, we expect you to:

1. Follow the driver's instructions at all times.
2. Remain in your seat, facing forward, at all times.
3. Keep your hands and feet to yourself.
4. Keep all body parts, voice, and objects inside the bus at all times.
5. Use a quiet voice to speak to others sitting in a seat near you.
6. Use school-appropriate language.
7. No food, snacks and drinks on the bus at anytime.
8. Open the windows only when the driver has indicated it is safe to do so.
9. Ride only your assigned bus to and from your assigned stops.

Getting On or Off the Bus

Parents will be responsible for their students' behavior while at the bus stop.

To ensure your safety while getting on or off the bus, we expect you to:

1. Line up single file to board the bus.
2. Wait until the bus has stopped completely and the driver signals (thumbs up) it is safe before approaching the bus. Walk to the bus. If you need to cross in front of the bus please walk at least 10 feet in front of the bus so the driver can see you at all times.
3. Find an appropriate vacant seat quickly and sit down.
4. Sit where you are assigned. Elementary students shall be seated by grade with K students in the front of the bus with 6th grade students in the rear.
5. Wait until the bus has come to a complete stop to exit. Leave your seat quickly and quietly, and wait patiently until it is your turn to get off the bus.
6. Use only the front exit of the bus. Exit the bus using the emergency door at the rear of the bus *only in the event of an emergency*.
7. Walk away from, not alongside the bus once you have gotten off of it.
8. Cross in front of the bus, at least 10 feet in front so that you and the driver can see each other. Look both ways and to the driver for the "Thumbs Up" before crossing the street for your own safety.

Students must also follow these guidelines:

1. Students may not light matches, smoke, vape, or consume alcohol on the bus per state law.
2. Liability for any bus vandalism shall be assumed by the parents of the student(s) involved.

3. Objects which may create a hazard on the bus will not be permitted such as sharp objects, animals, or excessively large items which cannot be transported safely, or which cause an inconvenience to other passengers due to insufficient seating space. The Transportation Office reserves the right to make this determination.

STUDENTS' RIGHTS

1. Students will be given the opportunity to express their views to their building administrator prior to any disciplinary action being taken as a result of a formal complaint from a bus driver.
2. Students will be transported to their designated destination until such time that disciplinary action is taken. Drivers cannot make arbitrary decisions to discharge a student at a location other than the student's authorized destination.

DISCIPLINARY ACTION

Bus drivers have been instructed to prepare formal reports in the event of student misconduct on the bus. The following procedure will be followed after the report has been received by the building Principal:

1. First Offense - Principal speaks to the student and a first notice is sent home to parents. In addition, the Principal will speak with the parent and/or send notice home explaining the situation and the potential consequences of a subsequent offense. In serious incidents, the Principal may elect to suspend bus privileges.
2. Second Offense - Principal speaks to student and a second notice is sent home. In serious incidents, the Principal may elect to suspend bus privileges.
3. Subsequent Offenses - Principal speaks to student and parents regarding suspension of bus privileges.
4. Violation of State Laws - (i.e., smoking, lighting matches, etc.) will result in a one (1) week suspension of bus privileges.
5. The Principal will determine the time of suspension of bus privileges in all cases, based on the seriousness of the offense. In the case of an offense where a one-week suspension is required, he or she may decide to increase the length of the suspension.

REVISED August 2018

Acton-Boxborough Regional School District

File: EEAG - STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, in certain circumstances or when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools or his/her designee.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$250,000 - \$500,000 or more.
3. The parents of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

Approved: 1/15/14

Acton-Boxborough Regional School District

File: EFC - FREE AND REDUCED PRICE FOOD SERVICES

The school district will participate in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free meals, and reduced price meals. In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child will be denied a meal.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)

Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended

M.G.L. [15:1G](#); [15:1L](#); [69:1C](#); [71:72](#)

Approved: 1/12/17

Acton-Boxborough Regional School District

File: EFD - MEAL CHARGE POLICY

The Acton-Boxborough Regional School Committee is committed to the emotional well-being of students and realizes it is important to make sure students are fed a healthy breakfast and lunch each school day regardless of their Food Service account balance.

We are committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as Food Services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to school meals only. The School District will provide a meal to students who forget or lose their lunch money or who have a negative balance on their account. No student will be denied a meal.

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017

CROSS REF: Student Fees, Fines and Charges, Policy [JQ](#)

Approved: 3/11/2021

Acton-Boxborough Regional School District

File: EFD-R - Acton-Boxborough Food Service Department Charge Procedures

The ABRSD Food Services Department is committed to the emotional well-being of students and realizes it is important to make sure students are fed a healthy breakfast and lunch each school day regardless of their Food Service account balance.

The Food Service Department has established the following charge procedure in accordance with the Office of Management and Budget's Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments", Attachment B, Item 5, Bad Debt.

Families can check account balances at any time by logging into their student account on www.schoolcafe.com or by calling the Food Service Department at 978-264-4700 x3221.

Account Limits:

- Students in grades K-12 may not exceed a negative balance of \$20.00.
- Students who have a negative account balance will not be permitted to purchase a la carte items.

Notification:

- The District will notify families when their account reaches a positive balance of \$5.00 or less each Sunday through an automatically generated email via BrightArrow to the parent/guardian of the student.
- If a student's account is negative, they will still be able to purchase breakfast and/or lunch. However, they will not be able to purchase any "a la carte" snacks or beverages until the balance has been paid.

Adult Employees:

- Adult employees must maintain a positive balance in their Food Service account.

Restriction on Accounts:

- A parent may call the Food Service Department at any time to place a restriction on a student's account for a la carte items. They may also use Schoolcafe to set up restrictions.

Non-Sufficient Funds (NSF):

- When a check is returned to the Treasurer's office for NSF, the Food Service Department will call to inform the parent. The District will accept payments for the NSF check (in addition to any fees) in the form of cash, cashier's check, or money order, payable to *Acton-Boxborough Regional School District Food Services*. Or we accept a credit card payment using SchoolCafe.

Students who Withdraw from the District:

- When a student withdraws from the District, the Food Services Department will issue a refund or transfer the funds to a sibling's account.
- If the student has no siblings and their balance is greater than \$5.00, the Food Services Department will attempt to contact the parent to obtain an address to send a refund check.
- If the balance is less than \$5.00 and the family has not requested a refund, the balance is transferred to a donation account.
- Families must submit a written request or send an email to receive a refund of any monies remaining in their account.

Students who are Graduating:

Parents have the following options:

- 1) Transfer the balance to a sibling
- 2) Donate the balance to a family in need

3) Request a refund (in writing or via email)

Balances Owed at the End of a School Year:

- All accounts must be settled at the end of the school year. One week prior to the end of school, the Food Services Department will notify all households of low balances. Any balance that is below zero will need to be paid in full.
- Families can check account balances at any time by logging into their student account on www.schoolcafe.com or by calling the Food Service Office at 978-264-4700x3221.
- In accordance with the Office of Management and Budget's Circular A-87, ABRSD will charge back any outstanding debt at the end of the school to the District's General Fund.

January 28, 2021

Acton-Boxborough Regional School District

SECTION F - FACILITIES DEVELOPMENT

FCB RETIREMENT OF FACILITIES

FE NAMING DISTRICT FACILITIES

FF-R NAMING DISTRICT FACILITIES

FEA MEMORIALS

File: FCB - RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of children, including alternative plans according to Committee policy
4. Transportation factors, including numbers of children bussed, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REF.: M.G.L. [71:16](#)

Approved: 6/29/16

Acton-Boxborough Regional School District

File: FF - NAMING DISTRICT FACILITIES

The Acton Boxborough Regional School Committee believes naming or renaming a school building, structure, space, property, program or other District asset (hereafter referred to as a "Facility") is a matter of significant importance, one that deserves the most thoughtful attention of the School Committee and the Administration, and one that is an unusual occurrence or event. Further, the Committee believes it should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

Any request to name a Facility must be brought before the School Committee for approval.

If a suggestion or petition to name or to dedicate a Facility, is brought forth to the School Committee, the School Committee will first decide whether the naming or renaming of that Facility is necessary and/or appropriate. If the decision to move forward with the naming is made, the School Committee will convene a screening committee pursuant to procedure [FF-R](#).

In the naming of a Facility, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored.

1. A person, living or dead, for whom a public school facility may be named must have made significant contributions to education of the youth of the Acton-Boxborough Regional Schools. Evidence of such contributions may include, but is not limited to the following:

- Unusually effective and dedicated service to or on behalf of the youth in the Acton-Boxborough Regional Schools
- Persistent efforts to sustain a high quality system of public education for all youth and to improve programs and services for these young people
- Demonstrated understanding of the essential nature of public education in the furthering of our democratic form of government.

2. Said person should be one who is retired, deceased or has provided service to the community in excess of 15 years. A request may not be submitted sooner than three years following the death or retirement of the individual to be so honored. This requirement may be waived by a unanimous vote of the School Committee.

3. The nominee must otherwise be worthy of the honor of having a school facility named for her/him. Evidence of such attributes could include, but may not be limited to the following:

- Superior levels of performance in strengthening and supporting Acton-Boxborough Regional Schools
- Community service
- Effective citizenship
- Seminal ideas or research
- Excellent character and general reputation

4. The School Committee may revoke the name of a Facility.

The Superintendent shall prepare procedures for the naming of Facilities that are consistent with this policy.

CROSS REF.: [FFA](#), Memorials

Approved: 5/18/2017

Acton-Boxborough Regional School District

File: FF-R - NAMING DISTRICT FACILITIES

1. The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility to the Screening Committee.
2. Nominations must be submitted in writing.
3. Nominations should be submitted with answers to the following questions:
 - a. What is the reason you are suggesting the person/name? (See the criteria in the policy statement.)
 - b. Why is this a good name for the facility?
 - c. What is the biographical/other information about this person that will assist in making a decision?
 - d. Are the relevant timeframes from Paragraph 2 of policy [FF](#) met?
4. The School Committee will establish a Screening Committee consisting of representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate the suggested names and make a recommendation to the School Committee.

Reviewed: 5/18/2017

Acton-Boxborough Regional School District

File: FFA - MEMORIALS

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

A memorial is anything that is established to remind people of a deceased person and includes. Memorials include, but are not limited to, plaques or signs, plantings or memorial gardens, permanent structures, and drives or fundraisers held in the name of a deceased person.

1. Permanent memorials within the District shall be limited in form to donations or scholarships. The School Committee encourages such donations or scholarships to support education, awareness, and/or prevention, where appropriate.
2. Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.
3. The District reserves final say over any/all memorials, dedications, and scholarships.

CROSS REFS.: [FF](#) Naming School Facilities

[KHA](#) Public Solicitations in the Schools

Approved: 5/18/2017 -

Acton-Boxborough Regional School District

SECTION G - PERSONNEL

- GAA** COMMITMENT TO AN INCLUSIVE AND REPRESENTATIVE EDUCATOR WORKFORCE
- BD** SCHOOL COMMITTEE - STAFF COMMUNICATIONS
- BEA** STAFF ETHICS/CONFLICT OF INTEREST
- BEB** STAFF CONDUCT
- BEBC** GIFTS TO AND SOLICITATIONS BY STAFF
- BEC** DRUG-FREE WORKPLACE
- BED** TOBACCO USE ON SCHOOL PROPERTY / SMOKING ON SCHOOL PREMISES
- BEE** EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY
- BGB** STAFF PERSONAL SECURITY AND SAFETY
- BI** STAFF PARTICIPATION IN POLITICAL ACTIVITIES
- BJ** PERSONNEL RECORDS
- CCC** FAMILY AND MEDICAL LEAVE
- /DCC**
- GCCA** SMALL NECESSITIES LEAVE ACT POLICY
- /DCCA**
- GCCA-R** SMALL NECESSITIES LEAVE ACT PROCEDURES
- /DCCA-R**
- GCE** PROFESSIONAL STAFF RECRUITMENT, SELECTION AND APPOINTMENT
- GCE-R** STAFF RECRUITMENT, SELECTION AND APPOINTMENT
- ClA** PHILOSOPHY OF STAFF DEVELOPMENT
- ClJ** PROFESSIONAL TEACHER STATUS
- GCO** EVALUATION OF PROFESSIONAL STAFF
- GCRD** TUTORING FOR PAY

File: GBAA - COMMITMENT TO AN INCLUSIVE AND REPRESENTATIVE EDUCATOR WORKFORCE

Every student deserves to learn from educators and leaders who collectively reflect a wide range of backgrounds, identities, and life experiences. The Acton-Boxborough Regional School District is committed to increasing the diversity of our workforce. As such, the District prioritizes recruiting, hiring, and retaining certified educators and leaders from underrepresented racial or ethnic groups, genders, individuals with disabilities, those who identify as LGBTQ+, and educators who are anti-racist and who prioritize and value diversity, equity, and inclusion. For the purposes of this policy, "candidate from an underrepresented racial or ethnic group" shall mean any candidate whose racial or ethnic makeup is underrepresented relative to the District's staff, typically including but not limited to: African American/Black, Asian, including Southeast Asian, Hispanic/Latinx, Native American/Alaskan Native, and two or more races or ethnicities, when one or more are from these categories.

ABRSD adheres to the principle of providing equal opportunity of employment by taking positive actions to counter bias and inequity resulting in the under-representation of racial, ethnic, linguistic and gender groups, individuals who are differently-abled and those who identify as LGBTQ+ in particular job classifications.

We believe that by building a more inclusive and representative workforce, all students will have better outcomes and be more prepared for an increasingly diverse world. The District prioritizes an inclusive working environment, values different backgrounds, cultures, and identities of all individuals, and embraces the differing perspectives, experiences, and skills that a diverse workforce will add to the quality of the educational experience for every student.

In order to accomplish these important goals, the district will take the following actions:

1. All hiring committee members will participate in anti-bias training
2. Intentionally diversify hiring committees
3. Develop questions that are culturally sensitive and that determine each candidate's experience with DEI and anti-racist work
4. Recruit and interview candidates of color and candidates from under-represented groups
5. Form an affinity group for our educators of color
6. Prepare an annual report to the School Committee providing data about efforts to recruit and hire diverse candidates

REF: ABRSC Policy [AC](#) Non-Discrimination

ABRSC Policy [GCE](#) and Procedure [GCE-R](#) Professional Staff Recruitment, Selection, and Appointment

Approved 2/11/2021

Acton-Boxborough Regional School District

File: GBD (also BHC) - SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication with the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

Approved on: 12/12/13

Acton-Boxborough Regional School District

File: GBEA - STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of the district's professional staff to be familiar with the code of ethics and conflict of interest laws that apply to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

The conduct of employees where a possible conflict of interest exists is regulated by Chapter 268A of the Massachusetts General Laws. The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job or after hours.

It is incumbent upon the employees to be familiar with the conflict of interest laws. All employees of the District, as required by law, shall complete an online ethics and conflict of interest training within 30 days of the date on which they commence employment, and every 2 years thereafter. Questions regarding the laws and how they are applied should be directed to the Massachusetts State Ethics Commission.

District employees may not engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.

District employees may not participate in any particular matter in which he/she or a member of his/her immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. Employees also may not participate in any particular matter in which a business organization from which he/she has a financial benefit is doing business with the School District.

District employees may not accept individual gifts valued at \$50 or more or group/class gifts valued at \$150 or more. Gifts from individuals and groups are outlined in detail in policy [GBEBC](#).

Employees will not engage in work of any type where information concerning customer, client, or the district originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Employees may need to file Massachusetts Ethics Commission disclosure forms for accepting gifts, having travel expenses paid for by a third party or field trip fees, etc. Employees should become familiar with the disclosure forms posted on the Massachusetts Ethics Commission website at www.mass.gov/ethics/disclosureforms.

LEGAL REFS.: M.G.L. [71:52](#); [268A:1](#) et seq.

CROSS REF.: [GBEBC](#), Gifts To And Solicitations By Staff

Approved: 11/17/16

Acton-Boxborough Regional School District

File: GBEB - STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects staff to accept certain responsibilities, adhere to acceptable principles in matter of personal conduct, and exhibit a high degree of personal integrity at all times. This includes refraining from any behavior in a staff member's professional or personal life that may be harmful to him/herself, their co-workers or the student body, and/or that might be viewed as unfavorable by the public at large.

Types of behavior and conduct that the Committee considers inappropriate and warranting of disciplinary action, include, but are not limited to the following:

1. Violating School Committee policies, including but not limited to non-discrimination, acceptable use of technology, staff ethics/conflict of interest, and harassment;
2. Soliciting or unauthorized acceptance of gratuities, discounts, or acts of favoritism from the public at large in excess of the state ethics limits;
3. Poor attendance or inaccurate reporting of time worked and absences;
4. Falsifying employment or other District records, this includes but is not limited to employment applications, official time records, etc. Falsification, including but not limited to statements during any District conducted in-house investigation, misrepresentation of facts, circumstances, or willful omission of information pertaining to District matters;
5. Reporting to work after having consumed alcoholic beverages or while intoxicated, or under the influence of illegal drugs. Possession, use, or sale of illegal drugs;
6. Bringing, using or consuming alcoholic beverages on District property.
7. Smoking on school property.
8. Fighting or using obscene, abusive, threatening or disrespectful language or gestures while engaged with students, parents, colleagues or other constituents;
9. Theft or attempted theft of school property or funds;
10. Unauthorized possession of firearms or dangerous weapons on school property;
11. Disregarding safety, security and/or Committee regulations, or actively condoning such behavior in others;
12. Insubordination or displaying an insubordinate attitude;
13. Failing to maintain the confidentiality of student or staff information;
14. Misrepresentation or facts or the falsification of any documentation.
15. Poor job performance, failure to meet expectations in the performance of duties, including the submission of reports by required deadlines;
16. Neglect of job duties or carelessness in completion of tasks;
17. Use or access of inappropriate images using school equipment or on school property. Lewd behavior or indecent exposure. Any involvement with child pornography.
18. Willful neglect of school property;
19. Neglect of the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times;

20. Non-participation in required Professional learning opportunities and/or the non-completion of training to maintain a valid certificate/licensure required to hold the position assigned.

Should performance, work habits, attitude, conduct or demeanor become unsatisfactory, based on the violations either of the above-mentioned or of any Committee policies, rules or regulations, staff will be subject to disciplinary action, up to and including termination.

LEGAL REFS.: M.G.L. [71:37h](#); [264:11](#); [264:14](#)

Approved: 6/29/16

Acton-Boxborough Regional School District

File: GBEBC - GIFTS TO AND SOLICITATIONS BY STAFF

State Ethics Laws limit the gifts that staff, teachers and coaches are allowed to accept. We do not want staff, teachers or coaches to be put into a position where they cannot or should not accept gifts of value from well-intended, grateful families.

When families, students and others wish to express personal appreciation to a teacher or other staff member, including coaches, the School Committee urges them to find modes of expression that do not involve personal gifts.

Individual Gifts: Gifts from individual families to staff may not exceed \$50 in value for the school year. Public school employees are required to disclose gifts received from individual students, parents, and guardians that are not class gifts.

Group Gifts to Staff: A public school department employee is allowed to accept a personal gift or several gifts during the school year, from a class or a team under certain conditions:

- Gifts with a total value of up to \$150, if the gift is identified only as being from the class/team, and the identity of givers and amounts given are not identified to the recipient, are acceptable.
- Group gifts are exempt from disclosure because the givers are not identified to the recipient.
- Under no circumstances should a group gift to a staff member exceed \$150 total per school year.

Gifts to the Classroom or the School: Parents may also give gifts to the classroom or the school in accordance with the rules of the school district. In keeping with this policy, no employee of the School District will accept a personal gift from a business concern supplying, or with an interest in supplying, goods, materials, equipment or services to the school system. This restriction does not relate to the acceptance of gifts for the school system, nor to the acceptance of small and clearly identifiable advertising and promotional materials.

Solicitations: In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and are gratified when school employees give them their support. However, the direct solicitation of funds by staff members or students must be held at a minimum.

The solicitation of funds for the United Way will be permitted on an annual basis.

LEGAL REF.: M.G.L. [268A](#); 930 CMR 5.07, et al.

CROSS REF.: [KHA](#), Public Solicitations in the Schools

JP, Student Donations and Gifts

Revised: 9/6/12 Approved: 3/20/14, 11/17/16

Acton-Boxborough Regional School District

File: GBEC - DRUG-FREE WORKPLACE

The Acton-Boxborough Regional School Committee recognizes the importance of maintaining a workplace which is drug and alcohol-free to enhance the welfare of employees and students. Under the Drug-Free Workplace Act, the Acton- Boxborough Regional School District is required to certify that it maintains a drug-free workplace as a condition of receiving federal grants and contracts. The requirements of this law give the Acton-Boxborough Regional School District the opportunity to reaffirm the following policy and its commitment to a workplace free of drugs and alcohol.

It is the policy of the Acton-Boxborough Regional School District to prohibit the unlawful manufacture, distribution, dispensing, possession or use of any controlled substance or the possession, use, purchase, sale or other transfer of alcohol by any employee while on School premises or while performing any job-related activity, whether on or off School premises. Employees are also prohibited from reporting for work or performing any job related activities, on or off school premises, while under the influence of alcohol or any illegal controlled substances. An employee who violates this policy is subject to disciplinary action, up to and including dismissal.

For purposes of this policy the term "controlled substance" is defined as a narcotic, hallucinogen or any other drug listed on Schedules I through V of the federal Controlled Substances Act. An "illegal" controlled substance is defined as any drug that cannot be legally obtained or that, although available legally, has been obtained illegally.

This policy does not prohibit use or possession of a drug prescribed for the employee by a licensed physician and used in a therapeutic dosage in accordance with the physician's instruction; however, employees are required to disclose to the Superintendent the use of any prescribed drug that may impair the employee's ability to perform his/her job safely and effectively.

It is a condition of employment that each employee abides by this policy and notifies the Superintendent of Schools of any criminal drug conviction for (or plea of no contest to) a violation occurring in the workplace or while performing any job-related activity within five (5) days of such a conviction or plea. The Acton-Boxborough Regional School District has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. Further, no later than thirty (30) days after notice of conviction, the Superintendent of Schools will take disciplinary action up to and including termination.

WHERE CAN EMPLOYEES GO FOR HELP

If employees need assistance with a drug or alcohol problem and have a private doctor, it is recommended that they seek assistance through their doctor. They may also receive information through the District Employee Assistance Program (EAP).

The Acton-Boxborough Regional School District has collected information from various drug assistance and/or rehabilitation programs. This information is available from the High School Counseling Department, (978) 264-4700.

For more information, please feel free to contact the Human Resources Department at (978) 264-4700.

LEGAL REF.: The Drug-Free Workplace Act of 1988

CROSS REFS.: [IHAM-B](#), Teaching about Alcohol, Tobacco & Other Drugs

[JICH](#), Drug and Alcohol Use by Students

[ADC, GBED, JICG](#), Tobacco Use on School Property

Approved: 3/20/14, Revised 6/29/16

Acton-Boxborough Regional School District

**File: GBED (also ADC & JICG) - TOBACCO USE ON SCHOOL PROPERTY /
SMOKING ON SCHOOL PREMISES**

As mandated by State Law, the Acton-Boxborough Regional School District is a smoke free environment. The District prohibits the use of any tobacco products or electronic cigarette-like devices within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including students, staff members or visitors.

LEGAL REF: M.G.L. [71:37H](#)

Approved: 6/24/14

Acton-Boxborough Regional School District

File: GBEE - EMPLOYEE ACCEPTABLE USE OF TECHNOLOGY

The Acton-Boxborough Regional School District (the "District") recognizes the importance of technology and its use as a means to educate and communicate. The District provides and maintains hardware and software to support both the delivery of education and the administration of the schools' operations. This hardware and software, including, but not limited to, desktops, laptops, netbooks, tablets, access to internal networks, servers and the Internet, are essential to the success of the District.

Acceptable Use

The technology provided by the District is to be used to support the delivery of education and the administration of the schools' operations. Incidental personal use is permitted as long as it does not interfere with the District's educational mission.

Standards of Conduct

The District is committed to having employees who act in legal, ethical, responsible and considerate ways, including when using technology. When using the District-provided technology, this means that it is inappropriate to engage in communication that uses obscene, profane or vulgar language; is harassing, threatening, bullying, libelous or defamatory; or that discusses or encourages any illegal activity, the inappropriate use of alcohol, the use of illegal drugs, sexual behavior, sexual harassment or bullying. District employees are reminded that if, in their professional capacities, they obtain information through technology that gives them reasonable cause to believe that a child is suffering physical or emotional injury resulting from abuse or neglect, they must follow the District procedures for filing 51A reports with the Massachusetts Department of Children and Families.

Social Media

The District recognizes that some District employees may maintain personal "blogs" or on-line profiles (for example, Twitter, Facebook, LinkedIn). While this use of technology is personal in nature, District employees must remember that such information may be accessed by students, parents and co-workers. Thus, an employee's conduct as a private citizen may affect his/her job. An employee's conduct away from work that negatively impacts his/her ability to serve as an appropriate role model for students or to otherwise serve as an employee and representative of the District may be grounds for discipline, up to and including termination. District employees have the responsibility for maintaining appropriate employee-student relationships and boundaries at all times.

Expectation of Privacy

District employees should not have an expectation of privacy with respect to any use of District-provided technology including, but not limited to, information stored on the District's computer hardware or systems, even information that is protected by a password. This includes information and files stored on network based file servers as well as information stored on individual hard drives. This encompasses all applications and programs including, but not limited to, word processing and email. The school reserves the right to inspect and disclose the contents of any information stored on its systems, networks or equipment, including e-mail messages, when it has a legitimate need as determined by the Superintendent or designee.

Monitored Use

Any use of District-provided technology, including e-mail transmissions and other forms of electronic communication, shall not be considered confidential and may be reviewed at any time by designated staff to ensure appropriate use.

Confidentiality

District employees may not disclose information that is confidential or proprietary to the District, its students or employees or that is protected by data privacy laws. District employees also may not disclose information in violation of the state and federal laws that protect the confidentiality of student record information.

Public Records Law Requirements

District employees should use only District accounts to carry out school (work) related business.

Massachusetts General Law requires public employees (this includes employees of school districts) who create, send, receive or maintain documents, communications and the like, in their capacity as public employees, to retain and disclose such records in compliance with strict provisions of public records laws. When the District's accounts are used to create or transmit data, this data is subject to the District's archival system. When a District employee uses personal accounts to communicate school

business, the District's ability to comply with the requirements of the Public Records Laws may be compromised. Employees will be required to produce documents as required under Public Records Law.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy or usability of any information found on the Internet.

The Superintendent or designee shall develop and implement regulations, procedures and user agreements consistent with the purposes of this policy and consistent with the mission of the school. These will be developed for both staff and students.

Employees who violate this policy or who fail to comply with this policy may have the privilege of using District-provided technology denied, revoked or suspended and/or may face disciplinary consequences, up to and including termination.

Questions

For questions with respect to this policy or its application, please contact the Superintendent or his/her designee.

LEGAL REFS.: M.G.L. [119:51A](#) (Mandated Reporters)

M.G.L. [66:10](#) (Public Records Law)

CROSS REFS.: [JICFB](#), Bullying Prevention and Intervention Plan

KLGA-E-1, Memorandum of Understanding Between the Acton-Boxborough Regional School District and Acton and Boxborough Police Departments

[ACAB](#), JBA, GBA, Prohibition of Harassment Policy

Originally Approved 3/29/07

Revised 5/2/13

Approved: 3/20/14

Acton-Boxborough Regional School District

File: GBGB - STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the District will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Additional physical examinations will also be required of bus drivers and food handlers as law or state regulations require.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is needed to verify need for sick leave.

LEGAL REFS.: M.G.L. [71:54](#); [71:55B](#); [71:55C](#)

Approved: 10/30/18

Acton-Boxborough Regional School District

File: GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office, holding an elective or appointive office, or campaigning for ballot questions.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss the campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances will students be pressured into campaigning by any staff member.

LEGAL REF.: M.G.L. [71:44](#)

Approved; 3/20/14

Acton-Boxborough Regional School District

File: GBJ - PERSONNEL RECORDS

Information about employees is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon request, to review the contents of his/her own personnel file. Such review will occur within the Central Office.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the employee and will become part of the employee's personnel file. Further, no negative comment will be placed in an employee's file unless it is signed by the person making the comment and the employee is informed of the comment and afforded the opportunity to include his/her written response in the file.

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247

Title IV, as amended

88 Stat. 571-574 (20 U.S.C. 1232g) and regulations

M.G.L. [4:7](#); [71:42C](#)

Teachers' Agreement

CONTRACT REF.: All Agreements

CROSS REF.: [KDB](#), Public's Right to Know

Approved: 11/16/17

Acton-Boxborough Regional School District

File: GCCC/GDCC - FAMILY AND MEDICAL LEAVE

I. POLICY

A. Introduction

The Federal Family and Medical Leave Act of 1993 ("FMLA") entitles eligible employees to take unpaid, job-protected leave for specified family and medical reasons, as explained below.

B. Employee Eligibility

To be eligible for FMLA benefits with the Acton-Boxborough Regional School District (the "District"), an employee must:

1. Work for the District;
2. Have worked for the District for a total of at least twelve months in the prior 7 years; and
3. Have worked at least 1,250 hours over the previous twelve months, prior to the leave request.

C. Leave Entitlement

Section 1. The District will grant an eligible employee up to a total of twelve work weeks of unpaid leave during a rolling 12-month period¹ for one or more of the following reasons:

1. For the birth of a child and to care for the new born child;
2. For the placement with the employee of a child for adoption or foster care;
3. To care for an immediate family member (spouse, child, or parent) with a serious health condition;
4. When the employee is unable to work because of his/her own serious health condition that prevents him/her from performing the functions of his/her job; or
5. For a "qualifying exigency" (as defined in 29 CFR § 825.126) when the employee's spouse, child, or parent who is a member of any branch of the military, including the National Guard or Reserves, has been deployed or called to active duty in a foreign country.

Spouses employed by the District are jointly entitled to a combined total of twelve work weeks of family leave except when the leave is needed to care for a child or a spouse with a serious health condition; under such circumstances, such employees may each be eligible for up to 12 weeks of family leave.

Leave for birth or placement for adoption or foster care must conclude within twelve months of the birth or placement.

Section 2. The District will also grant an eligible employee up to a total of twenty-six weeks of unpaid FMLA leave for the following reasons:

1. To care for a spouse, child, parent, or next of kin (i.e., nearest blood relative), who is a current member of the Armed Forces (including a member of the National Guard or Reserves) and who is undergoing medical treatment, recuperation or therapy, is an outpatient, or is on the temporary disability retired list, for a serious injury or illness incurred in the line of duty while on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces.
2. To care for a spouse, child, parent, or next of kin (i.e., nearest blood relative), who is a veteran undergoing medical treatment, recuperation or therapy for a serious injury or illness incurred in the line of duty while on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty) and that manifested itself before or after the member became a veteran. The veteran must have been a member of the Armed Forces (which includes the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

Such 26-week leave period shall only be available for a single 12-month period.² To the extent spouses work for the District, the aggregate number of workweeks available to both spouses shall be limited to 26 weeks during the single 12-month period. In addition, any leave taken during that single 12-month period for one of the other qualifying reasons (as noted in this Policy)

shall count against the 26 weeks available. (Only 12 of the 26 weeks total may be used for an FMLA-qualifying reason other than to care for a covered servicemember.)

Section 3.

1. Under some circumstances, employees may take FMLA leave intermittently.
2. Also, the District may require employees to use accrued paid leave³, such as sick or vacation leave, to cover some or all of the FMLA leave. When paid leave is used, the employee must follow the District's paid leave policies and procedures with respect to use of such leave.
3. When intermittent leave is needed to care for an immediate family member, the employee's own illness, or a covered servicemember, and is for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the District's operation.
4. The District may temporarily transfer an employee taking intermittent or reduced-schedule leave to an alternative job, with equivalent pay and benefits, that accommodates recurring periods of leave better than the employee's regular job when such leave is foreseeable based on planned medical treatment.
5. Any leave taken by an eligible employee for any of the reasons covered by this policy will be considered FMLA leave and will be designated as such even if the employee does not specifically identify the time off as FMLA leave.

D. Maintenance of Health Benefits

The District will maintain group health insurance coverage for an employee on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. The employee will make arrangements with the District to pay his or her share of health insurance premiums while on leave. The District may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave.

E. Job Restoration

Upon return from FMLA leave, an employee will be restored to his or her original job, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

In addition, an employee's use of FMLA leave will not result in the loss of an employment benefit that the employee earned or was entitled to before using FMLA leave.

F. Notice Certification and Status Reports

Employees seeking to use FMLA leave are required, as appropriate, to provide to their appointing authority:

1. NOTICE: Thirty (30) days advanced notice of the need to take FMLA leave when the need is foreseeable, otherwise as soon as is practicable;
2. MEDICAL CERTIFICATION:
 - (a) Medical certification supporting the need for leave due to a serious health condition affecting the employee, an immediate family member, or a covered servicemember with a serious injury or illness;
 - (b) Second or third medical opinions and periodic recertifications (at the District's expense) if requested by the District; and
 - (c) Medical certification and/or fitness for duty certification supporting the employee's ability to return to work as requested by the District, which the District may request include a statement from a health care provider that the employee can perform all of the essential functions of the job.
3. QUALIFYING EXIGENCY: Certification supporting the need for leave due to a qualifying exigency.
4. STATUS REPORTS: Periodic reports during FMLA leave regarding the employee's status and intent to return to work as requested by appointing authority.

The District will provide the employee with the appropriate notice, designation and certification forms in accordance with the FMLA regulations.

G. Other Provisions

This Policy shall at all times be interpreted in a manner consistent with the Department of Labor's Regulations pertaining to the Family and Medical Leave Act of 1993. The FMLA does not affect any other federal or state law which prohibits discrimination, nor supersede any state or local law which provides greater family or medical leave protection. Nor does it affect the District's obligation to provide greater leave rights under a CBA or employment benefit plan, where applicable.

H. Departmental Procedures

The District's appointing authorities may establish their own procedures to implement this policy, subject to the approval of the Superintendent of Schools.

Revised: 6/20/13 and 5/21/15

Acton-Boxborough Regional School District

File: GCCCA/GDCCA - SMALL NECESSITIES LEAVE ACT POLICY

A. Eligibility

Employees that have been employed by the Acton-Boxborough Regional School District ("the District") for at least twelve (12) months and have provided 1,250 hours of service to the District during the previous twelve (12) month period of time and qualify for Family Medical Leave status are eligible for leave under the Massachusetts Small Necessities Leave Act ("SNLA").

B. Purpose and Amount of Leave

An eligible employee is entitled to 24 hours of SNLA leave for any of the following purposes:

- a. to participate in school activities directly related to the educational advancement of the eligible employee's child⁴, such as parent-teacher conferences or interviewing for a new school⁵;
- b. to accompany the eligible employee's child to routine medical or dental appointments, such as check-ups or vaccinations; or
- c. to accompany the eligible employee's elderly relative⁶ to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing at nursing or group homes.

C. Twelve Month Period

The twelve (12) month period shall be consistent with that established under the District's Family and Medical Leave Act Policy.

D. Intermittent Use of Leave

Eligible employees may use SNLA leave in increments of time of one (1) hour or more.

E. Use of Accrued Leave

Eligible employees that have accrued vacation, personal or sick leave (for medical appointments only) at the time they use SNLA leave will be required to use such accrued leave during the time they are on SNLA leave.

Eligible employees that do not have accrued vacation, personal or sick leave (for medical appointments only or as otherwise permitted by District policy or collective bargaining agreement) at the time they use SNLA leave will receive unpaid leave.

F. Return to Work

An employee that receives SNLA leave will be restored to the position he or she held when the SNLA leave commenced.

Approved 6/20/13 and 5/21/15

Acton-Boxborough Regional School District

File: GCCCA-R /GDCCA - R - SMALL NECESSITIES LEAVE ACT PROCEDURES

A. Notice

Eligible employees must request SNLA leave at least seven (7) days in advance of the time for which SNLA leave is requested whenever the need for SNLA leave is foreseeable. If the need for SNLA leave is not foreseeable, an eligible employee must give the District notice as soon as practical. All notices to the District shall be made in writing unless circumstances prohibit written notice.

B. Certification

Each time an eligible employee takes SNLA leave, the eligible employees must complete a certification. Certification forms are available in the Superintendent's office. As required by law, the certification will be maintained in the eligible employee's personnel file for three (3) years.

Approved 6/20/13

SMALL NECESSITIES LEAVE ACT

Employee Certification

I certify that on _____ I will/did take _____ hours of leave for the following purpose:

[] to participate in school activities directly related to the educational advancement of my child.

[] to accompany my child to a routine medical or dental appointment.

[] to accompany an elderly relative to a routine medical or dental appointment or appointment for other professional services related to the elder's care.

Employee Name:

Date:

Acton-Boxborough Regional School District

File: GCE - PROFESSIONAL STAFF RECRUITMENT, SELECTION AND APPOINTMENT

The Acton-Boxborough Regional School Committee seeks to hire and retain the most qualified candidates for all positions in the school district. The Superintendent or designee shall be responsible for ensuring that every effort is made to attract the most qualified candidates. Efforts will be made to balance and maintain experience levels when considering applications for vacant positions. The Superintendent shall ensure that a broad range of recruitment sources and professional networks are utilized to provide the most qualified and diverse pool of candidates possible. Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Current employees may apply for any position for which they are qualified, except as set forth below. The Principal and/or the Superintendent shall have the final decision in the hiring of all staff.

Criteria for employment include:

- Appropriate education and certification/eligibility for certification waiver
- Previous positive experience in a relevant role
- High level of academic achievement which demonstrates strengths in the area for which the candidate is being considered
- Ability or potential to meet the performance standards of the school district
- Personal characteristics, such as
 - Student-centered
 - Empathy and compassion
 - Collaboration
 - Organizational skills
 - Initiative
 - Creativity
 - Integrity
 - Flexibility

Applications of all candidates shall be given equal consideration without regard to race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin. The hiring process shall be designed to encourage the application of qualified candidates of color for all vacancies.

School Committee members may not hold a paid position in the school district. Applications for positions in the school district shall not be considered from School Committee members or their immediate family, or immediate family members of the Superintendent, Deputy Superintendent, Assistant Superintendents, or Principals. For purposes of this policy, "immediate family" is defined as spouses, siblings, children, parents or in-laws as outlined in the MA General Laws Conflict of Interest Law, Chapter [268A](#). The only exception to this will be part-time positions within Community Education.

CROSS REF.: [ADDA](#), C.O.R.I. Requirements

Approved: 3/7/19

Acton-Boxborough Regional School District

File: GCE-R - STAFF RECRUITMENT, SELECTION AND APPOINTMENT

1. Open positions will be posted in accordance with collective bargaining agreements. Postings will be shared with the appropriate bargaining unit. The extent of external advertising will be determined by the Superintendent or designee according to the level of position and knowledge of the pool of applicants.
2. The applicant review process shall be decentralized to the extent possible and initial screening shall be conducted by the immediate supervisor. All finalist candidates shall be interviewed by the principal and/or responsible administrator. When possible, finalists shall be observed while teaching. References shall be checked.
3. Professional staff who have been laid off because of a reduction in force shall be notified of all vacancies for two years for which they are qualified in accordance with the current agreement between the School Committees and the Acton-Boxborough Education Association.
4. Upon written request to the administration, non-professional staff who have been terminated because of a reduction shall be notified for six months of all vacancies for which they are qualified.
5. Professional Staff will meet with the Superintendent or designee before the final hiring decision is made. Job offers, including placement on the salary schedule, will be made by the Superintendent or designee.

Reviewed: 3/7/19

Acton-Boxborough Regional School District

File: GCIA - PHILOSOPHY OF STAFF DEVELOPMENT

The development of increased competencies beyond those attained through job performance and supervisors' assistance will be encouraged for all staff members.

Opportunities for professional growth will be provided and may include the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.
2. Membership on curriculum development committees drawing personnel from within and outside the school system.
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
4. Unpaid leaves of absence for graduate study, research, and travel.
5. Partial payment of tuition for approved courses.

The Superintendent will have the authority to approve or deny release time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

Approved: 11/16/17

Acton-Boxborough Regional School District

File: GCJ - PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the School District for three consecutive years shall be entitled to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base these decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

Established by law and Committee policy

LEGAL REFS.: M.G.L. [71:38](#); [71:38G](#); [71:38H](#); [71:41](#); [71:42](#); [71:43](#)

Approved: 11/16/17

Acton-Boxborough Regional School District

File: GCO - EVALUATION OF PROFESSIONAL STAFF

In order to assure a high quality of teacher and administrator performance and to advance the instructional programs of the schools, a continuous program for teacher and administrator evaluation will be established by the School Committee. Regular reports will be made to the Superintendent concerning the outcomes of these evaluations.

LEGAL REFS.: M.G.L. [69:1B](#); [71:38](#); [71:38Q](#); [150E](#); [152B](#)

603 CMR [35:00](#)

CONTRACT REF.: Teachers' Agreement

Acton-Boxborough Regional School District

File: GCRD - TUTORING FOR PAY

(effective 2/1/20)

Private tutoring is the provision of private instruction or assistance to an individual or group for which the employee receives payment other than through the school district.

Students are entitled to reasonable assistance both in and outside of class times without charge from their current teachers. Teachers will make themselves regularly available to provide extra help to current students.

ABRSD employees are responsible to follow the conflict of interest guidance. The Massachusetts Ethics commission has a helpful [FAQ](#) available to provide specific guidance as it relates to tutoring and other areas of potential conflict. The conflict of interest laws M.G.L. Chapter [268A](#) specifies the following regarding school employees tutoring:

- An ABRSD employee, whether full or part-time, shall not be permitted to receive compensation for privately tutoring one of his/her current students.
- If a student may be a future student of an ABRSD employee, the employee may tutor the student if they have filled out the disclosure [form](#) and submitted it to Human Resources.
- Employees who act in a supervisory capacity shall not tutor ABRSD students within the subject or program area which they supervise.
- ABRSD teachers regularly provide extra help to their students. Drop in centers, staffed by teachers, are available free of charge to students in grades 7-12. Teachers may recommend these and other supports to students and families. However, to avoid putting an undue financial burden on families, teachers will not recommend private paid tutoring services.
- School facilities may not be used for private tutoring.
- School materials, other than those brought by students, may not be used for private tutoring by a school employee. Staff may not use school resources, including school email, to support private tutoring (e.g. copier, supplies, etc.).
- During the course of their regular employment, school employees may not advertise or solicit tutoring services in any way. Employees may not tell students or parents that they are available for tutoring services, or advertise tutoring services using school resources, including school email. Staff members may not recommend specific tutors.
- If the district needs to hire an employee to tutor a student, this is not considered private tutoring, and this is not subject to the rules above. Tutoring paid for by the district will be allowed as long as the tutoring rate is specified in the teachers' contract or the support staff contract, whichever is applicable to the employee.

LEGAL REF.: M.G.L. [268A](#)

REF.: Mass. Ethics Commission [FAQs](#) for Public School Teachers

Approved 12/19/19

Acton-Boxborough Regional School District

SECTION H - NEGOTIATIONS

HB NEGOTIATIONS LEGAL STATUS

HF SCHOOL COMMITTEE NEGOTIATING AGENTS

Acton-Boxborough Regional School District

File: HB - NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

Employees shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.

Basic to all employer/employee negotiations is the concept of "bar-gaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

Established by law

LEGAL REF.: M.G.L. [150E:1](#) et seq.

Approved: 5/22/14

Acton-Boxborough Regional School District

File: HF - SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend additional members to serve on the negotiation team. They will not be members of any unit that negotiates with the Committees, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. He/she will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. He/she will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. He/she will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. [71:37E](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

SECTION I - INSTRUCTION

IC/ICA SCHOOL YEAR/SCHOOL CALENDAR

ID SCHOOL DAY

IGA CURRICULUM AND INSTRUCTIONAL MATERIAL

IGA-R-1 SELECTION CRITERIA FOR CURRICULUM AND INSTRUCTIONAL MATERIAL

IGA-R-2 RECONSIDERATION OF INSTRUCTIONAL RESOURCES

IGA-E-2 DIGITAL TOOLS CRITERIA CHECKLIST

IGD ADOPTION OF NEW PROGRAMS AND COURSES OF STUDY

IHA BASIC INSTRUCTIONAL PROGRAM

IHAE PHYSICAL EDUCATION

IHAM HEALTH EDUCATION

IHAM-R HEALTH EDUCATION

IHAMA HEALTH AND SEX EDUCATION PARENT NOTIFICATION

IHAMA-R HEALTH AND SEX EDUCATION PARENT NOTIFICATION PROCEDURES

IHAMB TEACHING ABOUT ALCOHOL, TOBACCO AND OTHER DRUGS

IHAMD USE OF WEAPONS AS PART OF INSTRUCTION

IHAMD-R USE OF WEAPONS AS PART OF INSTRUCTION

IHB PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

IHBA SECTION 504 POLICY

IHBD TITLE 1 FUNDS

IHBEA ENGLISH LEARNERS

IHBF HOME OR HOSPITAL INSTRUCTION

IHBG HOME SCHOOLING

IHBG-R-1 HOME SCHOOLING ADMINISTRATIVE PROCEDURE

IHBG-R-2 INSTRUCTIONS FOR SUBMITTING A PROPOSAL FOR HOME SCHOOLING

IHBG-R-3 EXTRACURRICULAR AND ATHLETIC PARTICIPATION BY HOME-SCHOoled STUDENTS

IIBA ELEMENTARY CLASS SIZE GUIDELINES

IJM SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

IJND EMPOWERED DIGITAL USE - ACCESS TO DIGITAL RESOURCES

IJND-E EMPOWERED DIGITAL USE - FY17 ELEMENTARY STUDENT CONTRACT

IJNDC SCHOOL AND DISTRICT WEB PAGES

IJOA STUDENT FIELD TRIP POLICY

IJOA-R FIELD TRIP PROCEDURES

IJOC SCHOOL VOLUNTEERS

IK REPORTING STUDENT PROGRESS

IKAB STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

IKB HOMEWORK POLICY

IKE PROMOTION AND RETENTION OF STUDENTS

IKF GRADUATION REQUIREMENTS

IL EVALUATION OF INSTRUCTIONAL PROGRAMS

ILE EDUCATIONAL RESEARCH

ILE-R EDUCATIONAL RESEARCH PROCEDURES

IMB TEACHING ABOUT CONTROVERSIAL ISSUES/ CONTROVERSIAL SPEAKERS

IMD RELIGIOUS AND CULTURAL HOLIDAYS

IMD-R RELIGIOUS AND CULTURAL HOLIDAYS

IMGA SERVICE ANIMALS IN SCHOOLS

IMGA-R SERVICE ANIMALS IN SCHOOLS

IMGB COMFORT ANIMALS IN SCHOOLS

IMGB-R COMFORT ANIMALS IN SCHOOLS

File: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Acton-Boxborough Regional School Committee.

The schools shall ensure that every student is scheduled to receive sufficient learning time to receive an appropriate public school education.

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

LEGAL REFS.: M.G.L. [4:7](#); [15:1G](#); [71:1](#); [71:4](#); [71:4A](#); [71:73](#); [136:12](#)

Board of Education Regulations for School Year and School Day, effective 9/1/75

Board of Education, Student Learning Time Regulations

603 CMR [27.00](#), Adopted 12/20/94

Approved: 3/20/14

Acton-Boxborough Regional School District

File: ID - SCHOOL DAY

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

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

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified that students will not be admitted into the school building until 15 minutes prior to the start of the official day unless bus schedules or school-sponsored activity require earlier admittance.

LEGAL REFS.: M.G.L. [15:1G](#); [71:1](#); [71:59](#)

Board of Education Regulations for School Year and Day, effective 9/1/75

Approved: 3/20/14

Acton-Boxborough Regional School District

File: IGA - CURRICULUM AND INSTRUCTIONAL MATERIAL

In support of the vision of the District, the Acton Boxborough Regional School Committee believes that curricular and instructional materials should inspire our community of learners. Contemporary life consists of rapid social change, technological development, and the expansion of knowledge. As a public school district, we must respond by continual adaptation and development of the curriculum to meet the needs of its students. Curriculum development is a collaborative enterprise that involves staff and district and school leaders utilizing their professional expertise and gathering input from parents/guardians/caregivers, and our community.

The District and its schools will regularly review and evaluate its curricula and instructional materials. When necessary, the District will modify curriculum content and courses across our instructional program to achieve the following:

- Alignment of the curriculum with the State frameworks, as well as our District's stated goals for teaching and learning.
- Curriculum and materials that are inclusive and culturally responsive. When curricular materials are used that *don't* meet these standards, the purpose shall be to support students in analyzing materials for bias and teaching students to think critically about materials that they are presented.
- Ongoing educator sensitivity to changing conditions that may require curricular shifts or updates.
- Continuous evaluation and revision of all curriculum and materials to ensure that they meet the needs of students.

The Assistant Superintendent for Teaching and Learning will collaborate with district and school leaders, curriculum coordinators, and other staff members to implement a curriculum that will prepare students for post-secondary opportunities.

Selection of Curriculum and Instructional Materials

Instructional materials should be selected to enrich, and support the educational program and student needs. When selecting materials, District and school leaders, curriculum coordinators, and other staff members should utilize their professional expertise and gather input from parents/guardians/caregivers and our community as needed.

Students should have access to a wide range of educational materials in a variety of formats that enrich and support the curriculum and meet their needs. Materials shall provide students an opportunity to develop analytical skills.

Final decisions about curricular materials rest with District and school leaders.

LEGAL REF.: M.G.L. [69:1E](#)

603 CMR [26:05](#)

[Children's Online Privacy Protection Rule](#)

CROSS REF:

Policy [AC](#) Nondiscrimination

Procedure [IGA-R-1](#) Selection Criteria for Curriculum and Instructional Material

Procedure [IGA-R-2](#) Reconsideration of Instructional Resources

Policy [IGD](#) Adoption of New Programs and Courses of Study

Approved: April 1, 2021

(Combines Policies [IGA](#)- Curriculum and Instructional Materials and s- Library Materials Selection and Adoption)

Acton-Boxborough Regional School District

File: IGA-R-1 - SELECTION CRITERIA FOR CURRICULUM AND INSTRUCTIONAL MATERIAL

Through its careful choices of curriculum and instructional materials, the District strives to foster a sense of responsibility to self and others within each student. We want our students to be able to place themselves within and connected to a larger community. As such, students should have access to a wide range of educational materials in a variety of formats with a diversity of appeal that enrich and support the curriculum, and meet their needs. Consistent with the recommendations of the Massachusetts Department of Elementary and Secondary Education, the District should assess all educational materials for their ability to be inclusive and culturally responsive.

Curriculum and instructional materials should:

- represent differing viewpoints of international, national, and local issues and problems of the past, present and future.
- provide students an opportunity to develop analytical skills.
- be assessed for their ability to include content and language that reflects the diversity of the student population.
- provide a global perspective and promote diversity by including materials by authors, artists, designers, etc. of multiple cultures, backgrounds, and experiences.
- stimulate growth in factual knowledge, literary appreciation, and aesthetics.
- foster an appreciation of cultural diversity in the United States and throughout the world.
- include a variety of flexible resources and formats so all students can access them in accordance with Universal Design for Learning (UDL) principles.
- incorporate accurate and authentic factual content from a variety of authoritative sources.
- have favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional staff.
- meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
- undergo regular review and assessment based on factors that include, but are not limited to: material age, condition, accuracy of information, student needs, curricular alignment, bias and/or stereotyping.
- meet the [Children's Online Privacy Protection Rule \("COPPA"\)](#) standards and student privacy will be a consideration in the use of all digital tools and resources.
- aim to be free from marketing and advertising that is directed at children, intrusive, or manipulative.

CROSS REF:

Policy [IGA](#) Curriculum and Instructional Materials

Procedure [IGA-R-2](#) Reconsideration of Instructional Resources

Exhibit IGA-E-1 [Teacher Checklist: 7 Forms of Bias to Consider in Instructional Materials](#)

Exhibit [IGA-E-2 Digital Tools Criteria Checklist](#)

Exhibit IGA-E-3 Parent Input Survey (in draft)

Reviewed: April 1, 2021

Acton-Boxborough Regional School District

File: IGA-R-2 - RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity, which are defined as follows:

- **Religion** - Factual, unbiased material on religions has a place in school libraries.
- **Ideologies** - Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.
- **Profanity/obscenity** - Materials should be subjected to a test of literary merit and reality in context using the criteria established.

All requests to reconsider instructional resources must be directed first to the building principal. The school receiving a complaint regarding a learning resource will try to resolve the issue informally. The principal or designee will explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource (*ABRSC Procedure [IGA-R-1](#)*).

If the questioner wishes to file a formal challenge, the principal will direct them to the District website to complete the online *Request for Reconsideration of Instructional Materials*. The questioner should file the request form with the Superintendent or designee.

Upon receipt of a request for formal reconsideration of a learning resource, the Assistant Superintendent for Teaching and Learning will convene a committee to review the request to remove or reconsider materials. No questioned materials will be removed pending a final decision.

Upon receipt of a request for formal reconsideration of a learning resource, the Assistant Superintendent for Teaching and Learning will appoint a review committee that includes at least the following members:

- Assistant Superintendent for Teaching and Learning
- School Administrator
- Library Media Specialist or library-related materials/resources (or Digital Media Coordinator for digital materials/tools) for instructional technology-related materials/tools
- Educator
- Other District staff/persons with related professional knowledge or expertise, if needed

The review committee will review the challenged resource for alignment with the principles of selection outlined in *[IGA-R-1 Selection Criteria for Curricular and Instructional Materials](#)*.

The review committee will:

- Examine the challenged resource;
- Determine professional acceptance by reading critical reviews of the resource;
- Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context;
- Discuss the challenged resource in the context of the broader educational program; and
- Prepare a written response within a reasonable period of time, not to exceed 30 calendar days.

The decision of the review committee is binding across the District. Final decisions about curricular materials rest with the Superintendent or designee. If the Superintendent or designee determines that the questioned material will be retained, the District will not convene a review committee relative to the same complaint for a period of three years.

CROSS REF:

Policy [IGA](#) Curriculum and Instructional Materials

Exhibit IGA-E-1 [Teacher Checklist: 7 Forms of Bias to Consider in Instructional Materials](#)

Exhibit [IGA-E-2 Digital Tools Criteria Checklist](#)

Reviewed: April 1, 2021

Acton-Boxborough Regional School District

File: IGA-E-2 - DIGITAL TOOLS CRITERIA CHECKLIST

In an effort to ensure that our educators and students have equitable access to digital tools that align with district teaching and learning goals, all tools that are on the Digital Tool Kit have met the following criteria. (Educational Digital tools are constantly evolving. We do our best to keep this list updated with available information.) This criteria also applies to any new resources. **Before** requesting any digital instructional tools that are not listed in the [Digital Tool Kit](#), either free or those requiring paid subscriptions, please use this checklist:

- [] Demonstrates evidence of curriculum alignment and can be purposefully integrated
- [] Meets student data privacy regulations under Children's Online Privacy Protection Rule (COPPA) that can be confirmed through the [Massachusetts Student Privacy Alliance](#)
- [] Aims to be free from marketing and advertising that is directed at children, intrusive, or manipulative
- [] Does not duplicate readily available online resources currently supported by the district
- [] Supports inclusive pedagogical practices
- [] Is culturally responsive (in accordance with (ABRSC [GA-R](#)) and does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, ancestry or national or ethnic origin
- [] Does not violate copyright laws
- [] Does not employ "freemium" pricing strategies or other forms of deceptive marketing that incentivize staff or students to pay for additional features in order for the tool to be functional
- [] Is functional as a free tool or can be funded by the district (see the [EdTech Purchase Request site](#) to request funding)

Acton-Boxborough Regional School District

File: IGD - ADOPTION OF NEW PROGRAMS AND COURSES OF STUDY

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the District.

The Superintendent will have the authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. New programs should align with the vision of the District and inspire our community of learners. The Superintendent shall inform the School Committee of new programs or courses when they constitute an extensive alteration in curriculum, instructional content, and/or approach.

LEGAL REF.: M.G.L.c. [71,§1](#)

CROSS REF: Policy [IGA](#) Curriculum and Instructional Materials

Approved: April 1, 2021

Acton-Boxborough Regional School District

File: IHA - BASIC INSTRUCTIONAL PROGRAM

The business of the schools is to equip all children with the skills, tools, and attitudes that will engage students for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking and listening.

State law requires that schools:

... shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

LEGAL REFS.: M.G.L. [71:1, 2, 3; 71:13](#)

603 CMR [26:05](#)

CROSS REFS.: [IGA](#), Curriculum Development

IJL, Library Materials Selection and Adoption

Approved: 6/9/16

Acton-Boxborough Regional School District

File: IHAE - PHYSICAL EDUCATION

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

LEGAL REFS.: M.G.L. [71:1](#); [71:3](#)

Board of Education Regulations Pertaining to Physical Education, adopted 4/25/78, effective 9/1/78

603 CMR [26:05](#)

Approved: 3/20/14

Acton-Boxborough Regional School District

File: IHAM - HEALTH EDUCATION

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

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

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program is designed to educate students about complex social, physical, and mental health problems which they will encounter in the larger school community and in society generally. The goal is to help students have an increased awareness of these issues and to help inform positive choices.

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

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

Approved: 2/16/17

Acton-Boxborough Regional School District

File: IHAM-R - HEALTH EDUCATION

(Exemption Procedure)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

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

1/25/17

Acton-Boxborough Regional School District

File: IHAMA - HEALTH AND SEX EDUCATION - PARENT NOTIFICATION

Pursuant to the General Laws of Massachusetts, the School Committee directs the Superintendent to ensure timely parental/guardian notification of any curriculum used in the Acton-Boxborough Regional Schools which primarily involves human sexuality issues or human sexual education.

This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. The Committee wants to encourage the flow of information while recognizing the rights of parents/guardians.

LEGAL REF.: M.G.L. [71:32A](#)

Approved: 2/16/17

Acton-Boxborough Regional School District

File: IHAMA-R - HEALTH AND SEX EDUCATION PARENT NOTIFICATION PROCEDURES

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

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

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

LEGAL REF.: M.G.L. [71:32A](#)

1/25/17

Acton-Boxborough Regional School District

File: IHAMB - TEACHING ABOUT ALCOHOL, TOBACCO, AND OTHER DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and other drug prevention education programs in grades K-12.

The alcohol, tobacco, and other drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and other drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or other drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and other drug use among children and youth.
- To increase students' understanding of the legal implications as well as the social, physical, emotional and psychological impacts of alcohol, tobacco, and other drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and other drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or designee.

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

LEGAL REFS.: M.G.L. [71:1](#) ;[71:96](#)

CROSS REF.: [GBEC](#), Drug Free Workplace Policy

[JICH](#), Drug and Alcohol Use by Students

[ADC/GBED/JICG](#), Tobacco Use on School Property/Smoking on School Premise

Approved: 5/19/16

Acton-Boxborough Regional School District

File: IHAMD - USE OF WEAPONS AS PART OF INSTRUCTION

The Commonwealth of Massachusetts prohibits the "possession of a dangerous weapon" on school premises. The School District therefore discourages the use of historic, simulated or real weapons as part of the instructional program, including their use as part of a costume.

LEGAL REFS.: M.G.L. [72: 37H](#)

M.G.L. [269: 10](#)

Approved: 5/19/16

Acton-Boxborough Regional School District

File: IHAMD-R - USE OF WEAPONS AS PART OF INSTRUCTION

1. If a teacher, with the Principal's consent, determines that a weapon is an essential part of a school lesson, the staff member or parent/guardian of the student must bring the weapon to the Principal's office where it will be kept until the class or activity in question. An adult will deliver it to the class. The weapon will be returned to the Principal's office where it will be kept until the staff member or parent/guardian can take it home. The Superintendent must be informed on those occasions when the Principal gives such an approval.
2. A professional/amateur performer must receive permission from the Superintendent, Principal or designee if any weapons, real or simulated, are to be used in the performance.

Reviewed: 5/19/16

Acton-Boxborough Regional School District

File: IHB - PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

The goal of the Acton-Boxborough Regional School District's special education programming is to provide a free, appropriate public education in the least restrictive environment to students who are determined to be eligible for special education and/or related services under state and federal laws.

The requirements of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws Chapter [71B](#) (often referred to as Chapter 766), and the regulations implementing these statutes, will be followed in the identification of children aged 3 through 21 years of age with disabilities, in referrals for evaluation, in developing an individualized education program, and in assessing the student's educational progress.

The Acton-Boxborough Regional School District will work with parents/guardians in designing and providing programs and services to children with special needs. Parents/Guardians will be informed, and conferred with, whenever a child is referred for evaluation. In the event of a disagreement concerning eligibility, services, placement, or evaluation, the parents/guardians will be afforded all rights and protections under both state and federal law.

LEGAL REFS.: Individuals with Disabilities Education Act

Section 504 of the Rehabilitation Act of 1973

Massachusetts General Laws Ch. [71B](#) (often referred to as Chapter 766)

603 C.M.R. [28.00](#) *et seq.*

Approved: 1/11/18

Acton-Boxborough Regional School District

File: IHBA - SECTION 504 POLICY

Section 504 of the Rehabilitation Act of 1973, typically referred to as "Section 504", is a federal law that prohibits discrimination against students on the basis of disability. Specifically, the law states:

*No otherwise qualified individual with a disability... shall, solely
by reason of her or his disability, be excluded from the participation
in, be denied the benefits of, or be subjected to discrimination under
any program or activity receiving Federal financial assistance.*

29 USC § 794

As a recipient of federal funding, the Acton-Boxborough Regional School District must ensure that eligible students with disabilities under Section 504 are not denied access to educational facilities, programs, and opportunities on the basis of their disability.

The District shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. As required by law, the District shall also attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District shall evaluate each student identified under Section 504 and provide each eligible student with a free and appropriate public education (FAPE) which is the provision of related aids and services to meet the educational needs of eligible students with a disability as adequately as the needs of students without disabilities.

The District expects its employees to be knowledgeable about its Section 504 procedures. If you have Section 504 questions concerning either current or prospective students, please contact the District's Section 504 Coordinator:

Assistant Superintendent for Diversity, Equity and Inclusion

15 Charter Road

Acton, MA 01720

(978) 264-4700 x3265

LEGAL REFS.: Section 504 of the Rehabilitation Act of 1973

Title II, Americans with Disabilities Education Act

CROSS REF.: [JB](#): Equal Educational Opportunities

Approved: 3/15/18

Acton-Boxborough Regional School District

File: IHBD - TITLE 1 FUNDS

Title I funds must be used to supplement the fund that would, in the absence of such Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant - take the place of funds from non-federal sources. By adopting this policy, the Acton-Boxborough School Committee is giving its assurance that the School District ensures equivalence among its schools in terms of teacher, administrators, and other staff as well as in the provision of curriculum materials and instructional supplies.

LEGAL REFS: Title I of the Elementary and Secondary Act of 1965, as amended by The No Child Left Behind Act of 2001

Approved: 3/20/14

Acton-Boxborough Regional School District

File: IHBEA - ENGLISH LEARNERS

The Acton-Boxborough Regional School District shall provide suitable research-based language instructional programs for all identified English Learners in Preschool through Grade 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

The District shall identify students whose primary language may not be English utilizing the home language survey,), observations, intake assessments, and/or recommendations of parents/guardians, teachers and other persons. Identified students shall be assessed to determine their level of English proficiency.

The District shall report information on English Learners to the Massachusetts Department of Elementary and Secondary Education as required.

The District shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with the *Every Student Succeeds Act of 2015*.

LEGAL REFS.: 20 U.S.C. 3001 et seq. (Language Instruction for English Learners and Immigrant Students contained in the *Every Student Succeeds Act of 2015*)

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

Approved: 2/16/17

Acton-Boxborough Regional School District

File: IHBF - HOME OR HOSPITAL INSTRUCTION

Upon receipt of a written order by the student's physician (using the Dept. of Education form), verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in the hospital for medical reasons and for a period of not less than fourteen school days in any school year, the principal or designee shall arrange for provision of educational services in the home or hospital. The services shall be provided with sufficient frequency to allow the student to continue his or her educational program, so long as the services do not interfere with the medical needs of the student. The principal shall coordinate the services with the Student Services Department for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for special education services, and the services include services on the student's IEP.

The Massachusetts Department of Education has published a Question and Answer Guide on the Implementation of Educational Services in the Home or Hospital. A copy of this guide is available at the Pupil Services Office, 15 Charter Road, Acton, MA or via the Internet at:

http://www.doe.mass.edu/pqa/ta/hhep_qa.html.

LEGAL REFS.: 603 CMR 28.03(3)(c) and 28.04(4)

Approved: 11/16/17

Acton-Boxborough Regional School District

File: IHBG - HOME SCHOOLING

Chapter [76, Section 1](#) of the Massachusetts General Laws, states that:

Every child. . .shall. . .attend [a public or private].. school ... but such attendance shall not be required ... of a child who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee....

The Acton-Boxborough Regional School District recognizes the right of parents/guardians to educate their children at home as an alternative to public school enrollment.

Parents/guardians who wish to home school their children should review the District's Home Education Administrative Procedure, as well as the Districts "Instructions for Submitting a Proposal for Home Education." These documents are available from the Superintendent's Office.

Parents/guardians bear the responsibility of demonstrating that their home education proposal will provide their child with instruction that is equal to public schooling in its "thoroughness and efficiency, and in the progress made therein." *Care and Protection of Charles (known as "Charles' Law")*, 399 Mass. 324, pages 337-338 (1987). To determine whether the proposed plan meets this standard, the Acton-Boxborough Regional School District requires that parents/guardians complete a proposal for home education and submit it for the Superintendent's consideration.

Parents/guardians planning to educate their child at home must notify the Superintendent of Schools before removing their child from public school. The home education program cannot begin unless and until the Superintendent or designee approves the parents'/guardians' home education proposal. Consequently, the School District urges parents/guardians who wish to home school their children to submit their home education proposals no later than August of the fall in which home schooling is to begin.

Approved: 12/4/14

Acton-Boxborough Regional School District

File: IHBG-R-1 - HOME SCHOOLING ADMINISTRATIVE PROCEDURE

1. A parent or guardian wishing to teach his or her child at home rather than enroll the child in a public or approved private school must submit a Proposal for Home Schooling to the Superintendent of Schools or designee. The home education program cannot begin unless and until the Superintendent approves the parents'/guardians' home education proposal. Consequently, the school district urges parents/guardians who wish to home school their children for an upcoming school year to submit their home education proposal no later than August 1st.

2. Permission to teach a child at home will be granted in accordance with the following requirements, which are detailed in the document, "Instructions for Making a Home Education Proposal":

A. The Superintendent has the right to inquire about the competency of the person who will teach the child. The individual teaching the child must be shown to be capable of providing basic instruction for the proposed level. The teacher, however, is not required to have attained a certain educational level or to have obtained a teaching certificate.

B. A list of curriculum objectives, including the proposed hours of instruction, shall be required. Also, a list of texts and/or other instructional materials to be used shall be required.

C. Students with Special Needs. Parents/guardians of a home-schooled child who believe their child may need a special education evaluation and/or special education services should notify the Director of Special Education. Parents/guardians of home-educated students with identified special education needs also may be required to provide information about how they plan to meet their child's special education needs.

D. A Plan for the Evaluation of Student Progress. The Acton-Boxborough Regional School District requires periodic, standardized testing of home-educated children, to ensure that home-educated students are making educational progress and attaining minimum standards. Parents/guardians of home-educated students must inform the district of:

- The type of standardized tests they plan to use.
- The subjects in which the children will be tested.
- When, where, and by whom the testing will be administered.
- The date when the results of these tests will be shared with the Superintendent.

If the parents/guardians of a home-educated child would like the Superintendent to consider an alternative method of evaluating progress (such as periodic progress reports, portfolios, or dated work samples), their Proposal for Home Education must describe the proposed alternatives and identify the date(s) when the results of these assessments will be shared with the Superintendent.

The Superintendent may rescind approval of a home schooling plan if the parents/guardians do not provide the evaluation data previously agreed-upon. Also, failure to demonstrate appropriate educational progress may require that the Superintendent re-examine the home education plan.

E. Extra-Curricular Activities. The administration will determine whether home-schooled students may participate in extra-curricular activities on a case-by-case basis. Parents/guardians who would like their home-schooled children to participate in certain extra-curricular activities should include a letter detailing their request(s) with their Proposal for Home Schooling. Home-schooled students are welcome to participate if:

- Their home schooling plans have been approved.
- Requests to participate are submitted in writing in a timely fashion.
- Space is available.
- School officials determine that the program requested is appropriate for the child.
- The home-schooled student agrees to follow all rules and regulations applied to all students while involved in the activity.

- Proof of requisite immunizations and, where required, timely physical examination, have been provided (Subject to the provisions of C. [76,§15](#), and C. [71,§57](#) of Massachusetts General Laws, these requirements may be waived if they conflict with a person's sincere religious beliefs.)
- Relevant fees are paid.
- Where applicable, the Chemical Health agreement has been signed.

In the case of participation in interscholastic athletics, the Acton-Boxborough Regional School District Principal(s) must indicate that the junior high or high school-aged home-schooled student is eligible to participate in the Acton-Boxborough Regional School District athletic program on the annual MIAA membership form. Determinations regarding eligibility will be made on the basis of MIAA rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade six. Principals must include the names of all home-schooled students in the annual MIAA report.

F. Enrollment in Public School. A home-schooled student may opt to enroll in the Acton-Boxborough schools at any time. At the time of enrollment, the school district will determine grade placement and whether to award credit for work completed while the student was being home schooled. These determinations will be based upon a review of the home study course content, as well as the results of assessments undertaken prior to the initiation of home schooling and during the home schooled period. Other criteria may also be considered.

G. Part-Time Home Schooling. The integrated and changeable structure of the school day in the school district makes it impossible for students to be home-schooled for some subjects and educated in school for other subjects. The Acton-Boxborough Regional Schools will therefore not approve applications for home schooling on a part-time basis in grades K-6. At the 7-12 level, a home-schooled student may request to be allowed to take some courses in school. The Superintendent or designee will make a decision on a case-by-case basis after consideration of all relevant information.

H. High School Diploma. As a matter of state law,, students must pass the English Language Arts, Mathematics and STE MCAS tests in order to receive a high school diploma from a public school. The state prohibits home-schooled students from taking the MCAS examinations while they are being home-schooled. Acton-Boxborough Regional High School, in its discretion, may grant diplomas to students who have been home-schooled during some portion of their high school years and who have passed the requisite MCAS examinations. Determinations regarding credits for work completed while the student was being home-schooled will be made in accordance with the provisions in section "F" above.

3. The Superintendent or designee will provide written notification to parents/guardians regarding the acceptance or rejection of the home school proposal within a reasonable time after receipt of the proposal. If the Superintendent or designee rejects the proposal, he/she will detail the reasons for his decision and will give the parents/guardians an opportunity to remedy the inadequacies. Upon receipt of this written notification, the parents/guardians will have ten calendar days to submit a revised proposal for the Superintendent's consideration. If the Superintendent rejects the revised proposal, the Superintendent will provide the parents with an opportunity to explain their proposed plan to him/her, including presenting witnesses on their behalf.

Parents are reminded that they are required by law to ensure that their children who are of compulsory school age (ages six to sixteen) attend either a public school or an approved private school until the parents receive school district approval to educate their children at home. If a parent fails to enroll their child in school or withdraws their child from school to begin a home school program without first obtaining the Superintendent's or designee's approval of the home schooling plan, then the school district must act promptly to enforce the compulsory school attendance law. The school district's actions may include seeking judicial intervention by filing a truancy complaint (Mass Gen. Laws ch. [76, sections 2](#) and/or 4) or initiating a care and protection proceeding (Mass. Gen. Laws ch. [119, section 24](#)).

4. Any home schooling proposal must be approved annually if the student is to continue in a home school program for more than one school year.

Reviewed: March 10, 2020

Acton-Boxborough Regional School District

File: IHBG-R-2 - INSTRUCTIONS FOR SUBMITTING A PROPOSAL FOR HOME SCHOOLING

The Acton-Boxborough Regional School District recognizes the right of parents/guardians to educate their children at home as an alternative to public school enrollment. Parents/guardians planning to educate their child at home must notify the Superintendent of Schools before removing their child from public school. The home schooling program cannot begin unless and until the Superintendent approves the parents'/guardians' home school proposal. Consequently, the School District urges parents/guardians who wish to home school their children to submit their home school proposals no later than August 1st.

Parents/guardians bear the responsibility of demonstrating that their home school proposal will provide their child with instruction that is equal to public schooling in its "thoroughness and efficiency, and in the progress made therein." Care and Protection of Charles, 399 Mass. 324, 337-338 (1987). To determine whether the proposed plan meets this standard, the Acton-Boxborough Regional School District requires that parents/guardians complete a proposal for home schooling and submit it for the Superintendent's consideration. Please organize your proposal as follows:

1. Teacher Qualifications

The Superintendent has the right to inquire about the competency of the person who will teach the child. The individual teaching the child must be shown to be capable of providing basic instruction for the proposed level. The teacher, however, is not required to have attained a certain educational level or to have obtained a teaching certificate. Please provide the name of the proposed teacher(s) and attach a statement describing the teacher or teachers' academic credentials or other qualifications.

2. Additional Information

- (a) Parent/Guardian name, address, phone number, email address if any
- (b) Student's date of birth

3. Proposed Curriculum

For each proposed subject area, please list on the attached forms:

- (a) The curricular objectives,
- (b) Hours of instruction, and
- (c) Texts or other instructional materials.

4. Students with Special Needs

Parents/guardians of a home-schooled child who believe their child may need a special education evaluation and/or special education services should notify the Director of Special Education.

Parents/guardians of home-schooled students with identified special education needs also may be required to provide information about how they plan to meet their child's special education needs.

5. Evaluation of Student Progress

The Acton-Boxborough Regional School District requires periodic standardized testing to ensure that home-schooled students are making educational progress and attaining minimum standards. Please identify:

- The type of standardized tests you plan to use,
- The subjects in which your child will be tested,
- When, where and by whom the testing will be administered, and
- The date when the results of these tests will be shared with the Superintendent.

If you would like the Superintendent to consider an alternative method of evaluating progress (such as periodic progress reports, portfolios, or dated work samples), please detail your proposed alternative method, along with the date(s) when the results of the assessments will be shared with the Superintendent.

6. Any requests to participate in School District's extra-curricular activity programs

If you would like your child to participate in any of the District's instructional or extra-curricular programs, please detail your request(s). Home-schooled children are welcome to participate if:

- Their home school plans have been approved.
- Requests to participate are submitted in writing in a timely fashion.
- Space is available.
- School officials determine that the program requested is appropriate for the child.
- The home-schooled student agrees to follow all rules and regulations applied to all students while involved in the activity.
- Proof of requisite immunizations and, where required, timely physical examination, have been provided (Subject to the provisions of C. [76, § 15](#), and C. [71, §57](#) of Massachusetts General Laws, these requirements may be waived if they conflict with a person's sincere religious beliefs).
- Required fees are paid.
- Where applicable, the Chemical Health agreement has been signed. In the case of participation in interscholastic athletics, the Acton-Boxborough Regional School District Principal(s) must indicate that the junior high or high school-aged home-schooled student is eligible to participate in the Acton--Boxborough Regional School District athletic program on the annual MIAA membership form. Determinations regarding eligibility will be made on the basis of MIAA rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade six Principals must include the names of all home-schooled students in the annual MIAA report.

Reviewed: March 10, 2020

Acton-Boxborough Regional School District

File: IHBG-R-3 - EXTRACURRICULAR AND ATHLETIC PARTICIPATION
BY HOME-SCHOoled STUDENTS

Participation by home-schooled students in the extra-curricular and/or athletic program in the schools is permitted if the following criteria are met.

1. The Education Plan(s) for the home-schooled student receives prior approval by the Superintendent or designee.
2. The Superintendent or designee has determined the grade level placement for each home-educated student in conjunction with chronological age and Education Plan.
3. The student resides in Acton or Boxborough and must be living with his/her parent(s) or legal guardian(s) in the family residence.
4. The home schooled student agrees to follow all rules and regulations applied to all students while involved in the activity.
5. All applicable activity fees are paid and the Chemical Health agreement has been signed, if applicable.
6. In the case of participation in interscholastic athletics, the following criteria also must be met.
 - a. The Acton-Boxborough Regional School District Principal(s) has/have indicated that junior high- or high school-aged home schooled students are eligible to participate in the Acton-Boxborough Regional School District athletic program on the annual MIAA membership form and has included the names of all home schooled students in the annual MIAA report.
 - b. The Acton-Boxborough Regional High School Principal or the R. J. Grey Junior High School Principal is satisfied that the student meets the guidelines for athletic participation required for all other students as defined in the current MIAA Blue Book and the Acton-Boxborough Regional High School or R. J. Grey Junior High School Handbook. This should include, but not be limited to, those rules governing transfers, academic eligibility, age requirements and the number of consecutive seasons of athletic eligibility beyond grade six.
 - c. MIAA requirements relative to academic eligibility must be reviewed by the Principal at the same times that all other student athletes are to be certified as academically eligible.
 - d. If the Principal determines that all eligibility standards detailed above have been met, the Principal may declare the student immediately eligible to participate in interscholastic competition.

Reviewed: March 10, 2020

Acton-Boxborough Regional School District

File: IIBA - ELEMENTARY CLASS SIZE GUIDELINES

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

Class size ranges:

Kindergarten 18-20 students

Grades 1-3 20-22 students

Grades 4-6 22-24 students

Students will be placed in schools with an attempt to balance class sizes across the district. Principals will determine class placement within each school.

Elementary class sizes will be reported to the committee monthly.

Approved 12/4/14

Acton-Boxborough Regional School District

File: IJM - SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the Principal should be informed and shall decide whether its use in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.

Any expression of a point of view should be clearly identified.

Any advertising that appears on or with any material should be in good taste and unobtrusive.

The source of all material should be clearly identifiable.

LEGAL REF.: 603 CMR [26:05](#)

Approved: 3/20/14

Acton-Boxborough Regional School District

File: IJND - EMPOWERED DIGITAL USE - ACCESS TO DIGITAL RESOURCES

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner. The Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with Massachusetts Curriculum Frameworks and standards.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer use or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA)

Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;

Preventing unauthorized access, including hacking, viruses and other unlawful activities by minors online;

Unauthorized disclosure, use and dissemination of personal information regarding minors; and

The District shall provide reasonable public notice to address and communicate its internet safety measures.

Empowered Digital Use

All elementary students must agree to and sign the Empowered Digital Use form prior to the student being granted any access to digital resources and digital networks. The Empowered Digital Use Student Contract form, which specifies guidelines for using digital resources and district networks, must also be signed by the parent or legal guardian.

Parent/Guardians of students in the Junior High and High School are required to check the box on the District's School Permissions Form on the PowerSchool Parent Portal indicating that they and their child have access to the District's digital resources and networks, and they will comply with the policies as outlined in their student handbook. These records shall be kept on file as a legal, binding document. In addition, Junior High and High School students are verbally reminded throughout the year that they are responsible for reading and complying with the technology policies and procedures found in the handbooks.

Community Use

Community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they abide by the rules of usage established by the Superintendent or designee.

Disregard of Rules and Responsibility for Damages

Individuals who violate District rules and/or perform illegal activities governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies. Illegal activities may also be subject to law enforcement.

Individuals may be asked to reimburse the District for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Audit of Use

All digital information sent, received or stored on any school district accounts, hardware or devices, is subject to the MA Public Records Law and should not be considered private.

LEGAL REFS: 47 USC § 254

CROSS REF.: [GBEE](#), Employee Technology Acceptable Use Policy

[IJND-E](#), Empowered Digital Use Student Contract

Approved: 6/23/16

Acton-Boxborough Regional School District

File: IJND-E - EMPOWERED DIGITAL USE

FY17 ELEMENTARY STUDENT CONTRACT

In order to use any online resource safely and responsibly, I agree to follow these rules:

I am responsible for my ABschools and computer network account.

I will not give my password to anyone and I will log off of my ABschools account when I am done using it.

I am responsible for my language and will only use language on the Internet and in my school email that I would use in the classroom with my teacher.

I will use ABschools to support my learning and will not email my classmates while class is in session.

I can send personal emails to my classmates during classroom "free time" and when designated by my teacher, but I must always be mindful of what I am sending. No emails will be sent when my teacher is teaching the class as I do not want to disrupt my classmates learning.

I am allowed to use ABschools outside of school, but I must follow my parents'/guardians' rules for when I can access my account and be mindful of what I am sending:

I will not write anything mean or hurtful to another person.

I will not be a bully or make fun of anyone.

I will not "bother" any person online or by email.

I will tell a teacher if I see anything hurtful to another student online.

I am respectful of myself and my classmates when I am online.

I will only look for web pages with pictures, words, or sounds that are appropriate in school.

I will only look for web pages or documents which don't contain violent or sexual content.

I will not write anything or post pictures or videos that are hurtful or embarrassing to anyone while I am online.

I will not pretend to be anyone else online.

I will not send email, create an account, or post any words, pictures, or sounds using someone else's name.

I will not use another person's login name or password.

I will not post any personal information about myself or anyone else while online, such as first and last name, photos, addresses, or schedules.

I understand there are laws regarding the use of technology that fall outside of the jurisdiction of the school district.

I understand how to be safe and responsible while using my ABschools account and I am aware of potential consequences if I do not follow these rules.

First time = Warning

Second time = Call to parents and no ABschools access for one day

Third time = Call to parents with a meeting with the Principal and no ABschools access for one week

Fourth time = Call to parents and a meeting with the Principal, ABschools access taken away for rest of year.

I understand that parent/guardians, teachers, and school administration have access to my digital information that is sent, received or stored, on any school district accounts, hardware or devices including emails, and that that information

is subject to the MA Public Records Law and should not be considered private.

I agree to follow these rules and to use technology in a safe and responsible way to further my education.

Student Signature: _____ Date: _____

As the parent/guardian of _____, I agree to support these rules at home while my child is using his/her ABschools account.

Parent/Guardian Signature: _____ Date: _____

Acton-Boxborough Regional School District

File: IJNDC - SCHOOL AND DISTRICT WEB PAGES

I. PURPOSE

The School District has established a district-wide website that links users to web pages for the District's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the District's educational mission.

II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the School District's web pages and maintaining the web pages in a manner consistent with this policy and the Empowered Digital Use Policy, File: [IJND](#). The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the District's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members may not publish or link to personal web pages as part of the School District web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic, photographic or other artwork) may be published on the District's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the author or the District.

Web sites developed under contract for the Acton-Boxborough Regional Schools or within the scope of employment by Acton-Boxborough Regional Schools employees are the property of the Acton-Boxborough Regional School District.

III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. SAFETY PRECAUTIONS

A. In General

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student Photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student Work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff Photographs, Identifying Information and Work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

E. MA Public Records Law

All digital information sent, received or stored on any school district accounts, hardware or devices, is subject to the MA Public Records Law and should not be considered private.

CROSS REFS.: [IJND](#), Empowered Digital Use - Access to Digital Resources

[IJND-E](#), Empowered Digital Use Student Contract

[GBEE](#), Employee Technology Acceptable Use Policy

ABRSD PowerSchool Portal

Approved: 6/23/16

Acton-Boxborough Regional School District

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

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.safersys.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 filed 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

File: IJOC - SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators. All volunteers who will have unsupervised access to students must have a CORI check completed prior to their volunteer service.

CROSS REF.: [ADDA](#), Criminal Offender Record Information ("C.O.R.I.") Policy

Approved: 3/16/17

Acton-Boxborough Regional School District

File: IK - REPORTING STUDENT PROGRESS

The philosophy of the School Committee concerning reporting student progress, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs and growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents/guardians are informed regularly of the progress their children are making in school.
2. Parents/guardians will be alerted and conferred with on a timely basis when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's progress.
5. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents

Approved: 5/22/14

Acton-Boxborough Regional School District

File: IKAB - STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give regular reports of a student's progress. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

Verbal or written reports depicting the student's progress will be issued regularly following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the regular reports, parents will be notified when a student's performance requires special attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Superintendent or designee, who will share the proposal with the School Committee.

Approved: 5/22/14

Acton-Boxborough Regional School District

File: IKB - HOMEWORK POLICY

The intent of homework, when assigned, is to support student engagement in the classroom. The term "homework" refers to an assignment or activity that supplements and supports instruction. Homework should increase in complexity with the maturity of the student. This can be established through activities and assignments that encourage students to investigate for themselves and to work independently as well as with others. Educators will strive to emphasize quality over quantity of homework.

This policy supports balance for our students while still engaging them in deep learning experiences. The District recognizes the need for students and families to have playtime, downtime and family time (PDF) to promote wellness. Social-emotional wellness and balance in the lives of our students leads to better learning. Better balance also allows students to engage in activities of their choice, including independent reading.

Research supports independent choice reading as a powerful tool for learning and well-being. When students read for pleasure and hear conversations relating to text, they engage in deep learning. Such powerful activities foster profound academic growth and well-being, according to research. Independent choice reading happens best when schools and families partner together. Encouraging students to be self-motivated readers does not solely rest on the District, but also on families. The District strives to help students become independent readers alongside families. Families play an important role by creating environments that nurture the desire and motivation to read for pleasure. Because research shows that intrinsic motivation is most effective in fostering a lifelong love of reading, the District will not assign independent choice reading.

To ensure all students have equitable access to programs and curricula, the information for any homework assignment should be clear and specific so that the student can complete the assignment independently. Homework assignments should take into consideration individual student differences, needs and available resources. Teachers will follow Individualized Education Programs (IEPs) and 504 Plans when planning for homework. Homework should not require the use of materials not readily available in all homes.

Frequency of Homework Grades K-2: Students will have no homework except for an occasional activity that may include other people.

Grades 3-4: Students will occasionally have an assigned activity.

Grades 5-6: Students may expect homework more frequently, Monday through Thursday.

Grades 7-12: Students should expect homework in one or more subjects nightly.

Vacations K-12

Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Long-term projects assigned before a vacation cannot have a due date earlier than the Thursday after a vacation.

Long Weekends K-12

Homework will not be assigned over long weekends, including those due to religious holidays and those marked by a district-wide closing. When there is no school on Monday, in-class assessments will not be scheduled earlier than the following Wednesday.

Mid-years - High School only

Mid-years - No assessments given or homework during mid-year week, except for homework directly related to exam preparation.

MCAS

Grades 3-8: Nights prior to MCAS testing are homework-free.

High School: Limit homework to twenty minutes per night per course

Religious Holidays

For practices related to religious holidays, please refer to District policy IMD located on the district website:
<http://www.abschools.org/school-committee/policies/section-i>

Approved: 7/11/17

Acton-Boxborough Regional School District

File: IKE - PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The Principal is expected to place students at the grade level best suited to them.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Approved: 5/22/14

Acton-Boxborough Regional School District

File: IKF - GRADUATION REQUIREMENTS

The ABRSD graduation requirements represent the expectations that we have for our students to leave ABRHS prepared to pursue their post-secondary goals. The School Committee supports the actions of the Acton-Boxborough Regional School District to more closely align its graduation requirements with MassCore's recommendations, and we endorse MassCore's program tenets that middle and high schools develop a broad range of courses that interest and engage students.

All Acton-Boxborough Regional High School students must meet the following minimum requirements to graduate and receive a diploma:

Passing grades in:

- Four years of English
- Three years of social studies (one of which must be U.S. History)
- Three years of science (one of which must be biology)*
- Three years of mathematics*
- Two years of a world language (students may be eligible for a waiver through an appeals process)*
- Fitness for Living (1 year alternate days)
This course includes two terms of Health Education and two terms of physical education.
- Three semesters of physical education over the next three years (10, 11 & 12)
- Academic elective requirement - one additional year of English, social studies, math or science, or a third year of a world language.
- One semester of Communication Arts, Industrial Arts, Performing Arts or Visual Arts.

All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in order to qualify for a high school diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, they are administered at least twice a year.

All students new to the state of Massachusetts should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

Credit Requirements

One hundred credits are required for graduation.

*These changes would take effect with the Class of 2025.

REF: *MassCore FAQs and MassCore for Parents/Guardians at <http://www.doe.mass.edu/ccte/CCR/masscore/>*

Revised: 5/3/12, 11/16/17, 6/4/2020

Acton-Boxborough Regional School District

File: IL - EVALUATION OF INSTRUCTIONAL PROGRAMS

The Acton-Boxborough Regional School Committee endorses the tenet that the strategic drive for school improvement is greatly enhanced when communities develop accountability provisions of their own to complement and augment state and federal policies.

The Acton-Boxborough Regional School Committee believes that holding equity as a guiding tenet will inform the imperative to prepare all students for success. An essential focus should be on variability in performance that informs the next round of improvement cycles. Evaluation of instructional programs will therefore be guided by the following beliefs and actions:

- While the MCAS is one measure of our instructional program, the District has committed to only using MCAS results "*in concert with a diverse set of measures to capture how well our students are doing at a given time*" ([2015 ABRSD Administrative Statement on Standardized Testing](#)).
- To support the District vision and mission, the Superintendent and leadership team will develop a set of metrics aligned to any adopted strategies that evaluate the District's instructional program. Selected metrics will focus on student growth, including the growth of student subgroups, over time. Whenever possible, metrics will focus on outcomes, not processes.
- At least annually, the District will report out on the results of these strategies and metrics and make them public on the District website.

Cross Ref: Policy [AD](#): Mission, Vision, and Values

Exhibit ADE-E: Long-Range Strategy Plan

Policy [IK](#): Reporting Student Progress

Policy [IKAB](#): Student Progress Reports to Parents/Guardians

An Untapped Strategy for Advancing Student Achievement in Massachusetts Public Schools: A Series of Three MassINC Policy Reports (February 2019)

Approved: 6/10/21 (replaces District Program Assessments, File: ILBA)

Acton-Boxborough Regional School District

File: ILE - EDUCATIONAL RESEARCH

While the Acton-Boxborough Regional School District (ABRSD) recognizes the importance of research and its contributions to teaching and learning, the purpose of the ABRSD is to educate children.

Therefore, the district will only approve an outside request of an agency, institution or individual to:

- conduct any research,
- administer surveys or questionnaires,
- obtain information from students and staff, or
- gather any data for research purposes

If that request is aligned to district interests and/or priorities, and will assist the District in achieving its mission, vision and/or goals. Proposals must demonstrate they can be of benefit to the District without unduly taking away from instructional time and ABRSD resources.

All requests must be submitted in writing and coordinated through the office of the Assistant Superintendent for Teaching and Learning.

Parents shall have the opportunity to review, upon request, a survey created by a third party before the survey is administered or distributed to a student. Parents shall also have the opportunity to opt their child(ren) out of participation in any survey, analysis, or evaluation. Students who are 18 years or older may opt out of such surveys, analyses, or evaluations.

Approved: 4/26/18

Acton-Boxborough Regional School District

File: ILE-R - EDUCATIONAL RESEARCH in the ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Procedures

The following procedures must be followed by persons requesting the use of facilities or students in the Acton-Boxborough Regional School District for research purposes.

1. A letter formally requesting permission to conduct research, surveys or questionnaires, obtain information from students and staff, or gather any data for research purposes must be sent to the Assistant Superintendent for Teaching and Learning by the principal investigator. It must include:
 - a. Names and duties of all persons involved in the research, including contact information for the Institutional Review Board
 - b. Research goals
 - c. Relevance of the research to the Acton-Boxborough Regional School District
2. The attached form must also be completed and returned to the Assistant Superintendent for Teaching and Learning.
3. The request will be evaluated according to the following:
 - a. The study provides information that will be relevant to district/school leaders and/or educators
 - b. There are the assurances for student, educator and school/district anonymity
 - c. The research design is technically sound
 - d. The impact on the school/district routine and resources is clear
4. Express written active consent of all research participants or the parents/guardians (if student is younger than 18 years of age) is required. Original consent forms must be kept on file by the researcher. Copies should be given to the Assistant Superintendent for Teaching and Learning. Consent forms should be translated to language indicated by parent and include:
 - a. Purpose and procedures including any possible risks
 - b. Types of activities in which students will engage, amount of time, start and end dates
 - c. Description of data collected and how information will be kept confidential
 - d. Identification of all individuals responsible for the research, including institutional affiliation, address and contact information.
5. Students may not be given any remuneration.
6. The researcher agrees to send a written report of the findings to the Principal(s) of the school(s) involved and to the Assistant Superintendent for Teaching and Learning.

Revised 11/1/18

Acton-Boxborough Regional School District

File: IMB - TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

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

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the District.
2. Teachers should present the issues selected without advocating their individual positions on such issues and are encouraged to facilitate a balanced discussion of such issues. Teachers should refrain from using their positions to express partisan points of view.
3. The discussion of these issues in the classroom should be objective and scholarly with emphasis on respectful analysis of differing points of view. Teachers are expected to encourage an environment that is supportive of all views.
4. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer additional expertise or qualifications not available in the schools.
5. In all cases, teachers must obtain the Principal's permission to invite visitors for classroom presentations.

CROSS REFS.: ABRHS Handbook

[KHBA](#), Distribution of Materials

[KF](#), Use of School Facilities

APPROVED: 3/16/17

Acton-Boxborough Regional School District

File: IMD - RELIGIOUS AND CULTURAL HOLIDAYS

The Acton-Boxborough Regional School District observes the establishment clause of the first amendment to the Constitution which guarantees both the separation of church and state and also the right of an individual to free speech. The School Committee understands that there can be a tension between these two parts of the first amendment. The schools must also respect the laws of the Commonwealth of Massachusetts.

In addition, we recognize that in any group there are diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences, not ignore them. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others.

Students in the Acton-Boxborough Regional School District will not be penalized for late homework, assignments, quizzes, tests or other educational expectations due to missed school days for recognized holidays as long as the teacher is notified appropriately and the school work is made up in the timeframe detailed in the procedures acknowledging religious holidays.

LEGAL REF: 603 CMR [26:05](#)

CROSS REF: [IKB](#), Homework

Approved: 5/22/14

Combined with Acknowledging Religious Holidays, File: ACD and Approved: 2/6/2020

Acton-Boxborough Regional School District

File: IMD-R - RELIGIOUS AND CULTURAL HOLIDAYS

Instructional Practices

1. A good education acknowledges the importance of studying about religion. This study would include such learning activities as an analysis of the role of religion in culture and an appreciation of its importance in order to reach a balanced understanding of civilization and society.
2. The treatment of religion in the schools will meet the Supreme Court's constitutional boundaries set forth in the three-part test of Lemon v. Kurtzman: (1) the activity must have a secular purpose, (2) the principal or primary effect of the activity must be one that neither advances nor inhibits religion, (3) the activity avoids excessive governmental entanglement with religion.
3. Teachers will be sensitive and knowledgeable about the diversity of religious beliefs of the students in their classes. Instructional practices will balance religious beliefs so that all students will feel included; no student will be required to participate in class activities associated with religion if unwilling, or if a parent expresses unwillingness.
4. Community resources and personnel should be used whenever possible by the schools when activities related to holidays are planned and implemented.
5. The school system calendar will indicate major holidays affecting a significant proportion of our population.
6. Students will be accommodated if they request of the teacher that they be excused from participating in activities involving religion and/or if they are unable to participate in regular activities due to religious observances.
7. Families will use the Parent Communication Map to resolve differences resulting from the implementation of these guidelines (e.g., appeal to teacher, to principal, superintendent, to the school committee).

Homework and Tests

8. Students' observance of a religious holiday may have an impact on their preparing work for the next school day. **Students will not be expected to complete daily homework assigned either the evening before, or the day of the religious holiday.** Assignments and tests should be made up in a time span that is reasonable to both students and teachers. Typically for every day of a religious holiday there should be an opportunity for at least one makeup day. In addition, teachers will not give assessments or introduce major new concepts and/or applications on the religious holiday itself. Long-term assignments will not be due the day of or the day after the religious holiday.

Curriculum Content

9. As part of a study about the role religion plays in history, culture and the arts, teachers may use religious symbols, art, and music as well as literature drawn from a religious tradition.

Sports and Extra-Curricular Activities

10. School sports, tryouts and extra-curricular activities should be scheduled so that students will be accommodated if unable to participate due to their observance of a religious holiday.

Activities, Displays and Exhibits

11. Holiday displays and exhibits in classrooms and schools will be designed to help students appreciate the variety and value of religious traditions in the world. These displays shall not be solely focused on one or two specific holidays. Activities must have an instructional purpose. The principle effect of the activity must be one that neither advances nor inhibits religion.

Programs and Observances Related to a Religious Holiday

12. Programs (assemblies, plays or other activities) conducted during any religious holiday should be evaluated as to their purpose and effect. Their presentation, content, theme or timing must be secular/educational.

The Use of Religious Music

13. Music programs should be planned in accordance with the music curriculum objectives. Music instruction and performance will be designed to help students appreciate the variety and value of cultural and religious traditions in the world.

Reviewed: 1/3/2020

Acton-Boxborough Regional School District

File: IMGA - SERVICE ANIMALS IN SCHOOLS

The Acton Boxborough Regional School District ("ABRSD") does not discriminate against individuals with disabilities, including those who require the assistance of service animals. ABRSD will comply with Massachusetts and federal laws concerning the rights of persons with disabilities who use service animals and will permit such animals on school premises and on school transportation in a manner consistent with the law. ABRSD will provide reasonable accommodations for use of service animals to ensure non-discrimination on the basis of disability.

ABRSD recognizes the definition of a service animal as established by the Title II of the Americans with Disabilities Act ("ADA"). Pursuant to the ADA, "service animal" means any dog or miniature horse that has been individually trained to do work or perform tasks for the benefit of an individual with a disability.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. A service animal is not a pet. Animals whose primary function is to provide emotional support or companionship do not qualify as service animals. Any animal not covered under the ADA service animal definition is not permitted on school premises under this policy, but may be permitted under other ABRSD policies. (See Comfort Animal policy.)

ABRSD shall not assume or take responsibility for any service animal. The designated owner of the animal shall be responsible for the care of the animal, including feeding and grooming, and shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, property and/or personal injury.

The service animal can be excluded from a school or program if, in the opinion of the building principal, the service animal is not under control, or is not housebroken, or presents a direct and immediate threat to others in the school. In such cases, the owner will be required to remove the service animal from the district premises immediately. For miniature horses, the school may also exclude the miniature horse if the particular school facility cannot accommodate the type, size and weight of the horse; or, if the miniature horse's presence in a specific school facility compromises the legitimate safety requirements necessary for safe operations.

Recognizing the infrequent and highly individualized nature of the use of service animals in schools, the use of service animals will necessitate in most circumstances a collaborative process between the building principal, staff, director of special education, families, and the student, in preparation for the timely and successful introduction and use of service animals in the school setting, including but not limited to the training of students and staff for proper engagement with the animal.

The Superintendent of Schools or his or her designee shall be responsible for developing procedures to accommodate a student's use of a service animal in ABRSD facilities and on school transportation.

Reference: Service Animals in Schools procedures, File: [IMGA-R](#)

Approved: 12/2/21

Acton-Boxborough Regional School District

File: IMGA-R - SERVICE ANIMALS IN SCHOOLS

Procedures 12/2/21

In accordance with state and federal law and ABRSD Service Animal policy, the Superintendent of Schools implements the following procedures for the use of service animals by individuals with disabilities on ABRSD premise and transportation.

If at all possible, prior to bringing a service animal onto school premises, or to any school activities, the building principal must be notified of an individual with a disability's use of a service animal. If the service animal's task is not readily apparent, the individual with a disability or their parent/guardian, shall be required to answer the following questions from the building principal: 1) Is the service animal required because of the individual's disability? and 2) What work or task has the animal been trained to do for the individual with the disability? The work or task the animal performs must be directly related to the individual's disability. Service animals must be fully trained before they can be taken into public places, including school premises.

Families seeking a student use of a service animal at school must provide the building principal with sufficient time to implement a plan for successfully introducing the service animal to the school. This will include, but not be limited to, transportation arrangements (if applicable), notice and training for staff and students for proper engagement with the animal. Both the owner and the handler of the service animal will be designated.

ABRSD has no obligation to provide a handler for a service animal. The designated owner is responsible for caring for and supervising the service animal, which includes toileting, feeding, and grooming. The owner shall remain solely responsible for the service animal, and shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including but not limited to clean up, stain removal, property damage and/or personal injury.

A service animal must have a harness, leash, or other tether, unless the use of such would interfere with the service animal's effective performance of work, in which case the service animal must be otherwise under the handler's control.

The service animal can be excluded from a school or program if, in the opinion of the building principal, the service animal is not under the control of its handler, or is not housebroken, or presents a direct and immediate threat to others in the school. In such cases, the handler/owner will be required to remove the service animal from the district premises immediately. For miniature horses, the school may also exclude the miniature horse if the particular school facility cannot accommodate the type, size and weight of the horse; or, if the miniature horse's presence in a specific school facility compromises the legitimate safety requirements necessary for safe operations.

The law is clear that fear or allergies are not valid reasons for removing or denying access to a service animal. If any student or staff member in the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the situation will be addressed in the moment under the guidance of medical personnel and an alternative plan for moving forward will be developed. If the school has reason to believe that the presence of a service animal may pose a health or safety risk to another student or staff member, it should evaluate that student or staff member to determine what precautions, if any, it needs to take.

In order to minimize risk of the service animal presenting an immediate threat to others in the schools, ABRSD recommends the service animal be: registered pursuant to local licensing/ registration requirements; in good health; bathed and groomed regularly; free of and treated for fleas, mites and ticks; spayed/neutered; vaccinated in accordance with state and local veterinary guidelines; and, under the regular care of a licensed veterinarian. Building principals and families are encouraged to work together to agree to share documentation for service animals supporting minimizing risk to others; although, building principals cannot require documentation for service animal entry.

Reference: Title II of the ADA, ADA Regulations, 28 CFR Part 35 (as amended, 2010); M.G.L. c. [272, § 98A](#)

Acton-Boxborough Regional School District

File: IMGB - COMFORT ANIMALS IN SCHOOLS

Service animals are not restricted to the limitations in this comfort animal policy. The district's Service Animal Policy (IMGA) applies to Service Animals and provides for their use in schools.

Comfort animals, which may also be known as emotional support animals, therapy animals, assistance animals, or social-emotional assistance animals, are animals that are not Service Animals as defined by Massachusetts law or Title II of the American Disabilities Act (ADA). This policy addresses only comfort animals, which do not meet the definition of Service Animals. Unlike Service Animals, whose use is protected by law, comfort animals are non-service animals that may be part of a therapy and may provide companionship, therapeutic benefit, comfort, social bridges, and affection, but do not meet the definition of Service Animal.

A staff member may be allowed, with permission, to bring a comfort animal as part of a planned educational program, designed to benefit students, following the procedures (IMGB-R). Prior to bringing a comfort animal to school premises or a school activity, permission must be obtained from the school principal, and procedures for introducing the animal to the school program must be followed.

The use of comfort animals by any individual, including but not limited to student or staff members, for their personal use is not permitted. This decision is made to provide for the safety and ease of students and to prevent disruption or distraction from educational endeavors.

The Superintendent of Schools and/or their designee shall develop and implement procedures for the use of comfort animals, which are not protected by law as Service Animals, in line with this policy.

Nothing in this policy shall limit ABRSD's ability to provide reasonable accommodations to individuals with disabilities in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Reference: Comfort Animals In Schools procedures, File: [IMGB-R](#)

Approved: 12/2/21

Acton-Boxborough Regional School District

File: IMGB-R - COMFORT ANIMALS IN SCHOOLS

Procedures 12/2/21

In accordance with the ABRSD non-service Comfort Animal Policy, the Superintendent of Schools, or their designee, implements the following procedures for the use of non-service comfort/support animals on school grounds or at school-related events:

1. A comfort animal that is not a service animal may only be brought onto school premises or to school activities by an ABRSD staff member, as part of a planned educational program for instructional purposes only. Students, parents/guardians and members of the community are not permitted to bring non-service comfort animals onto school premises or to school related events.
2. Prior to bringing the non-service comfort animal to school premises or to a school-related activity, a staff member must obtain permission from the school principal, in consultation with the Director of Special Education, and under the final oversight of the Superintendent or their designee.
3. The ABRSD staff member must provide the following documentation in order to be considered for approval:
 - i. Evidence from a veterinarian of the animal being up-to-date with required vaccinations, including rabies and receiving a clean bill of health.
 - ii. Appropriate licensure from a local animal licensing authority.
 - iii. Where applicable, affirmation that the animal has regular flea prevention treatment and will be well-groomed while on school property or at school activities/events.
 - iv. Statement that the ABRSD staff member, or designated handler, is responsible for any damages caused by their comfort animal, including but not limited to damage to persons or property. If the handler is a comfort/support animal provider, proof of liability insurance for the comfort/support animal.

The building principal in consultation with the Director of Special Education may deny an ABRSD staff member's request for use of a comfort animal if its use is not for educational purposes only, if the required documentation is not present and/or if the building principal, in their discretion, believes it would disrupt the educational process and/or school-related activity.

The comfort animal must be obedient and calm as well as affectionate and friendly to strangers. The ABRSD staff member, or designated handler shall ensure that the animal is well behaved and will control the animal such that it may not become a disruption to school activity or nuisance to members of the school community. Additionally:

1. The comfort animal will only be permitted in authorized areas within and outside of the school building, or school related event during designated dates and times approved by the building principal, in consultation with the Director of Special Education.
2. When using a comfort animal in a school setting, the animal must always be under control of the handler with either a harness or a leash no longer than four feet. The handler shall maintain control of the comfort animal at all times and shall not tether the animal to any individual or object.
3. The comfort animal will wear appropriate identification, making visibly clear that they are a comfort animal.
4. Upon arrival at any school, handlers shall sign in the comfort animal, and themselves when not staff of the school, and shall also sign out on departure from the building.
5. The handlers of a comfort animal are responsible for the supervision and care of the animal while on school property including feeding, exercising, and cleaning up after the animal.
6. The school principal will notify families, students, and staff that a comfort animal will be present on school property or at school activities and events. Families, students, and staff will have the opportunity to express their wish to avoid the animal, and such wishes will be taken into consideration in planning for the program.

The handler shall remove the comfort animal to a separate area as designated by the school administrator in such instances where any student or school employee who suffers allergies or aversions to the animal is present in an office, hallway, or

classroom. Students who are unable to participate in class activities will be provided with an alternative learning experience or be provided with accommodations, as appropriate.

If a request for a comfort animal visit is granted, the owner of the comfort animal is solely responsible for any damage to persons or school property caused by the animal. The owner is also solely responsible for ensuring that the comfort animal does not unduly interfere with school activities and is under control at all times while on school property.

Exceptions to these provisions may be made by the Superintendent. The Superintendent may also, at their sole discretion, revoke previously granted permission for the use of a comfort animal on school premises or at school activities.

Nothing in these procedures shall limit ABRSD's ability to provide reasonable accommodations to individuals with disabilities in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973

Acton-Boxborough Regional School District

SECTION J - STUDENTS

JB EQUAL EDUCATIONAL OPPORTUNITIES

JB-R STUDENTS WHO ARE TRANSGENDER AND/OR GENDER NONCONFORMING

JB-E BUILDING-BASED PLAN FOR STUDENTS WHO ARE TRANSGENDER AND/OR GENDER NONCONFORMING

JC ENROLLMENT OF STUDENTS

JC-R ENROLLMENT OF STUDENTS

JCAC ASSIGNMENT OF STUDENTS FROM OTHER SCHOOL DISTRICTS OR HOMESCHOOLING

JEB KINDERGARTEN ENTRANCE POLICY

JF RESIDENCY AND STUDENT ENROLLMENT

JF-E PROOF OF RESIDENCY AFFIDAVIT

JFABA NONRESIDENT TUITION CHARGES

JFABB ADMISSION OF EXCHANGE STUDENTS

JFABD STUDENTS WHO ARE HOMELESS: ENROLLMENT RIGHTS AND SERVICES

JFABE EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

JFABF EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

JFBB SCHOOL CHOICE

JH STUDENT ABSENCES AND EXCUSES

JHD EXCLUSION AND EXEMPTIONS FROM SCHOOL ATTENDANCE

JI STUDENT RIGHTS AND RESPONSIBILITIES

JIB STUDENT INVOLVEMENT IN DECISION-MAKING

JIC STUDENT CONDUCT

JICC STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

JICC-R STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

JICE STUDENT PUBLICATIONS

JICFA PROHIBITION OF HAZING

JICFA-E HAZING

JICFB BULLYING PREVENTION AND INTERVENTION POLICY

JICFB-R BULLYING PREVENTION AND INTERVENTION PLAN

JICG TOBACCO USE ON SCHOOL PROPERTY/ SMOKING ON SCHOOL PREMISES

JICH ALCOHOL, TOBACCO AND DRUG USE BY STUDENTS PROHIBITED

JIE PREGNANT/PARENTING STUDENTS

JIH SEARCHES AND INTERROGATIONS

JII STUDENT COMPLAINTS AND GRIEVANCES

JJ STUDENT ACTIVITY PROGRAMS

JJ-R STUDENT ACTIVITY PROGRAMS

JJF STUDENT ACTIVITY ACCOUNTS

JJIB INTERSCHOLASTIC ATHLETICS

JJIF HEAD INJURY MANAGEMENT POLICY

JJIF-R HEAD INJURY MANAGEMENT PROTOCOLS

JK STUDENT DISCIPLINE GUIDELINES

JKAA PHYSICAL RESTRAINT OF STUDENTS

JKAA-R PHYSICAL RESTRAINT OF STUDENTS

JKF DISCIPLINE OF STUDENTS WITH DISABILITIES

JLA STUDENT INSURANCE PROGRAM

JLC STUDENT HEALTH SERVICES AND REQUIREMENTS

JLC-R STUDENT HEALTH SERVICES AND REQUIREMENTS - PROCEDURES

JLCA PHYSICAL EXAMINATIONS OF STUDENTS

JLCBA IMMUNIZATION PROCEDURES RELATING TO NEW STUDENTS

JLCC COMMUNICABLE DISEASES

JLCD MEDICATION ADMINISTRATION POLICY

JLCD-R MEDICATION ADMINISTRATION PROCEDURES

JLCEA LIFE THREATENING ALLERGY POLICY

JLCEA-R-1 PRE-K - GRADE 6 LIFE-THREATENING ALLERGY PROCEDURES

JLCEA-R-2 GRADES 7-12 LIFE-THREATENING ALLERGY PROCEDURES

JLDBB STUDENTS IN CRISIS

JLDBB-R STUDENTS IN CRISIS - ADMINISTRATIVE PROCEDURES

JLBD CHILD ABUSE & NEGLECT REPORTING

JLBD-R PROCEDURES FOR DEALING WITH SUSPECTED CHILD ABUSE AND NEGLECT

JLIF PLAYGROUND SAFETY POLICY

JLIF PLAYGROUND SAFETY PROCEDURES

JQ STUDENT FEES

JQA-R ACTIVITIES FEE PROCEDURES

JRA STUDENT RECORDS

JRA-E STUDENT RECORDS

File: JB - EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the Acton-Boxborough Regional School Committee will make every reasonable effort to protect the dignity of the students as individuals. They also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, religion, national origin, sexual orientation or physical and intellectual differences as outlined in the Notice of Nondiscrimination policy [AC](#).

To accomplish this, the District's staff will make every reasonable effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

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

This will mean that every student enrolled in the District will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible.

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

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

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. [76:5](#); [76:16](#) (Chapter 622 of the Acts of 1971)

BESE Regulations 603 CMR [26:00](#)

BESE Regulations 603 CMR [28.00](#)

CROSS REF.: [AC](#), Nondiscrimination

Approved: 2/2/17

Acton-Boxborough Regional School District

File: JB-R - STUDENTS WHO ARE TRANSGENDER AND/OR GENDER NONCONFORMING

A. Purpose

The purpose of this procedure is to:

1. Establish, maintain and foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression;
2. Maximize students' social integration to ensure safety and comfort and minimize stigmatization, while providing equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible.
3. Demonstrate our commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community, and
4. Facilitate compliance with local, state and federal laws concerning privacy and discrimination.

This procedure is intended to be interpreted in light of applicable state and federal laws and regulations, as well as School Committee policies, procedures and school rules.

This procedure is not intended to anticipate every possible situation that may occur, since the needs of particular students and families differ depending on the student's age and other factors. In addition, the programs, facilities and resources of each school building also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis and to utilize these procedures and other available resources as appropriate.

B. Definitions

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. The terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual students who are transgender may wish to be identified. However, for the sake of brevity, these guidelines refer to "students who are transgender."

1. *Sexual orientation* - one's emotional or physical attraction to the same and/or opposite sex.
2. *Gender identity* - a person's internal sense of being male, female, some combination of male and female, or neither male nor female
3. *Gender expression* - the physical and behavioral manifestations of one's gender identity.
4. *Gender nonconforming* - a person whose gender expression differs from stereotypical expectations (also called "gender variant" and "gender atypical").
5. *Nonbinary* - a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female
6. *Transgender* - an adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
7. *Transition* - the process by which an individual goes from living and identifying as one gender to living and identifying as another.

C. Addressing the Needs of Students who are Transgender

A student will be considered transgender if, at school, they consistently assert a gender identity or expression different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis.

Students of all ages can often be the driving force behind a gender transition, and students are transitioning at earlier ages. School staff should work with parents and guardians whenever possible to establish healthy communication and ensure the student's needs are met.

Each student will follow a unique process for transitioning. Students ready to socially transition often initiate a process to change their name, pronoun, and attire. In situations when students are leading the process, it will be important for school staff to speak with the student prior to involving parents, guardians, or other family members to determine whether doing so would be safe and support the student's health and well-being.

Some students who are transgender face family rejection, which can result in negative outcomes such as abuse or ejection from the home. Schools are responsible for ensuring a safe and affirming environment with equal opportunity for all students. Staff should take guidance from, and work collaboratively with, each student to ensure that the student remains safe both at school and at home.

Schools may be the only safe space where students feel comfortable fully expressing their gender. Therefore it is critical that parent/guardian approval is never a prerequisite for respecting a student's chosen name, gender identity, and chosen pronouns.

D. Creating A Plan for Students who are Transgender/Transitioning

The following procedure will be used to create a Plan to meet the needs of students who are transgender:

1. A student who is transgender and/or their parent(s)/guardian(s) should contact the building administrator or the student's counselor. In the case of students who have not yet enrolled in school, they should contact the building principal.
2. The building administrator or designee should schedule a meeting to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, other participants may include the counselor, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a Plan for that student.
3. In consultation with the student and parent(s)/guardian(s)/others as appropriate, the school should develop a Plan to address the student's particular needs. If the student has an IEP and/or a 504 plan, the team should consider the provisions of these plans as they develop a Plan for addressing transgender issues. The Plan should:
 - a. in consultation with the student, determine what information to share with the student's parents or guardians
 - b. identify resources that could assist parents or guardians to better understand how to support their child, if necessary
 - c. describe how staff will communicate with building staff and other students
 - d. outline how we will meet the student's specific needs around facilities (i.e. restrooms, locker rooms, overnight accommodations, etc.)
4. The school may request documentation from outside service providers as necessary to assist staff in developing a Plan appropriate for the student.
5. If the parties cannot reach an agreement about the elements to be included in a Plan, the building administrator and/or a District-level administrator shall be consulted as appropriate.
6. Teachers and other staff who have responsibilities for a student who is transgender will receive support in implementing the student's Plan.

E. Guidance on Specific Issues

1. **Privacy:** The student's Plan should address how to deal with disclosures that the student is transgender. In some cases, a student may want school staff and students to know, and in other cases the student may not want this information to be widely known. School staff should take care to follow the student's Plan and not to inadvertently disclose information that is intended to be private or that is protected from disclosure.

School staff should remember that under FERPA, student records may only be accessed and disclosed to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians, or the student at age 14.

2. **Official Records:** Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records

Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.

Schools are required to maintain a permanent record for each student that includes legal name and gender. This information is also required for standardized tests and official school unit reports. On school records or other documents, the school should, to the extent possible, use the name and gender identified in the student's Plan, not the name or gender assigned at birth.

Under Massachusetts law, an individual may adopt a name that is different from the name that appears on the birth certificate, "provided the change is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required" (MA DESE *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*). The Massachusetts DESE has a process in place to update name changes and gender markers in the Student Information Management System.

Any requests to change a student's legal name or gender in official records should be referred to the Assistant Superintendent for Student Services. State law mandates that data about a student's assigned gender, name change related to gender identity, and other similar information is part of the Student Record. When a student is using a chosen name and different gender than assigned at birth, the birth name and assigned gender are considered private information. The school will make every effort to update the student's record to reflect the student's chosen name and gender and not circulate records with the assigned birth name and gender. Records with the student's assigned birth name and gender should be kept in a separate, confidential file in the counseling office.

3. Names/Pronouns: School staff should address students who identify as transgender under these guidelines by the name and pronoun that correspond to the gender identity they consistently assert while at school. Some students may feel most comfortable with gender-neutral pronouns like "ze" or "they", or just referred to by their names without pronouns.

4. Restrooms, Locker Rooms, and Changing Facilities: A student who has been identified as transgender under these guidelines shall be permitted to use the restroom/ locker room/changing facility assigned to the gender the student consistently asserts at school. A student who is transgender and expresses a need for privacy will be provided with reasonable alternative restroom facility or accommodations such as using a separate stall or a staff facility. However, students shall not be required to use a separate non-communal facility over their objection.

5. Athletics: Students who are transgender may participate in accordance with the gender identity they consistently assert at school. Interscholastic athletic activities are addressed through the Massachusetts Interscholastic Athletic Association *Gender Identity Policy Clarification* (11/13/2014).

6. Other Gender-Based Activities, Rules, Policies, and Practices: According to the Massachusetts Department of Elementary and Secondary Education, "Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity." (MA DESE *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*).

Since we are responsible for ensuring a safe and affirming environment for all students, staff will not use gender-based practices such as lining boys and girls up separately to leave the classroom, or using phrases like, "Boys and girls..." Additionally, staff shall not separate students by gender for instructional or curricular purposes.

7. Dress Code: Students who are transgender may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.

8. Safety and Support for Students Who Are Transgender: School staff are expected to comply with any Plan developed for a student who is transgender and to notify the building administrator or other designated support person for the student if there are concerned about the Plan or about the student's safety or welfare.

School staff should be sensitive to the fact that students who are transgender may be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if they become aware of a problem.

9. Professional Learning for Staff: The Superintendent and/or building principals may offer professional learning and/or distribute educational materials about transgender issues to faculty as they deem appropriate.

Cross Reference:

<u>JB</u>	Equal Educational Opportunities
<u>AC</u>	Nondiscrimination
<u>ACAB</u>	Prohibition of Harassment
<u>JI</u>	Student Rights and Responsibilities
MA 603 CMR <u>26.00</u>	Access to Equal Education Opportunity Regulations
MA, 603 CMR <u>23.00</u>	Student Records Regulations
Title VI	Civil Rights Act of 1964
MA St. 2011, c.199	An Act Relative to Gender Identity
MA St. 2016, c. 134	An Act Relative to Transgender Anti-Discrimination
42 USC 12211 (b)(1)	Americans With Disabilities Act (ADA)

Massachusetts Interscholastic Athletic Association Gender Identity Policy Clarification

Massachusetts Department of Elementary and Secondary Education's Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity

Adopted: 2017; REV October 2020

Acton-Boxborough Regional School District

File: JB-E - ABRSD BUILDING-BASED PLAN FOR STUDENTS WHO ARE TRANSGENDER AND/OR GENDER NONCONFORMING

Student Name: _____ Plan Date: _____



ABRSD Building-Based Plan for Students Who Are Transgender and/or Gender Nonconforming

This planning tool should be utilized with the student and relevant parties as a way to ensure the school environment is both safe and supportive of the student.

(First page to be completed prior to meeting by Counselor/Administrator, in consultation with Student)

Student's name in PowerSchool student information system: _____

School: _____

A meeting to develop this Plan is scheduled for: _____

Who will be invited to support the development of the Plan?

Role/Position	Name
<i>Student:</i>	
<i>Parent/Guardian:</i>	
<i>Administrator:</i>	
<i>School Counselor:</i>	
<i>School Contact Person:</i>	
<i>Other School Staff:</i>	
<i>Community Provider:</i>	
<i>Other(s):</i>	

Student name: _____

Student pronoun: [] He [] She [] They [] Ze [] Other: _____

Current gender marker in PowerSchool: [] Male [] Female

Student gender identity: [] Male [] Female [] Nonbinary [] Gender Fluid

Is a name change for PowerSchool being requested? [] Yes [] No

Is a gender change for PowerSchool being requested? [] Yes [] No

Timeline considerations for gender identification/pronoun during transition: _____

Parent/guardian name(s) and Contact Information: _____

Is the parent/guardian aware of the student's preferred name and gender identity? [] Yes [] No

If not, what is the plan to support the student to be safe at home and/or to share this information with parent(s)/ guardian(s)?

- Which staff person will be the student's "go-to" person in the building? (Weekly check-ins are expected for the first few weeks, as needed after.)

Name of staff person: _____

Phone extension: _____

Email address: _____

- What other adults in the building are able to support the student? _____
-
-

- Plan for bathroom (*where they are, which will be used, do a walk-through with student to ensure that they know where facilities are located*):
-
-

- Plan for locker room facilities for Physical Education:
-
-

- Plan for field trips (*including who is responsible for seeing the plan in place for each field trip*):
-
-

- Plan for gendered activities (*such as sports*):
-
-

- Other timeline considerations for students who are transitioning:
-
-

- Staff training plan (*all or selected staff?*):
-
-

- Other considerations:

- Date for follow-up / check-in meeting: _____

Revised 10/2020

Acton-Boxborough Regional School District

File: JC - ENROLLMENT OF STUDENTS

The District has the following enrollment policy for the elementary schools:

The School District strives to provide high standards of educational excellence in all of its elementary schools. Since no single teaching method is best for all students, the School Committee supports the use of a variety of teaching methods and techniques which will achieve the prescribed curriculum objectives. It follows that parents should have the opportunity to choose the school they think best fits the needs of their children subject to the availability of space and staff.

The District has a standard procedure for enrolling students at the Junior High and High Schools. This procedure is available from the Office of the Registrar.

The School Committee may find it necessary or appropriate to relocate, expand, or contract the available classroom space, or to increase or decrease the number of classroom teachers due to changes in student enrollment, budget limitations, or other reasons. In such situations, parents will be allowed to request reassignment of their students to classes/schools that are not overcrowded. In the event that choices have to be made between reassignment requests, or should the School Committee determine that mandatory reassignment is necessary, the priorities listed in the Enrollment of Students Procedures will be utilized in assigning students.

Approved: 1/22/15

Acton-Boxborough Regional School District

File: JC-R - ENROLLMENT OF STUDENTS

1. Kindergarten Registration

Students are placed in the school of the parents' first choice, according to the priorities listed below. In the event there is an over-enrollment in any school after children with priority have been placed, a lottery will be held which will provide a fair way for all other children to be placed in the school of their highest choice.

2. Students Moving into Acton or Boxborough

Every effort will be made to place students (K-6) who move to Acton or Boxborough in the schools requested by their parents, with preference given, if necessary, according to the priorities below. However, in certain circumstances it may not be possible to place these students in the school of their first choice.

3. Transfers between Elementary Schools

A parent or guardian who wishes to transfer his or her child from one elementary school to another shall go on line to <https://abschools-registration.hosted/src-solutions.com/> to setup an account and request to be added to the wait list.

Please be sure to answer the following question -Yes:

"Is your child attending one of Acton-Boxborough elementary schools in Kindergarten through 6th Grade (not including the Preschool); and do you wish to place your student on a waitlist for another elementary school?"

Any transfer requests that are made during the school year up to July 1, will be considered in July for transfer in September. Students will rarely be transferred during the school year to minimize disruptions.

4. Priorities to be used in Assigning Students

- a. Providing for children with special needs and/or accessibility accommodations - These students will be placed appropriately upon the recommendation of Student Services.
- b. Keeping families together - It is important to build a strong core of families who can devote their energies to their school's activities. Volunteerism, active parent/teacher organizations, and parent involvement in advisory groups and the like are valuable school resources. So is a long-term family connection to their school community. Therefore, if the newly enrolling student has a sibling in the Acton-Boxborough Regional Schools and that sibling attended an Acton or Boxborough elementary school, the newly enrolling student will be given school selection preference at that same school.

* A sibling is defined as: "a relative (by birth, adoption or guardianship) who is living in the same home."

- c. Encouraging walking to school - Children should walk to school whenever possible for economic and energy-saving reasons. Therefore, students who live within a one mile safe walk will be given preference when placing students. A safe walk will include sidewalks on major roads and crossing guards when students need to cross a major road.

- d. Children who are retained in kindergarten receive priority for all day kindergarten. If they request to transfer to another school, they receive priority to attend that school.

- e. Children who live in Boxborough are guaranteed a spot at the Blanchard School if they choose, and children who live in Acton are guaranteed a spot at an Acton school if they choose. Exceptions to this may be made for special education reasons or for other reasons as determined by the Superintendent.

Revised: 12/9/16

Acton-Boxborough Regional School District

File: JCAC - ASSIGNMENT OF STUDENTS FROM OTHER SCHOOL DISTRICTS OR HOMESCHOOLING

Students transferring from another school or district or from homeschooling into the Acton-Boxborough Regional Schools will be placed in a grade based on their age on or before September 1 of the current school year.

A student enrolling who is five years old on or before September 1 of the current school year will be placed in Kindergarten.

A student enrolling who is six years old on or before September 1 of the current school year, and who has completed kindergarten, will be placed in first grade.

A student enrolling who is seven years old or older on or before September 1 of the current school year will be placed in the age appropriate grade, unless the student has attended a different grade level in his or her previous school district. In this case, the student will be placed according to the building principal's evaluation for a grade placement.

Students enrolling in grades 7 through 12 from another school or district or from homeschooling into the Acton-Boxborough Regional Schools will be placed based on placement testing and a review of records from the student's previous school(s). Students enrolled in school elsewhere will not be permitted to enroll in the Acton-Boxborough Regional School District. Students who have earned a diploma or the equivalent from another secondary school will not be permitted to enroll in the Acton-Boxborough Regional School District.

LEGAL REF.: M.G.L. [76:1](#)

CROSS REF.: [JEB](#), Kindergarten Entrance Policy

Approved 1/22/15

Acton-Boxborough Regional School District

File: JEB - KINDERGARTEN ENTRANCE POLICY

This policy is designed to reduce the age span and therefore, normally, the developmental span in a classroom in order to enable instruction more suitably tailored to the children in the class.

Children reaching the age of five on or before September 1 are eligible and expected to be enrolled in Kindergarten in September of that calendar year.

Approved: 1/22/15

Acton-Boxborough Regional School District

File: JF - RESIDENCY AND STUDENT ENROLLMENT

Pursuant to Massachusetts General Law, in order to attend the Acton-Boxborough Regional School District, a student must actually reside in the town of Acton or the town of Boxborough. The residence of a minor child is presumed to be the legal, primary residence of the parents or legal guardians who have physical custody of the child. "Residency" is defined as the place where a person has his/her permanent home, not temporarily, and is the center of his/her domestic, social, and civic life.

In determining residency, the Acton Boxborough Regional School District reserves the right to request a variety of documentation when students are initially enrolled in the schools, or in the course of any investigation intended to verify residency.

I. Registration Process and Residency Verification

Before any student is to be enrolled in the Acton-Boxborough Regional School District, his or her parent or legal guardian must provide to the school(s) proof of residency, proof of legal guardianship of the child being registered and other documentation pertaining to academic and medical records. Families should be prepared to furnish all of the following during the registration process:

- a. Copy of birth certificate for student
- b. Copy of student's current immunization record and physical examination (within the last year)
- c. Copies of previous school records - report cards or transcripts, MCAS scores if moving within the state of MA
- d. A signed Statement/Affidavit of Occupancy
- e. Copy of photo identification of parent/guardian
 - i. *Evidence of Identification:* including, but not limited to one of the following: valid driver's license, MA Photo ID card, valid passport, or other government issued photo ID
- f. Proof of residency & occupancy in Acton or Boxborough - note that parent/guardian name must be listed:
 - i. *Evidence of Residency:* including but not limited to recent mortgage payment or property tax bill, fully signed and executed lease and/or rental agreement, fully signed and executed purchase and sale (P&S) agreement (provided occupancy date occurs before a student can be registered), Section 8 agreement

AND

- ii. *Evidence of Occupancy:* Including but not limited to gas/oil bill, electric bill, home (not cell) telephone bill, cable bill, water bill (note: bill must be dated within the past 45 days and address and name must be stated)

When applicable, families must also provide the District with:

- g. Copies of any IEP or 504 Plan documentation for the student
- h. Parenting plan for divorced or separated parents/guardians

II. Enforcement

Residency can, and does, change for students and families; therefore the District reserves the right to request additional, updated information at any time, and to routinely verify the residency of students in the District. Questions concerning any student's residency in Acton or Boxborough will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned because of an invalid or unknown address, or other grounds.

The Deputy Superintendent or his/her designee may request additional documentation and may use the assistance of the District's School Resource Officer to assist with or conduct investigations into student residency. A report of findings will be provided to the Superintendent, who shall make an initial determination of residency.

Upon determination that a student is not actually residing in Acton or Boxborough, the student's enrollment in the Acton-Boxborough Regional School District shall be terminated. In addition to termination of enrollment and the imposition of other

penalties permitted by law, the Acton Boxborough Regional School District reserves the right to recover restitution based upon the costs of educational services during the period of non-residency.

III. Exceptions & Extraordinary Circumstances

The residency requirements may be waived upon request for the following:

- a. Students who are entitled to attend the Acton-Boxborough Regional School District under the McKinney-Vento Homeless Assistance Act or the Every Student Succeeds Act (ESSA);
- b. Students who are in the Department of Children and Families' (DCF) foster care system (which includes foster family homes, foster homes of relatives, emergency shelters (including STARR programs and Transitional Care units), residential facilities, child care institutions, group homes, and pre-adoptive homes);
- c. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- d. Children of non-resident employees of the Acton Boxborough Regional School District, who meet the conditions established by the School Committee in the policy pertaining to such students;
- e. Students accepted and/or grandfathered into the District through the School Choice program;
- f. Students whose parents divorce or separate and share physical custody, provided one custodial parent remains a resident of Acton or Boxborough, and the student splits their time between the two districts in an even manner. The most current custody agreement and/or approved parenting plan must be provided in these circumstances;
- g. For children whose families have signed and accepted a Purchase and Sale Agreement to purchase and reside in a dwelling in Acton or Boxborough, who may be enrolled up to 60 calendar days in advance of the time actual physical residency occurs.

If the request to waive residency requirements is granted, student transportation during the period of non-residency shall be the responsibility of the parent(s) or legal guardian(s), except for III-a or III-b above.

Below are extraordinary circumstances in which additional exceptions may be considered, at the discretion of the Superintendent or his/her designee.

- a. If a student's family moves from Acton or Boxborough on or after April 1st of a given school year, the parents or legal guardians may place a request in writing to the Superintendent to have their student(s) remain in the Acton-Boxborough Regional School District for the completion of the academic year. To be considered for this exception, families must make the request to the Superintendent at least two weeks prior to such a move;
- b. If a student is a senior at Acton-Boxborough Regional High School, and their family moves out of the District on or after October 1st of a given school year, the parents or legal guardians may submit a request in writing to the Superintendent to have their student(s) remain in the District for the completion of the academic year;
- c. Current students who move out of Acton or Boxborough because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.

Special requests and extraordinary circumstances that are not specifically articulated above must be presented in writing to the Superintendent or designee. The Superintendent has sole discretion in rendering a decision for these requests, and those decisions are final.

LEGAL REFS.: M.G.L. [76:5](#); [76:](#)

McKinney-Vento Homeless Assistance Act

Every Student Succeeds Act (ESSA)

CROSS REF: JF-E Proof of Residency Affidavit

Approved 1/22/15, 2/6/2020

Acton-Boxborough Regional School District

File: JF-E - PROOF OF RESIDENCY AFFIDAVITI/We, the parent(s), legal guardian(s) of _____
(Print student's full name)

hereby certify as follows:

1. I/We wish to enroll the above named student in the Acton-Boxborough Regional School District. I/We understand that pursuant to Massachusetts General Law (Chapter [76, Section 5](#)) and Acton- Boxborough Regional School District's Policy, students who actually reside in the Towns of Acton and Boxborough may attend school in the Acton-Boxborough Regional District and students who do not actually reside in the Towns of Acton or Boxborough may not attend school in the Acton Boxborough Regional School District.

2. I/We hereby certify that effective _____, 20_____, the above named student is/will be residing at the following address in Acton or Boxborough Massachusetts, with:

Printed Names (s) of Parent(s)/Guardians(s)

Acton or Boxborough, MA 01720/01719

No. _____ Street _____ Apt. No. _____

Home Telephone: _____

Cell Phone: _____ Work Phone: _____

3. I/We acknowledge that I am/we are required to notify the Acton-Boxborough Regional District or the above student's school in writing, of any change in said student's address within five (5) business days of such change of address.

4. I/We understand that this Occupancy Statement will be relied upon by the Acton-Boxborough Regional School District for the purpose of determining the above student's eligibility to attend school in the Acton-Boxborough Regional School District on the basis of residency. If said student is enrolled in the Acton-Boxborough Regional School District based upon the information provided and it is subsequently determined that the student does not actually reside in Acton or Boxborough, I/We understand that the student's enrollment in the Acton-Boxborough Regional School District will be promptly terminated and I/We will be jointly liable to the Acton-Boxborough Regional School District for the student's tuition for the full academic year(s).

5. I/We further certify that I am/we are the parent(s), legal guardians(s), or responsible adult of the above student.

6. I/We understand that all applicants must reside in the Towns of Acton or Boxborough as outlined in Massachusetts General Laws Chapter 76, Section 5 which states:

Every person shall have a right to attend the public schools of the town where he/she actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excused from or discriminated against in admission to a public school of any town, or in obtaining that advantages privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. (amended by st. 1971, c622, c.1; st. 1973 c. 925, s 9A, st.. 1993, c. 282; st. 2004, c.352, s.33)

Acton-Boxborough Regional School District

Proof of Residency Affidavit

Column A	Column B	Column C
Evidence of Residency	Evidence of Occupancy	Evidence of Identification Photo ID

Record of recent Mortgage payment and/or property tax bill	Gas/Oil Electric Bill, Home (not cell) Telephone Bill, Cable Bill, Water Bill (Note: Bill must be dated within the past 45 days and address and name must be stated)	Valid MA Driver's License
Fully Signed and Executed Lease and/or Rental Agreement (Must be Executed by both Parties)	Recent bill dated within the past 45 days showing Acton or Boxborough address and name (Note: A Residency Statement/Affidavit is required with this option)	Valid MA Photo ID Card
Fully signed and Executed Purchase and Sale (P&S) Agreement (provided occupancy date occurs before a student can be registered)	Occupancy Statement/Affidavit must be notarized if a bill can not be provided prior to student's enrollment	Other Government issued Photo ID

Section 8 Agreement

Signed under the pain and penalties of perjury on this _____ day of _____, 201__:

Parent /Guardian (Please circle relationship)

Parent/Guardian (Please circle relationship)

Review by Acton Boxborough Schools: _____
Acton Boxborough Staff Member's Initials _____

Acton-Boxborough Regional School District

File: JFABA - NONRESIDENT TUITION CHARGES

Eligibility for enrollment in the Acton-Boxborough Regional School District (ABRSD) is governed by Massachusetts General Laws (MGL), Chapter [76](#). Except as provided for in collective bargaining agreements, the School Choice Law, the McKinney-Vento Homeless Assistance Act, the Admission of Exchange Students Policy [JFABB](#), or as set forth in this policy, the district will only admit students who reside in the towns of Acton or Boxborough. Residency is defined in Policy [JF Residency and Student Enrollment](#).

The Superintendent may enter into a contract with a neighboring community for an Acton or Boxborough student to attend school in that community or for a student from another community to attend school in ABRSD providing the student qualifies for special education services pursuant to Mass Gen Laws chapter [71B](#) (Chapter 766) and/or related federal laws. Upon the recommendation of the Superintendent, the School Committee shall set the tuition rate for special education programs that may accept non-resident students each year in the spring whenever the rate changes. The tuition rate for special education programs shall be based on the actual costs of the specific special education program.

If any other students from outside Acton or Boxborough wish to enroll on a tuition basis, the School Committee must approve such application. The School Committee, at its sole discretion, will approve such application only if space and resources are available. In the event the School Committee chooses to accept tuitioned students, the Committee shall set the rate for tuition upon the recommendation of the Superintendent. The tuition set pursuant to this policy shall be the average expense per pupil (including in such average both regular education costs and special education costs) for the Acton-Boxborough Regional School District.

LEGAL REFS.: M.G.L. [76:6](#); [76:12](#), [76:12A](#), [76:12B](#), [71:6A](#)

McKinney-Vento Homeless Assistance Act

Approved: 4/11/19

Acton-Boxborough Regional School District

File: JFABB - ADMISSION OF EXCHANGE STUDENTS

The Acton-Boxborough Regional School District may accept, on a tuition free basis, with the approval of the building Principal and the Superintendent and on a space available basis, up to three exchange students total in grades 7 - 12 per year. The exchange student must:

- 1) Be sponsored by an officially recognized exchange student program.
- 2) Reside with a host family in one of the District towns.
- 3) Have a working knowledge of the English Language.
- 4) Hold a J1 Visa.

Students who are accepted and placed in grade 12 will be ineligible to receive a diploma, but may be awarded a certificate of attainment.

Verification of local residence and pertinent records must be provided by the student/organization to the District before approvals are issued.

Approved: March 2011, 5/22/14

Acton-Boxborough Regional School District

File: JFABD - STUDENTS WHO ARE HOMELESS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the Acton-Boxborough Regional School District will work with students who are homeless and their families to provide stability in school attendance and other services. Special attention will be given to students who are homeless to ensure their enrollment and attendance in school. The District will provide students who are homeless with services for which they are eligible, including preschool programs, Title I, similar state programs, special education services, English language education, vocational and technical education programs, extracurricular activities, summer programs, and school nutrition programs.

The Assistant Superintendent for Diversity, Equity, and Inclusion is the district's liaison for students who are homeless and their families. This liaison is responsible for supporting students who are homeless according to applicable state and federal laws.

Students who are homeless are defined as lacking a fixed, regular and adequate nighttime residence, and include youth who are:

1. Sharing the housing of other persons due to loss of housing or economic hardship or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
7. Migrant, living in conditions described in the previous examples; and/or
8. A child or youth not in the physical custody of a parent or guardian (unaccompanied).

Immediate Enrollment of Students who are Homeless

1. The District will immediately enroll a student who is homeless, even if they are unable to produce records normally required for enrollment (e.g. previous academic records, records of immunization and other health records, proof of residency, etc.) or if they have missed application or enrollment deadlines during any period of homelessness.
2. The enrolling school immediately contacts the school the student last attended to obtain relevant academic and other records.
3. If the student who is homeless needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent or guardian (or the student, if an unaccompanied minor) to the homeless education liaison who shall assist in obtaining necessary immunizations or screenings, or immunization or other required health records.

School Stability and School Selection

In determining the best interest of the student, the District shall:

Presume that keeping the student in the school of origin, including designated receiving schools, is in their best interest, except when doing so is contrary to the request of the student's parent or guardian or (in the case of unaccompanied youth) the student; and

Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent or guardian, or (in the case of unaccompanied youth) the student.

Unaccompanied Youth who are Homeless

The District's homeless liaison ensures that unaccompanied students who are homeless are enrolled in school, have opportunities to meet the same challenging academic standards, are provided with the same college and career counseling as other students, and are informed of their status as independent students and are provided with verification of their status for FAFSA.

Transportation for Students who are Homeless to and from the School of Origin

The District has adopted policies and practices to ensure that comparable transportation or transportation that complies with state pupil transportation law is provided, at the request of the parent or guardian (or in the case of an unaccompanied minor, the homeless education liaison), to and from the school of origin, in accordance with the following provisions:

If the student who is homeless is continuing to attend their school of origin and continues to live in the District in which the school of origin is located, transportation to and from the school of origin is provided or arranged by the District; or

If the student who is homeless is continuing to attend their school of origin but lives in an area served by another district, the district of origin and the district where the student is living agree on a method to apportion responsibility and costs for transportation to and from the school of origin through the end of the school year in which the student becomes permanently housed. If the districts cannot agree on a method, the responsibility and costs are shared equally.

Privacy and Records for Students who are Homeless

Information about the living situation for a student shall be treated as a student educational record, and shall not be deemed to be directory information. For each student who is homeless, the District will maintain student records, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs so records are available in a timely fashion when the student enters a new school or district.

Dispute Resolution

If after conducting a best interest determination based on consideration of the presumption clause (that keeping the student in the school of origin is in their best interest as outlined in the *School Stability and School Selection* section above) and student-centered factors, the District determines it is not in the best interest for the student to attend the school of origin or the school requested by the parent or guardian or (in the case of an unaccompanied youth) the student:

1. The student is immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The school provides the student's parent or guardian, or unaccompanied youth who is homeless with a written explanation of any decision related to school selection or enrollment made by the District, including the right of the parent/guardian, or unaccompanied youth to appeal the decision;
3. The student or parent or guardian is referred to the homeless education liaison, who carries out the dispute resolution process prescribed by the Department of Elementary and Secondary Education and, in the case of an unaccompanied minor, ensures that the student is immediately enrolled in the school the student seeks to enroll in pending resolution of the dispute;
4. In the case of an unaccompanied minor, ensure that the District homeless liaison assists in placement or enrollment decisions, giving priority to the views of the unaccompanied minor and provides notice to the student of the right to appeal.

LEGAL REFS.: Title IX, Part A- *Every Student Succeeds Act* (ESSA)

McKinney-Vento Homeless Assistance Act

APPROVED: 5/9/2019

Reviewed: 9/5/19

Acton-Boxborough Regional School District

File: JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

The District is committed to facilitating the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because their parents are on active duty in the U.S. Armed Services, as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is critical to remove barriers to educational success imposed on children of military families because of frequent moves and military deployment.

Definitions:

Active duty means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Self-identification by parents in the military is voluntary. **Eligible students** are those who are children of:

Active duty personnel;

Active duty personnel or veterans who have been severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; or

Active duty personnel who die while on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.

Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.

Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available.

Receiving schools must also initially honor placement of programs similar to those of the student in the sending state, including, but not limited to, English language education programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

In compliance with federal and state laws, students with IEPs are entitled to receive special education services in the receiving school in accordance with 34 CFR Part 300.323(e) and (f) as applied to transferring special education students.

The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to reevaluate the student to ensure continued enrollment, as deemed appropriate.

Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.

The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#): *Interstate Compact on Educational Opportunity for Military Children Massachusetts Valor Act*

Approved: 5/9/2019

Acton-Boxborough Regional School District

File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education preschool through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

Definitions

Foster care is defined as placement by DCF of a student into 24-hour out-of-home care, away from his/her parents or guardians. These placements include, among others: foster family homes; foster homes of relatives; emergency shelters (including STARR programs and Transitional Care units); residential facilities; childcare institutions; group homes; and pre-adoptive homes.

School of Origin is the school a student was attending at the time of placement in foster care or the school a student is attending at the time of any subsequent change in a foster care placement.

District of Origin is the school district in which a School of Origin is physically located. (For students whose IEPs place them in out-of-district approved private or public special education schools or collaboratives, the District of Origin is the district in which the student was enrolled at the time of the DCF placement.)

Best Interest Determination is the collaborative process, based on the individual student's unique best interests and involving input from multiple parties, used for making decisions about whether a student placed in foster care should continue to attend the School of Origin.

Foster Care Point of Contact (POC) is a designated individual who carries out various responsibilities to ensure the educational stability and rights of students in foster care. ABRSD's POC for children in foster care is the Assistant Superintendent for Diversity, Equity, and Inclusion.

Immediate Enrollment occurs when it is in a student's best interest to leave the School of Origin, the District must immediately enroll the student without delay, to prevent disruption of the student's education.

The law requires that:

Students in foster care continue to attend their School of Origin, unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll and attend school in the District where the foster care provider or facility is located;

Where an ABRSD school is the student's School of Origin, the student shall be entitled to remain in the School of Origin until the student is no longer in foster care, or completes the grade levels within the School of Origin.

If the student exits foster care during the year, the student shall be permitted to finish the then-current school year in the School of Origin.

When it is not in the student's best interest to remain in the School of Origin, the student is immediately enrolled in and attends school in the new District, even if records normally required for enrollment cannot be quickly produced;

The Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the District designate points of contact; and

The ABRSD collaborates with DCF to ensure that students will receive transportation to the School of Origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the School of Origin should be made collaboratively with DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the School and District of Origin, and, when different, the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

A best interest determination may be reviewed and reconsidered through the collaborative process if there is concern that the previous determination is no longer in the best interest of the child. The District can seek review of DCF's decision by utilizing the Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students placed in foster care should continue to attend their Schools of Origin while best interest determinations are being made.

Transportation

When serving as the District of Origin, ABRSD will collaborate with DCF on the provision of transportation and ensure that students in foster care who need transportation to remain in their School of Origin will promptly receive such transportation in a cost-effective manner (e.g. using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc.). Absent other agreements between the District and DCF, the District of Origin is responsible for providing transportation to and from the School of Origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the School of Origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's School and District of Origin to obtain the relevant records and documentation, and the school and District of Origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: Title I Part A- *Every Student Succeeds Act* (ESSA)

Fostering Connections to Success & Increasing Adoptions Act of 2008 (Fostering Connections Act)

APPROVED: 5/7/2019

REV: 2/6/2020

Acton-Boxborough Regional School District

File: JFBB - SCHOOL CHOICE

The school district admits non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. [76:12B](#)) and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to Choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. Preference is given to siblings of Choice students.
4. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
5. The School Committee affirms their position that it shall not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

LEGAL REFS.: M.G.L. [71:6](#); [71:6A](#); [76:6](#); [76:12](#); [76:12B](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

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 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 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 absence 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.

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

Acton-Boxborough Regional School District

File: JHD - EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Denial of Admission

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

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

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

Failure to meet the requirements of age by a student who has reached the age of six years at a time after the beginning of the school year, as fixed by the School Committee as provided in Massachusetts General Laws;

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

Not being a resident of the Districts, and the Districts have opted not to participate in the School Choice Law; or

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law, or other exclusions allowed by law.

LEGAL REFS.: M.G.L. [71:37H](#); [76:12](#); [76:12A](#); [76:12B](#)

603 CMR [26:00](#)

Acton-Boxborough Regional School District

File: JI - STUDENT RIGHTS AND RESPONSIBILITIES

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

Among these rights and responsibilities are the following:

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

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

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

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

LEGAL REFS.: M.G.L. [71:37H](#); [71:82](#) through [71:86](#)

CROSS REFS.: [AC](#), Notice of Nondiscrimination

[JB](#), Equal Educational Opportunities

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JIB - STUDENT INVOLVEMENT IN DECISION-MAKING

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

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

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

Student Advisory Committee

As required by state law, the Acton-Boxborough Regional School Committee will meet at least once every other month during the school year with the student advisory committee or designee, which is composed of five students elected by the high school student body. The members of the student advisory committee shall be ex-officio nonvoting members of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

LEGAL REF.: M.G.L. [71:38M](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JIC - STUDENT CONDUCT

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

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

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

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

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

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

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

The administration reserves the right to discipline students who participate in off-campus activities that can reasonably be expected to result in retribution, causing vandalism, disruption and/or potentially dangerous situations at the high school.

LEGAL REF: M.G.L. [71:37H](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JICC (also EEAEC) - STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

When riding the bus, the safety and welfare of students in the ABRSD is the first consideration in all matters pertaining to transportation. While responsibility for student safety during transportation to and from school is shared between District staff, parents/guardians, and students, students using District transportation must understand that they are under the jurisdiction of the District from the time they board until they exit the bus. Appropriate conduct is expected during transport to and from school, field trips and extra-curricular activities and any other time on the school bus.

The Superintendent (or his/her designee) develops the procedures that govern school bus conduct and these are posted on the District website. Building Principals, together with bus drivers, are responsible for ensuring that students adhere to school bus behavior expectations.

To ensure the safety of all students who ride the bus, it may occasionally be necessary to revoke transportation services from a student. Parents/guardians of children whose behavior on school buses endangers the health, safety, or welfare of other riders will be notified that their child(ren) face the loss of transportation privileges.

Approved: 1/10/19

Acton-Boxborough Regional School District

File: JICC-R (Also EEAEC-R) - STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS

Students are expected to behave in an orderly manner while riding the bus, and during loading and unloading procedures. The bus driver shall be in complete charge of the bus and its passengers at all times, and shall ensure the safety and wellbeing of all students who ride the school buses. Please note: all of our school buses are monitored by video surveillance.

Students shall observe the safety procedures below.

Riding the Bus

To ensure your safety while riding an ABRSD bus, we expect you to:

1. Follow the driver's instructions at all times.
2. Remain in your seat, facing forward, at all times.
3. Keep your hands and feet to yourself.
4. Keep all body parts, voice, and objects inside the bus at all times.
5. Use a quiet voice to speak to others sitting in a seat near you.
6. Use school-appropriate language.
7. No food, snacks and drinks on the bus at anytime.
8. Open the windows only when the driver has indicated it is safe to do so.
9. Ride only your assigned bus to and from your assigned stops.

Getting On or Off the Bus

Parents will be responsible for their students' behavior while at the bus stop.

To ensure your safety while getting on or off the bus, we expect you to:

1. Line up single file to board the bus.
2. Wait until the bus has stopped completely and the driver signals (thumbs up) it is safe before approaching the bus. Walk to the bus. If you need to cross in front of the bus please walk at least 10 feet in front of the bus so the driver can see you at all times.
3. Find an appropriate vacant seat quickly and sit down.
4. Sit where you are assigned. Elementary students shall be seated by grade with K students in the front of the bus with 6th grade students in the rear.
5. Wait until the bus has come to a complete stop to exit. Leave your seat quickly and quietly, and wait patiently until it is your turn to get off the bus.
6. Use only the front exit of the bus. Exit the bus using the emergency door at the rear of the bus *only in the event of an emergency*.
7. Walk away from, not alongside the bus once you have gotten off of it.
8. Cross in front of the bus, at least 10 feet in front so that you and the driver can see each other. Look both ways and to the driver for the "Thumbs Up" before crossing the street for your own safety.

Students must also follow these guidelines:

1. Students may not light matches, smoke, vape, or consume alcohol on the bus per state law.
2. Liability for any bus vandalism shall be assumed by the parents of the student(s) involved.

3. Objects which may create a hazard on the bus will not be permitted such as sharp objects, animals, or excessively large items which cannot be transported safely, or which cause an inconvenience to other passengers due to insufficient seating space. The Transportation Office reserves the right to make this determination.

STUDENTS' RIGHTS

1. Students will be given the opportunity to express their views to their building administrator prior to any disciplinary action being taken as a result of a formal complaint from a bus driver.
2. Students will be transported to their designated destination until such time that disciplinary action is taken. Drivers cannot make arbitrary decisions to discharge a student at a location other than the student's authorized destination.

DISCIPLINARY ACTION

Bus drivers have been instructed to prepare formal reports in the event of student misconduct on the bus. The following procedure will be followed after the report has been received by the building Principal:

1. First Offense - Principal speaks to the student and a first notice is sent home to parents. In addition, the Principal will speak with the parent and/or send notice home explaining the situation and the potential consequences of a subsequent offense. In serious incidents, the Principal may elect to suspend bus privileges.
2. Second Offense - Principal speaks to student and a second notice is sent home. In serious incidents, the Principal may elect to suspend bus privileges.
3. Subsequent Offenses - Principal speaks to student and parents regarding suspension of bus privileges.
4. Violation of State Laws - (i.e., smoking, lighting matches, etc.) will result in a one (1) week suspension of bus privileges.
5. The Principal will determine the time of suspension of bus privileges in all cases, based on the seriousness of the offense. In the case of an offense where a one-week suspension is required, he or she may decide to increase the length of the suspension.

REVISED August 2018

Acton-Boxborough Regional School District

File: JICE - STUDENT PUBLICATIONS

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

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

All student publications will be expected to comply with the rules for responsible journalism.

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

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

Distribution of Literature

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

The Principal will reasonably regulate the time, place, and manner of distribution of literature.

LEGAL REF.: M.G.L. [71:82](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JICFA - PROHIBITION OF HAZING

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

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

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

Any student who participates in the hazing of another student or other person may be suspended from school.

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

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

LEGAL REF.: M.G.L. [269:17](#), [18](#), [19](#)

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JICFA-E - HAZING

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

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

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

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

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

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

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

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

Acton-Boxborough Regional School District

File: JICFB - BULLYING PREVENTION AND INTERVENTION POLICY

The Acton-Boxborough Regional School District (hereinafter referred to as "The District") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District expects that all members of the school community will treat each other in a civil manner with respect for differences and strives to provide and maintain safe and supportive learning and working environment for all students and employees. The District will not tolerate any unlawful or disruptive behavior that causes physical or emotional harm and absolutely prohibits bullying, cyber-bullying and retaliation. **This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians and students, including conduct between/among all parties.**

c. [71, § 37Q](#) protects students from student-on-student and staff-on-student bullying, cyber-bullying and retaliation. In accordance with this state law, bullying and cyber-bullying of the district's students are prohibited:

- (i) on school grounds, 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 the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts 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 also is prohibited.

c. [71, § 37Q](#) defines bullying as "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 victim that:

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

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c. [71, s. 37Q](#) is "bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- the creation of a web page or blog in which the creator assumes the identity of another person;
- the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying."

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

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.

- (a) Any school staff employee 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.
- (b) Oral reports made by or to a staff member shall be recorded in writing.
- (c) 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.
- (d) Reports by school staff, parents or guardians and others generally should be made to the principal or designee. 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.

Responding to Potential Bullying or Retaliation by A Student:

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

1. 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 v. 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.

Steps to be taken 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 remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- 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 regarding non-classroom areas are important to:

- 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.

2. Consequences from Findings:

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 M.G.L. 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.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, 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:

- 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](#), including 49.05 paragraph 4:

"A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR [23.00](#), and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR [49.07](#)."

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.

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 he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

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

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

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

School-wide Bullying Prevention and Intervention Program

All Acton-Boxborough Regional Schools will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention curriculum that includes the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include a team approach for the systematic tracking, monitoring and evaluation of the school-based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

- Consist of members appointed by the principal including but not limited to the following constituents: Building Principal or Assistant Principal, Teacher representative(s), Counselor/Psychologist/Special Educator.
- Additional collaboration from the Assistant Superintendent for Diversity, Equity, and Inclusion Pupil Services administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By the beginning of the school year:

- Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
- Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the District's implementation of the Bullying Prevention and Intervention Policy.

See Procedures at [JICFB-R](#)

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JBA](#), Prohibition of Harassment

[JICFA-E](#), Hazing

Approved: 12/2/10, 4/30/15

Acton-Boxborough Regional School District

File: JICFB-R - BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

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. 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.

We recognize that 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.

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.

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

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 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.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

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.

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.

- 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.
- 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.
- Reports by school staff, parents or guardians and others generally should be made to the principal or designee. 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.

Responding to Potential Bullying or Retaliation by a Student:

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

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.

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 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:

Consequences from Findings:

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.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, 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.

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 he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in 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 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.

Problem Resolution System:

Any parent 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.

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.

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 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.

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. 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. 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.

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.

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.

Ongoing Academic and Non-Academic Activities for Students:

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.

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, 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.

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, or similar organizations.

LEGAL REF.: M.G.L. [71:15](#)

December 2, 2010

Approved March 18, 2011

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

Acton-Boxborough Regional School District

**File: JICG (also ADC & GBED) - TOBACCO USE ON SCHOOL PROPERTY /
SMOKING ON SCHOOL PREMISES**

As mandated by State Law, the Acton-Boxborough Regional School District is a smoke free environment. The District prohibits the use of any tobacco products or electronic cigarette-like devices within the school buildings, the school facilities, on the school grounds, or on school buses by any individual, including students, staff members or visitors.

LEGAL REF: M.G.L. [71:37H](#)

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JICH - ALCOHOL, TOBACCO, AND OTHER DRUG USE BY STUDENTS PROHIBITED

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

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

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

LEGAL REFS.: M.G.L.[71:2A](#); [71:96](#); [272:40A](#)

CROSS REFS.: [IHAM-B](#), Teaching About Alcohol, Tobacco and Drugs Policy

[GBEC](#), Drug Free Workplace Policy

[ADC/GBED/JICG](#), Tobacco Use on School Property Policy

APPROVED: 6/29/16

Acton-Boxborough Regional School District

File: JIE - PREGNANT/PARENTING STUDENTS

Pregnant and parenting students have a right to equal educational opportunities and their rights are fully protected by a federal law known as Title IX. The Acton-Boxborough Regional School District encourages any students who may be pregnant or who are parenting a child to inform their school counselor, the school nurse, or another appropriate school official, who will assist them and who will help ensure that they have full access to the same academic and extracurricular programs available to all students.

Should a physician deem it inadvisable for a pregnant student to attend school for an extended period of time, all services granted to home bound students under School Committee policies shall be made available.

CROSS REF: [IHB](#), Programs for Students with Special Education Needs

Approved 3/22/12, 11/16/17

Acton-Boxborough Regional School District

File: JIH - SEARCHES AND INTERROGATIONS

Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

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

Acton-Boxborough Regional School District

File: JII - STUDENT COMPLAINTS AND GRIEVANCES

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

Students--and their parents and/or guardians--who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, grievances or appeals begin with the authority imposing the penalty (for example, Principal or teacher, as described in the Communication Map) and may ultimately be appealed to the Principal or Superintendent.

LEGAL REF.: M.G.L. [76:17](#)

REF: ABRSD Communications Map

Approved: 11/16/17

Acton-Boxborough Regional School District

File: JJ - STUDENT ACTIVITY PROGRAMS

The School Committee recognizes that well-balanced and effectively administered student activity programs will stimulate student growth and development by supplementing and enriching curricular activities. These student activity programs shall provide varied opportunities for students to grow in areas such as leadership, group interaction, individual responsibility and management, project organization and completion, and social development.

Each student activity group shall define itself, its purposes, sources of revenue and anticipate expenditures, if applicable, and shall be approved by the Principal before being permitted to function.

Rules and regulations for administering student activity programs, a uniform system of accounting, a listing of individual responsibilities and provision for access by telephone in case of an emergency shall be detailed in an administrative procedure to accompany this policy.

Within the limit of Massachusetts General Laws, the School Committee may include provision for student activity funds in its General Fund appropriation. Such funds, when appropriated, shall be made available only to organization funds via the method established by the accompanying administrative procedure.

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JJ-R - STUDENT ACTIVITY PROGRAMS

I. DEFINITIONS

- A. Activity Program - A separate curricular, co-curricular, or extracurricular organization or structure whose written policy and purpose definition has been approved by the Superintendent
- B. Activity Account - A bookkeeping unit associated with each program for the purpose of recording the income and expense of each activity program
- C. School Activity Fund - The aggregate of all activity accounts at a given school
- D. Student Activity Checking Account - An account established for the payment of various student clubs and extracurricular activities
- E. Student Activity Agency Account - An account established for the deposit of all student activity fees and charges collected from students
- F. Activity Account Sponsor - An adult, usually a faculty member, assigned to supervise a student activity program. These adults will be appointed by the building principal.
- G. Clerk-Custodian - The person designated annually by the School Committee to serve as bookkeeper of the student activity fund of a given school
- H. Treasurer - The person who serves as fiscal officer of the School Committee. This person is responsible for all funds controlled by the School Committee.

II. RESPONSIBILITIES OF THE BUILDING PRINCIPAL

- A. Serve as the chief administrator for all activity programs at his/her school, and assumes full responsibility for student activity operations.
- B. Recommend to the Superintendent new student activity programs which he/she may accept or reject.
- C. Prepare annual reports as indicated in these procedures.
- D. Insure that all collections of monies for school activities are deposited promptly.
- E. Advise District Treasurer, in writing, of the name of the clerk-custodian or of any changes in position of clerk-custodian.
- F. Be completely familiar with Massachusetts General Laws relative to system of accounting for the use of Student Activity Programs.

III. RESPONSIBILITIES OF THE CLERK-CUSTODIAN

- A. To serve as accountant of the activity fund of the school.
- B. To make sure that an activity account has sufficient balance before authorizing an expenditure.
- C. To ensure that all expenditures are proper, as described in this document, and in DESE Guidelines and in the Student Activity Program Purpose, Goals and Proposed Budget Reports (VII).
- D. Prepare all monies for deposit in banks approved by the School Committee.
- E. Maintain accounting and other records relating to receipt and disbursement of activity monies, and prepare annual and monthly financial reports as prescribed in this document.
- F. Have accounting records, receipts, deposit slips and other data relating to the activity fund filed in an orderly manner to provide an audit trail for review at any time.
- G. .

IV. RESPONSIBILITIES OF THE ACTIVITY ACCOUNT SPONSOR

- A. Supervise activity program and insure that the purpose and objectives of the program, as defined by the Student Activity Program Purpose, Goals and Proposed Budget Report, (as defined in Section VII) are being met.
- B. Make sure that the expenditures from the activity account directly or indirectly benefits those students who are participating in that group organization, in accordance with policies and/or purposes established by said group.
- C. Submit complete and accurate documentation to the clerk-custodian for the purpose of making deposits, incurring obligations, and paying bills.
- D. Bring all potential problems or questions that may arise to the immediate attention of the building principal.
- E. Other responsibilities as assigned or approved by the building principal.

V. FORMING NEW CLUBS, TEAMS AND OTHER STUDENT ORGANIZATIONS

A new club, team or other student organization may be formed in the following manner:

1. When a group of students want to form a new organization to meet a need not already met by an existing student activity, they must first obtain a faculty sponsor.
2. The faculty sponsor for the interested students OR a faculty member who perceives a need not currently met by an existing activity shall obtain the principal's permission to hold a preliminary meeting.
3. Once the principal's permission is granted, the faculty sponsor shall hold a preliminary meeting for the following purposes:
 - a. to determine student interest
 - b. to draft appropriate guidelines, operating procedures or by-laws.
4. The statement developed under 3b above shall include the following:
 - a. a statement of the purpose (rationale) for which the organization is being formed
 - b. a statement of the type(s) of activities in which the organization will be involved
 - c. an indication of the number of potential participants
 - d. an estimate of expenditures (first year and subsequent years; appropriated and non-appropriated) including transportation and salary factors
 - e. a statement on the availability and use of facilities
 - f. a statement on availability of competition if appropriate
5. The principal, upon review and acceptance of the proposal, shall recommend recognition be granted and shall submit to the Superintendent of Schools one copy of the proposal and his recommendation for formal recognition.
6. The Superintendent of Schools shall review the proposal and the principal's recommendation and make a recommendation to the School Committee concerning approval or disapproval.
7. The Superintendent of Schools shall notify the principal of the Committee's action and reasons for same.

VI. OPERATION OF EXISTING CLUBS, TEAMS AND OTHER ORGANIZATIONS

A. Annual Review

1. For each school with an authorized Student Activity Fund, by August 1 each year, the principal shall review the clubs, teams and other organizations officially recognized within his/her school to determine which are functioning, which are inactive, and ensure that there are no ineligible activities listed. Upon completing his/her survey, the principal shall file with the Superintendent and Director of Finance a list of clubs, teams and other organizations active in his/her building.

2. The Superintendent shall provide this to the School Committee each August to VOTE for approval of officially recognized clubs, teams and other organized, and recommend the amount to be established as the maximum balance in the checking account at each school for the coming fiscal year, and the use of interest earnings.

B. Use of Facilities

1. Student activity groups which have been recognized as school-sponsored activities shall have the right to use school facilities for the purpose of holding regular meetings and/or competitive events provided that such meetings do not interfere with the normal operation of the school and provided permission has been granted by the building principal.
2. Student activity groups also have the right to use school facilities free of charge for activities other than regular meetings provided that:
 - a) the activity is a normal or essential part of the organization's function or is related to the purposes for which the group was formed.
 - b) the activity does not interfere with the normal operation of the school
 - c) the primary purpose of the activity is not to make a profit which will benefit any other than the organization
 - d) prior written permission is obtained from the principal of the building involved if the activity/event is to occur during school hours
 - e) the policy of the School Committee regarding use of school facilities is adhered to
3. Access to a telephone within the school facility during a school activity or event shall be provided for emergency purposes. If the telephone is in an area which is ordinarily locked when school is not in session, then a responsible person (e.g., coach or custodian) should be provided with a key to that area.

C. Fund Administration

1. Projects for the raising of money by student activity groups shall be approved by the building principal.
2. Pre-numbered tickets will be used for all events (e.g. athletic, fine arts, etc.) where admission is charged. The counting of all collected money shall be done by personnel not engaged in the collection of these funds and the appropriate cash receipt form must be completed and submitted to the clerk-custodian.
3. All funds generated by a student activity group are to be turned in to the clerk-custodian within 24 hours of receipt, and be promptly deposited, at least weekly, by the clerk-custodian in the Student Activity Agency Account.
4. In no case shall monies be left overnight in the school except in safes provided for safe keeping of valuables. The clerk-custodian shall make bank deposits on a regular basis. Under no circumstances shall student activity monies be taken home overnight.
5. Expenditure request forms shall be forwarded to the Director of Finance for his/her approval after the activity sponsor of the class or activity and school principal have approved the form. After the request form is approved, it shall be placed on a regional school warrant for approval by the School Committee and subsequent transfer of funds from the Student Activity Agency Account to the Student Activity Checking Account. The completed expenditure request form shall be kept on file in the high school and a summary copy shall be retained in Central Office by Accounts Payable.

The following expenditures are prohibited:

- a. Periodicals subscribed to for the benefit of an individual
- b. Lending or advancing money to individuals or agencies
- c. Reimbursement to any individual for the replacement of a personal article which has been lost, destroyed or damaged.
- d. Dues to a professional organization for the benefit of an individual

6. The Director of Finance should establish periodic reporting timelines. Financial reports should be created and submitted in accordance with those guidelines to the School Committee, School Business Office, Treasurer and the individual student activity class/club advisors;

- a. Bank reconciliations must be done at least quarterly (preferably monthly). A copy of the bank reconciliation should be sent to the District Accountant and District Treasurer. Sign-offs must be performed by preparers and reviewers.
- b. The clerk-custodian shall maintain a cash receipts book.
- c. Aggregate subsidiary account balances should be reconciled no less than quarterly to the total control account.
- d. The School Principal or designee shall maintain individual subsidiary accounts by program within the student activity control account. This will allow proper matching of program expenditures against revenues that are collected for that purpose as well as allow for the efficient determination of the program balance.
- e. Total control account balances should be reconciled no less than quarterly to the aggregate total of the School Principal's reconciled checking account and the agency account maintained by the Treasurer.
- f. The Director of Finance or District Accountant will reconcile monthly to the clerk-custodian for the student activity checking account.

7. Annual reports:

The Principal will submit an annual financial report to the Superintendent of Schools no later than August 1 of each year for the previous fiscal year. This report will contain a summary by account, of all financial transactions that occurred throughout the year (for example, show beginning year's balance, total of all receipts, total of all transfers in, total of all expenditures, total of all transfers out and year-end balance).

8. Commissions and revenue sharing receipts:

Any monies paid to the school or to a student activity as commissions, or revenue sharing belong to the students and shall be deposited into the student activity agency account. Such funds shall be expended for the benefit of the students, for students in need, deficit resolution, or to pay for expenses associated with fund operations, such as software and supplies, and may not be spent to benefit the staff or to supplement the school budget. The school principal shall approve the use of these funds in accordance with this policy.

9. Deficit Balances:

Individual activity accounts should not be permitted to be in a deficit position because such a position becomes a liability to other individual activities or possibly to future classes. The School Committee shall require resolution of deficit balances annually prior to fiscal year end.

Possible remedial action could include funding from the following sources:

- a. School Committee appropriation;
- b. Accumulated investment earnings;
- c. Surpluses of inactive accounts;
- d. Gift from an activity with a surplus balance through approval of the advisor; or
- e. Any other legal means.

10. Inactive Accounts:

Any student activity inactive for a period of three (3) years or more, and for which there has been no receipts or disbursements recorded on their behalf, shall require the following actions in order to be closed:

- a. Written notification by the advisor or student officer to the School Principal or other authorized administrator that the activity will cease to be a viable account. If an advisor or student officer is not available, such

discontinuance shall be by vote of the School Committee.

b. All assets of the recognized student activity shall be identified and stated in writing.

c. Any disposition of assets of an inactive recognized student activity shall be determined by the School Committee, but in no case shall the disposition benefit specific individuals.

VII. CREATION OF NEW STUDENT ACTIVITY PROGRAM

New Student Activity Program Request: Purpose, Goals and Proposed Budget Report:

1. This report, prepared on forms provided for this purpose, will consist of two pages. The first page will be for the purpose of defining the organization, and listing the activity program's objectives and goals. The second page will contain an estimated budget.

2. The building principal shall prepare this report for all new activity programs as they originate. This report shall be submitted to the Superintendent for approval and to the School Committee for a vote of approval.

VIII. INTEREST

Interest earned by such Student Activity Agency Account shall be retained by the fund and the school committee shall determine for what purpose such earnings may be used.

Reviewed and Revised 3/22/17

Acton-Boxborough Regional School District

File: JJF - STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law Chapter [71, Section 47](#), the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the interest bearing Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the District's annual audit. Interest earned by the student activity agency account shall be retained by the student activity fund. The use of the aggregate earnings shall be at the discretion of the School Committee for the benefit of the students.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount that the Treasurer determines will "secure the Principal's faithful performance of his duties in connection with such account".
5. Shall annually, prior to the start of each school year, vote:
 - a. to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account,
 - b. to reauthorize the list of officially recognized clubs, teams and other organized activities.
6. The School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm at least every three years.

Inactive Accounts

Any student activity inactive for a period of three (3) years or more, and for which there has been no receipts or disbursements recorded on their behalf, shall be investigated and recommended for disposition to the School Committee.

Any disposition of assets of an inactive recognized student activity shall be determined by the School Committee, but in no case shall the disposition benefit specific individuals.

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation, such as Class of 2017, etc.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than five years from the date of graduation. It is the responsibility of the class officers to vote prior to the graduation date their choice of how the funds will be utilized. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed in accordance with the voted instructions of the Class. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account by December 31 following five years after their graduation, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

LEGAL REF.: M.G.L. [71:47](#)

NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

Approved: 6/23/16, 5/18/17

Acton-Boxborough Regional School District

File: JJIB - INTERSCHOLASTIC ATHLETICS

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

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

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

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

LEGAL REFS.: M.G.L. [71:47](#); [71:54A](#)

603 CMR [26.06](#)

CROSS REFS.: [AC](#), Nondiscrimination (and subcodes)

Acton-Boxborough Regional School District

File: JJIF - HEAD INJURY MANAGEMENT POLICY

The purpose of this policy is to provide information and standardized procedures for Acton Boxborough staff, families and students dealing with diagnosed or suspected head injuries. These procedures will include measures addressing prevention, training, management and return to activity decisions. Our policy and procedures must address sports-related head injuries occurring in extracurricular athletic and marching band activities, but will also be applied to all head injuries in students regardless of causation or source.

Head injuries and concussions can have serious consequences for students, including long-term health and educational issues. Proper management of such incidents can help maximize recovery. Early recognition of a head injury/concussion is essential to safe management and to the ultimate goal of a return to normal physical and academic functioning.

Every season, the District shall collect and review health history information for every student who participates in athletic and marching band activities.

Concussion training is required and documented annually for athletic staff, school nurses, and for students participating in school athletic and marching band activities and their parents. Information on the dangers of opiate use and misuses shall be distributed to all students prior to commencement of their athletic seasons, in conjunction with the District's annual head injury safety program.

Suspected concussions that occur during school activities are reported immediately to families for referral to a provider. Care and management of head injuries in the school setting requires collaboration between families, school nurses, coaches, athletic trainer if available, primary care physicians, consulting athletic and school physicians, athletic director, marching band director, administrators and counselors.

Review and revision of this policy and procedures shall occur as needed, but at a minimum every two years.

LEGAL REF.: M.G.L. [111:222](#)

Reviewed and Approved: 2/2/12, 5/22/14, 11/17/16

Acton-Boxborough Regional School District

File: JJIF-R - HEAD INJURY MANAGEMENT PROTOCOLS

These protocols provide for the implementation of MA 105 CMR 201.000, *Head Injuries and Concussions in Interscholastic Athletic Activities*, including but not limited to secondary interscholastic athletic activities and marching band. These protocols also have specific applications for any public school student who sustains such head injuries during the school day and/or in the course of community-based activities. Review and revision of the district's Head Injury Management Policy is required every two years.

Definitions

Department means the Massachusetts Department of Public Health.

Concussion means a complex disturbance in the brain function due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury.

Head Injury means a direct or indirect trauma to the head including a concussion or traumatic brain injury.

Second Impact Syndrome means a potentially lethal condition that can occur when a person sustains a head injury prior to the complete healing of a previous brain injury causing deregulation of cerebral blood flow with subsequent vascular engorgement.

Traumatic Brain Injury (TBI) means a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. (TBI may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head. TBI includes, but is not limited to a concussion.)

Pre-participation Requirements and Training

Concussion training is a pre-participation requirement for all students and must be completed prior to practice or competition. The following persons annually shall complete one of the head injury safety training programs approved by the Acton-Boxborough Regional School District:

- Coaches;
- Certified athletic trainers;
- Physical education teachers;
- Volunteers;
- School and team physicians;
- School nurses;
- Athletic directors;
- Directors responsible for a school marching band, whether employed by a school or school district or serving in such capacity as volunteer;
- Parents of a student who participates in an interscholastic athletic activity and/or marching band; and
- Students who participate in an interscholastic athletic activity and/or marching band.

The definitions of terms used in these procedures are as set forth in the Regulations at CMR 201.005.

The annual concussion training requirement may be met by:

- Completing an approved online program listed on the ABRSD website
- Completing and submitting an Interscholastic/Athletic Participation Form ("green form" for athletics and "blue form" for marching band) *prior to* each season of participation. This form is available on the district website, in the athletic office, in the music office, and/or in the health office.

- Signing an acknowledgement that they have read and understand written materials provided to them by the athletic or marching band director.

The training must be repeated every subsequent year.

Exclusion from Interscholastic Play

- Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to practice or competition unless and until the student provides medical clearance. The coach or athletic trainer shall provide the necessary forms for the student to take to their medical provider.

ABRSD may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

- The Athletic Trainer, or LATC (licensed athletic trainer certified) Coach shall communicate the nature of the injury directly to the parent in person or by phone immediately after the practice or competition in which a student has been removed from play due to a head injury, suspected concussion signs and symptoms of a concussion, or loss of consciousness. The coach also must provide this information to the parent in writing, whether paper or electronic format by the end of the next business day, if the LATC is not available.
- The coach, or his or her designee, shall communicate, by the end of the next business day, with the Athletic Director, the school athletic trainer and school nurse that the student has been removed from practice or competition for a head injury, suspected concussion, signs and symptoms of a concussion, or loss of consciousness.

Return to Interscholastic Play/Academics

Students must be symptom free and medically cleared in order to return to play. The following individuals may authorize a return to play:

- A duly licensed physician,
- A duly licensed certified athletic trainer in consultation with a licensed physician;
- A duly licensed nurse practitioner in consultation with a licensed physician, or
- A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

Final return to interscholastic play in the Acton-Boxborough Regional School District requires the approval of the athletic trainer and/or school nurse. Additional medical clearance may be required for students who may have repeated concussions or severe concussion and who in the opinion of the athletic trainer may be at greater risk of suffering from concussions and potential long term effects from these multiple concussions.

Building Principal Responsibilities

The Building Principal, and/or designee shall:

- Participate in the biannual review and revision of the Policy;
- Ensure the training of all physical education staff;
- Maintain certificates of completion, attendance rosters, and signed affidavits.

Athletic Director Responsibilities

The Athletic Director shall:

- Participate in the biannual review and revision of the head injury management policy.
- Complete annual head injury management training.

- Ensure the training of coaches, athletic staff, parents, volunteers, and students;
- Maintain certificates of completion, attendance rosters, and signed affidavits;
- Ensure that the medically-cleared list is provided to all coaches, assistants, and volunteers and that no student participates without this clearance;
- Ensure the School District Accident Report is completed;
- Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon;
- Keep required certificates, signed acknowledgements and training session rosters for three years.
- Report annual statistics to the Department of Public Health:
 - The total number of Head Injury Reports received from both coaches and parents;
 - The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.
 - Parents/students need to report all suspected head injuries that occur outside school-sponsored activities.

Athletic Trainer Responsibilities

The athletic trainer shall:

- Complete annual head injury management training;
- Participate in the biannual review and revision of the policy.
- Review in collaboration with the school nurse the Interscholastic/Participation Form which includes head injury history;
- Identify students with head injury or concussion that occur in practice or competition and remove them from play;
- After medical clearance by a physician, implement the individual Concussion Return-to-Play Protocol;
- Maintain all return to play protocol results.
- Collaborate with coaches to ensure that the Concussion Return-to-Play protocol is being followed;
- Determine return to play eligibility; or
- Require, after consultation with the school physician, further medical clearance from the student's physician who is managing their recovery;

Coach and Band Director Responsibilities

The Coach and Band Director shall:

- Complete annual head injury management training;
- Review the pre-participation information provided by the school nurse regarding a student's history and/or risk of head injury;
- Identify athletes/marching band members with head injuries or suspected concussions that occur in practice or competition and remove them from play;
- Promptly notify parent of any student removed from practice or competition and provide same notification in writing or electronically by the end of the next business day;
- Promptly notify the athletic director and athletic trainer and/or school nurse of any student removed from practice or competition;

- Teach techniques aimed at minimizing head injury;
- Discourage and prohibit athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon;
- In the case of the Band Director, keep required certificates, signed acknowledgements and training session rosters for three years.

Student/Parent/Guardian Responsibilities

All Students/Parents shall:

- Provide a physical exam to the school health office annually. *Note: No student shall be medically cleared for extracurricular athletic activities until the school nurse has reviewed both the questionnaire and physical exam.*
- Report suspected/diagnosed head injury to the school nurse
- In the case of a suspected/diagnosed head injury, provide the nurse with the completed Head Injury Academic/Athletic Recovery Plan completed and signed by a physician.
- Work with counselor and teachers for academic accommodations as indicated
- Follow the Grades 7-12 Requisites to Participation in Student Athletics or Marching Band, which are to:
 - Complete the Interscholastic/Athletic Participation Form (green or blue form), (including annual physical exam, head injury history).
 - In the case of students who sustain a head injury and participate in school-sponsored interscholastic athletics, participate in the graduated return to play program as per the athletic department protocol.

School Nurse Responsibilities

The school nurse shall:

- Complete a DPH-approved head injury training on an annual basis.
- Review the completed Interscholastic/Athletic Participation Forms prior to participation and provide appropriate follow-up when necessary.
- With an appropriate release, consult with a student's own physician as necessary regarding his/her medical history and or eligibility.
- Maintain all Interscholastic/Athletic Participation forms, annual physical exams and head injury history in student health record.
- Participate in the biannual review of the policies and procedures.
- Assume the role of case manager for any student with a suspected/diagnosed head injury and monitor recovery process, including the review of the Head Injury Academic/Athletic Recovery Plan form, the Accident Report Forms, and any medical clearance documentation.
- Notify and collaborate with counselors, teachers, student, parent/guardian, and when applicable, the athletic director, athletic trainer and coaches in reentry planning.
- Share on a need to know basis any head injury information regarding a student that may impact their ability to participate in interscholastic athletic activities or places a student at risk for repeated head injuries.
- Maintain all medical documentation in the student health record, including physical exams, Head Injury Academic/Athletic Recovery Plan, and medical clearance documentation. Concussion dates must be entered in the student electronic medical file
- Provide ongoing educational materials on head injury and concussion to teachers, staff and students.

If a student sustains a head injury during the school day:

- The nurse will perform an assessment and parent/guardian will be notified of injury and assessment results.
- If concussion is suspected parent/guardian will be advised to take their child for further medical evaluation, or if the case is assessed to be an emergency, the nurse shall call 911.

Counselor/Teacher Responsibilities

The student's Counselor/Teacher(s) shall:

- Work cooperatively to meet the academic accommodations set forth in the student's Head Injury Academic/Athletic Recovery Plan.
- Work with the building nurse to create an academic re-entry program for a student with a serious head injury.
- Should educate themselves on the signs and symptoms of head injury and its potential educational impact, although these staff members are not mandated to do so under MA General Law c111 sec. 222.
- Coordinate with Student Services administrative staff as necessary.

Post-Concussion Return to Interscholastic Play Protocol

1. Asymptomatic for 7 days
2. Pass balance test, Rhomberg and Tandem (heel to toe)
3. Pass cognitive test, math calculation from 100
4. Pass motor/sensory nerve tests
5. Pass exercise bike test-30 minutes
6. Pass run/callisthenic test ... 10 field laps + 10 x 10 reps push ups/sit-ups per lap
7. Return to non contact practice
8. Return to full contact

Must remain asymptomatic during steps #5-8 or return to step #1

REVISED: November 2016

Acton-Boxborough Regional School District

File: JK - STUDENT DISCIPLINE GUIDELINES

Each principal, in consultation with the school council, will develop guidelines for disciplining students ("Code of Conduct"). Such guidelines are subject to the approval of the Superintendent and must include the following:

1. Advance notice of the types of conduct that are prohibited in the school setting and the range of potential discipline that may result;
2. Disciplinary measures to be taken in cases involving possession of weapons, possession or use of illegal substances, use of force, vandalism, or violations of other students' civil rights; and
3. Standards and procedures for suspending or expelling students.

State law provides that:

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

Established by law

LEGAL REF.: M.G.L. [71:37G](#)

(previously File: JKA)

Approved: 5/22/14

Acton-Boxborough Regional School District

File: JKAA - PHYSICAL RESTRAINT OF STUDENTS

The Acton-Boxborough Regional School District seeks to provide a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts Regulations (603 CMR [46](#)), the regulation governing the use of physical restraint of students, the Acton-Boxborough Regional School District seeks to ensure that methods of restraints used with any student will adhere to these regulations. **PHYSICAL RESTRAINT SHALL ONLY BE USED IN AN EMERGENCY AS A LAST RESORT AFTER OTHER METHODS HAVE FAILED OR BEEN DEEMED INAPPROPRIATE, AND WITH EXTREME CAUTION.**

School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or member of the school community from assault or imminent, serious physical harm, and
2. To prevent or minimize any harm to the student as a result of physical restraint.

The following definitions of forms of restraint are included in 603 CMR [46.02](#):

1. **Physical Restraint:** Direct physical contact that prevents or significantly restricts a student's freedom of movement.
2. **Extended Restraint:** A physical restraint lasting longer than 20 minutes.
3. **Physical Escort:** Not a restraint: temporary touching or holding a student (hand, arm, wrist, shoulder, back) without the use of force for the purpose of redirecting the student.
4. **Time-out:** Behavioral support strategy in which a student is temporarily removed from the learning activity or classroom either by choice or adult direction for the purpose of calming.

Prohibitions:

- Mechanical, medical, and seclusion restraints shall be prohibited in public education programs
- Prone restraint shall be prohibited in public programs except on an individual basis as follows:
 1. When a student has a documented history of self-injurious behavior or injures other staff or students
 2. When all other forms of physical restraint have failed
 3. When there are no medical contraindications documented by a licensed physician
 4. When there is psychological or behavioral justification for use of a prone restraint and no contraindications as documented by a licensed mental health professional
 5. When the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR [46.03](#) (1)(b) and approved in writing by the principal
 6. When the program has documented 603 CMR [46.03](#) (1)(b) 1-5 in advance of the use of prone restraint and maintains the documentation

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

Physical Restraint cannot be used as a standard response for any student. It cannot be written into an individual behavior plan or I.E.P. as a standard response to any behavior.

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

Training:

Only school personnel who have received training pursuant to 603 CMR [46.04](#)(2) or 603 CMR [46.04](#)(3) shall administer physical restraint on students. Annually in September or within a month of employment for new hires principals shall provide all staff with training regarding the district's restraint prevention and behavior support policy and requirements when restraint is used. At the beginning of each school year, the principal shall identify program staff that are authorized to serve as a school-wide resource to assist in proper administrations of physical restraint. Such staff shall participate initially in 16 hours of in-depth training in the use of restraint and shall participate in refresher training annually thereafter.

Reporting

The program staff member who administers a restraint shall verbally inform the principal of the event as soon as possible and in writing within 24 hours

Principals shall verbally inform the student's parents of a restraint within 24 hours of the event and by written report within three (3) school working days. All reporting shall be provided in the parent's home language. Parents and student shall be given the opportunity to respond orally or in writing on the use of restraint and school reports of such

Principals shall conduct weekly and monthly reviews of school-wide restraint data so as to identify student needs and patterns, frequency, types of restraints used.

When a physical restraint has resulted in an injury to student or program staff member, the program shall send a copy of the written report to the Department of Elementary and Secondary Education (DESE) by regular mail postmarked no later than three school working days of the restraint. The District will report data regarding the use of physical restraints to DESE annually in a form and manner directed by DESE.

The district will develop written restraint prevention and behavior support policy and procedures consistent with 603 CMR [46.00](#) regarding:

- Appropriate responses to student behavior that may require immediate intervention; Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the schools' method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR [46.03](#)(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
- A process for obtaining Principal approval for a time out exceeding 30 minutes.
- A procedure for conducting periodic reviews of data and documentation of the use of restraint described in CMR [46.06](#) (5)(6)
- A procedure for implementing reporting requirements (CMR [46.06](#))
- Procedures for notifying parents within 24 hours of a restraint and in writing within 3 days.

Legal Reference: M.G.L. [71:37G](#); 603 CMR [46.00](#)

Regulations: <http://www.doe.mass.edu/lawsregs/>

APPROVED: 3/3/16

REVIEWED AND REVISED: 11/4/2020

Acton-Boxborough Regional School District

File: JKAA-R - PHYSICAL RESTRAINT OF STUDENTS

January 2017

1. Procedures for use of Physical Restraint in Acton-Boxborough Regional Schools

Training:

- A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- B. Required training for all staff will include review of the following:
 - a. The role of the student, family, and staff in preventing restraint;
 - b. The District's restraint policy;
 - c. Staff is expected to make every effort to prevent the need for the use of restraint and only use restraint as an emergency procedure of last resort;
 - d. Interventions which may preclude the need of restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
 - e. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
 - f. The following are prohibited practices: medication restraint, mechanical restraint, and prone restraint are prohibited unless permitted by 603 CMR [46.03](#)(1)(b), seclusion and the use of physical restraint in a manner inconsistent with 603 CMR [46.00](#);
 - g. Physical escort shall mean a temporary touching or holding without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location. Physical escort is not physical restraint.
 - h. Administering physical restraint in accordance with known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student;
 - i. Identification of program staff who have received in-depth training (as set forth below in section C) in the use of physical restraint.

C. Designated Safety Care Intervention Staff shall participate in at least sixteen hours of in-depth training in the use of physical restraint.

- a. At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

In-depth training will include:

- a. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of dangerous behavior, relationship building, and the use of alternatives to restraint;
- b. A description and identification of specific dangerous behaviors on the part of a student that may lead to the use of physical restraint and methods for evaluating risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

- d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e. Demonstration by participants of proficiency in administering physical restraint; and
- f. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

D. Staff/faculty and the Student Services department will review any behavior plans pertaining to special techniques for identified students. School counselors or psychologist will provide copies of Behavior Plans to building principals and the Special Education Liaison. Plans should be reviewed and updated monthly.

2. Proper Administration of Physical Restraint

A. Physical restraint may only be used as a last resort, in the following circumstances:

The student's actions pose a threat of imminent, serious, harm to self and/or others.

B. Physical restraint is **prohibited** in the following circumstances:

- (1) As a means of punishment; or
- (2) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

C. Only school staff who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not participate in the restraint. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.

E. A person administering physical restraint shall use the safest method available and appropriate to the situation.

F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk or causing imminent physical harm to self or others.

G. Additional safety requirements:

- (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
- (2) If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- (3) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. At an appropriate time after release of a student from physical restraint, the principal or other appropriate school staff shall:

- (1) review the incident with the student to address the behavior that precipitated the restraint;
- (2) review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
- (3) consider whether any follow-up is appropriate for students who witnessed the incident

(4) review the incident and student behavior with the Special Education Coordinator

3. Reporting requirements:

A. Program staff shall report the use of all physical restraints,

B. The staff member who administered such a restraint shall verbally inform the principal of the restraint as soon as possible and by written report no later than the next school working day.

(1) The written report shall be provided to the Principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review.

(2) The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department or the student's parent, upon request.

(3) Copies of all restraint reports will be forwarded to Superintendent's Office and Assistant Superintendent of Student Services

C. The principal shall make reasonable efforts to verbally inform the student's parent(s)/guardian(s) of such restraint within 24 hours of the event and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three (3) school working days of the restraint. The principal or designee shall also engage parents in a discussion about restraint use solely as an emergency procedure, as well as the team's efforts to prevent restraint.

NOTE: If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

The written report required by both sections B and C above shall include:

(1) Names and job title of the staff who administered the restraint, and observers, if any;

(2) Date of restraint and time restraint began and ended;

(3) Name of administrator who was verbally informed following the restraint,

(4) Date and time student's parent(s)/guardian(s) was verbally contacted and informed of the use of physical restraint;

(5) Description of the activity the student, other students, and staff in the area were engaged in immediately preceding the use of physical restraint;

(6) Student's behavior/actions that prompted the restraint;

(7) Efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted;

(8) Justification for initiating physical restraint;

(9) Description of administration of restraint including:

a. the holds used and reasons such hold were necessary

b. the student's behavior and reactions during the restraint

c. how the restraint ended and

d. documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;

(10) Information regarding any further action(s) that the school has taken or may take, including consequences that may be imposed on the student; and

(11) Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student and other related matters.

- D. The District will, within five school working days of the reported restraint, provide to the Department of Education a copy of the written report as described above and a copy of the record of all physical restraints maintained by the program administrator for the thirty-day period to the date of the reported.
4. Individual student review. The principal shall conduct a weekly review of restraint data to identify who have been restrained multiple times during the week. If such students are identified, the principal shall convene the Child Study or evaluation team as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:
- a. review and discussion of the written reports submitted in accordance with 603 CMR [46.06](#) and any comments provided by the student and parent about such reports and the use of the restraints;
 - b. an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of week, antecedent events, and individuals involved;
 - c. consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
 - d. an agreement on a written plan of action by the program.
- If the principal directly participated in the restraint, a duly qualified individual designated by the Superintendent or School Committee shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.
5. Administrative review. The principal shall conduct a monthly review of school-wide restraint data (see attached form). This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention/management activities, conduct additional staff training on restraint reduction or prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
6. A report of all restraint-related injuries must be sent to the Department of Education. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required to the Department postmarked no later than three school working days of the administration of the restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).
7. Reports of all physical restraints must be sent to the Department as well. Each school shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.
8. Grievance Procedures
- Parents will notify principal or designee of any concerns regarding restraint practices and procedure. If a designee receives the complaint or a concern that designee shall notify principal within the school day. Principal shall notify Superintendent within twenty-four hours of receiving a concern. The Superintendent or School Committee shall at his/her or its discretion order an investigation.
9. Interventions and alternatives to the use of physical restraint.

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternative have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint include but are not limited to, the following:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waving arms, pointing, blocking motions, etc.)
8. Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
9. Full or partial physical cue - A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects a student without force. These are used at increasing levels as needed to return a student safely back to task. See Physical Redirection and Physical Escort below.
10. Physical Escort - A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
11. Physical Redirection -A physical redirection is done by temporarily placing one hand on each of the student 's shoulders, without force, and redirecting the student to the learning activity, classroom or safe location.
12. Time-Out - A time-out is a behavioral support strategy in which a student temporarily separates from the earning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

10. General De-Escalation Guidelines

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

1. Remain calm -To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and even tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating behavior, have one person provide overall direction.
4. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student be considered.

File: JKF - DISCIPLINE OF STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, students with disabilities who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities. This removal can occur without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods for up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, as long as the removal does not constitute a "change in placement" as described below.

If the IEP Team, including the parents, determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and parents/guardians consent to a new Individualized Educational Program (IEP). The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student as necessary.

A suspension of longer than ten (10) school days or a series of shorter term suspensions that constitute a pattern are considered to represent a change in placement. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school. Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP.

Any student who is removed from school for a disciplinary offense for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under the school-wide education service plan, and will so be informed at the time of the suspension/expulsion. When a student with a disability is excluded from their program for more than ten (10) school days in the school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one staff person who is a member of the student's IEP Team.

If an administrator imposes an out-of-school suspension for a student in preschool or in grades K through 3, the administrator will send to the superintendent a copy of the written determination and an explanation of the reasons therefore, before the out-of-school suspension takes effect.

In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, the District may place a student in an interim alternative education setting (IAES) for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate IAES for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing with Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Discipline of students with disabilities under Section 504 of the Rehabilitation Act provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals with knowledge of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his/her education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities under Section 504 can be obtained from the Assistant Superintendent for Student Services at 978-264-4700, extension 3265.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized in this policy for students who are eligible for special education also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the student was eligible for special education before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for students with special education services can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

LEGAL REFS.: Individuals with Disabilities Education Act (IDEA)

Section 504 of the Rehabilitation Act of 1973

M.G.L. Chapter [71](#), [Section 37H](#), [37H ½](#), [37H ¾](#)

Approved: April 26, 2018

Acton-Boxborough Regional School District

File: JLA - STUDENT INSURANCE PROGRAM

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

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

Acton-Boxborough Regional School District

File: JLC - STUDENT HEALTH SERVICES AND REQUIREMENTS

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

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

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

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JLC-R - STUDENT HEALTH SERVICES AND REQUIREMENTS - PROCEDURES

Procedures for Emergency at School

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

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

The Districts shall maintain an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

- Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
- Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the school nurse;
- Provisions for recording all accidents, cases of injury, or illness. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate administrator immediately;
- Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted.

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

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

LEGAL REF.: M.G.L. [71:53;54;54A;54B;55;55A;55B;56;57](#)

CROSS REF.: [EBB](#), First Aid

Updated: March 2018

Acton-Boxborough Regional School District

File: JLCA - PHYSICAL EXAMINATION OF STUDENTS

Students shall undergo vision, hearing and postural screenings in accordance with state laws and regulations.

If the school finds that a child does not pass a screening or, the school shall notify the parent or guardian of that finding. The school may refer a student for a physical examination as per state law with consent of the parent/guardian.

A parent/guardian shall notify their child's school principal or school nurse if he/she objects to a physical examination or screening based on religious grounds.

The Rules and Regulations promulgated by the Massachusetts Interscholastic Athletic Association ("MIAA") require that all students participating in MIAA interscholastic athletic programs must pass a physical examination performed by a duly registered physician, physician's assistant or nurse practitioner within thirteen months of the start of each season. Students who meet this criterion at the start of the season will remain eligible for that season.

LEGAL REFS.: M.G.L. [71:54](#); [71:56](#); [71:57](#)

MIAA Rules and Regulations, Rule 56.1

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JLCBA - IMMUNIZATION PROCEDURES RELATING TO NEW STUDENTS

Except as otherwise provided by law, any new student entering or transferring into the Acton-Boxborough Regional School District must present a written physician's certification indicating that the student has been successfully immunized in accordance with M.G.L. Ch. [76, Sec. 15](#) before the student attends his/her first day of school.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JLCC - COMMUNICABLE DISEASES

Management of communicable diseases in the schools shall be done in accordance with applicable state laws, regulations, and Massachusetts Department of Health guidelines.

LEGAL REF.: M.G.L. [71:55](#); Massachusetts Department of Health guidelines

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JLCD - MEDICATION ADMINISTRATION POLICY

The Acton-Boxborough Regional Schools follow the regulations under the Department of Public Health 105 CMR 210:00 The Administration of Prescription Medications in Public and Private Schools.

The licensed/registered school nurses will be the administrators of the medication administration program within the schools. Only licensed/registered school nurses, or student nurses under the supervision of the school nurses, are authorized to administer medication to students, unless they are approved for self-administration. Medications will be administered only during the hours that school is in session. The school nurse shall develop with parents/guardians a medication plan for each student requiring medication administration. Nursing staff shall establish a record-keeping program for each student requiring medication. The school physician and the school nurse leader will provide yearly medication protocols for certain medications to be administered based on nursing assessment.

Students, who have been determined by the school nurse to be capable of self-administration of asthma inhalers, epinephrine auto-injectors for allergies, cystic fibrosis digestive enzymes, and diabetes mellitus glucose monitoring and insulin administration systems, are allowed to carry and self-administer the above medications after meeting certain criteria established in the medication administration procedures.

Delegation of emergency Epipen administration, and field trip medication administration to unlicensed school personnel will occur following Massachusetts Department of Public Health regulations and proper application to the DPH for delegation authority.

LEGAL REF.: M.G.L. [71:54B](#)

Department of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

CROSS REF.: [JLCD-R](#), Medication Administration Procedures

Approved: 6/29/16

Acton-Boxborough Regional School District

File: JLCD-R - MEDICATION ADMINISTRATION PROCEDURES

I. MANAGEMENT OF THE MEDICATION ADMINISTRATION PROGRAM

A. Physician's Orders

A written order from a physician-(licensed prescriber)- relating to each medication must be on file. A health reason, made known to the administering nurse, must exist making administration of such medication necessary during school hours. The physician's orders must indicate:

1. the student's name
2. the name of the medication
3. the dosage and route
4. the frequency and time to be given
5. specific directions for administration, if needed
6. the termination date for administering the medication is the end of the school year unless otherwise specified; (ex. in the case of a child's attendance in Acton Boxborough summer school programming, the order would continue, or short- term medication administration)
7. the licensed prescriber's signature and date
8. parent's signature authorizing the school to administer

Telephone orders from licensed prescribers may be accepted, but a follow-up fax/scan or written order must be received within 3 school days in order to continue administering the medication. A physical exam must be on file in the health office in order for medications to be dispensed by the nurse. Electronic medication orders may be accepted via a direct transmission from the licensed prescriber's office to the school nurse, not a copy sent from a parent's computer.

B. Special Medication Situations

1. Short Term Prescriptions

For short term prescription medications -- i.e. those requiring administration for 10 school days or fewer -- the pharmacy labeled container may be used in lieu of a licensed prescriber's order. If the nurse has a question, she may request a written licensed prescriber's order. Written parent permission is required.

2. Over-the-counter ("OTC") Medications

For over-the-counter medications -- i.e. (but not limited to) non-prescription medications such as Tylenol, Advil, Motrin, Benadryl, Lactaid, Tums, cough drops, cough medicine -- the original labeled container, licensed provider's order for medications that are not covered by protocols, and written parent permission are required. The RN may administer these over-the-counter medications based on protocols which have been developed in collaboration with the school physician provided that the protocol includes the drug name, dosage, frequency, indications for use, contraindications and potential side effects, and assessment criteria of the student's current medication profile and history of allergies (per MA medication training).

3. Complementary/Alternative Medications

Homeopathic or herbal medicines and dietary supplements all require a licensed prescriber's order, a labeled container and written parental permission to administer.

Medical Marijuana Law

Nurses should consult with the nurse leader and the School Health Unit for current MA Dept. of Public Health protocol on the matter.

4. Additional Medication Doses at School

The school nurse will administer only doses prescribed to be given during the school day. If a student misses a dose at home, the parent must come in to give the medication.

5. Narcotics in the School Setting

Students needing narcotics for acute pain management- (ie., post-operative, orthopedic, dental or other injury) - should not be in school until their pain is managed with an over-the-counter analgesic. Students are not allowed to carry controlled substances. There may be exceptions in the case of students undergoing palliative, end-of-life care, if the student's physician, the school physician, school nurse and parent are in agreement regarding the appropriateness, legality and safety in the school setting.

6. Narcan (Naloxone)

There is a school physician approved protocol and standing medical administration orders for the administration of intranasal naloxone. Trained school nurses may administer naloxone to a student, staff member or visitor exhibiting signs of a drug overdose according to the protocol.

C. Check-in Procedures

All medications must be brought to the health office by a responsible adult. Medication may not be brought to school by a student. Medication can be dropped off or picked up by a responsible adult at any time when school is in session. The school nurse will record the date medication is brought in, ensure that the required authorization is on file, and count and record the number or amount of medication in the presence of the person who delivered it. Parents/guardians should provide the school nurse with only the amount of medication to be administered during school. It is the parent's/guardian's responsibility to contact the physician or pharmacy if they require an additional supply of medication when school is not in session.

D. Original Containers

All medication must be in the original labeled container and be labeled with the student's name. Pharmacies usually will provide a second bottle to be kept at school upon request. Medication will not be sent back and forth to school daily. Parents/guardians should keep a supply at home and bring the required doses to school in the labeled pharmacy container. The school may accept no more than a 30 day supply. The school nurse will not administer the following: expired medications, medications delivered in containers which are not labeled, and medications in inappropriate containers such as plastic snack bags.

E. Changes to Prescriptions

It is the responsibility of the parents/guardians to notify the school nurse of any changes to the original prescription, and to provide the new medication order and a revised new pharmacy container reflecting the change. A parent/guardian or a designated adult must pick up the unused supply of medication. The school nurse can appropriately discard medication if it is not picked up, or by request of the parent.

F. Medication Information Resources

The school nurse will have a current pharmaceutical reference available for her/his use, such as the Physician's Desk Reference (PDR) or other drug reference book as well as on-line drug resources.

II. DOCUMENTATION OF THE ADMINISTRATION OF MEDICATIONS

A. Medication Administration Records

Each school will maintain a medication administration record of medication administered during school hours. Medication administration records will be kept in the current electronic health record (SNAP). These records must include the following:

1. Full signature, electronic or otherwise, of administering nurse
2. Time medication administered - just wording change
3. Documentation of missed dose and reason
4. Medication administration plan

5. Licensed prescriber's order as transcribed into health record software
6. Individual health care plan as necessary

B. Medication Errors

In the event of a medication error, the school nurse will notify and/or document the effort to contact the parent/guardian immediately. If there is a question of potential harm to the student, the nurse will also contact the licensed prescriber or the school physician. Medication errors will be documented by the school nurse on the Medication Error Report Form, and will be kept in a file in the offices of the nurse leader and/or the Assistant Superintendent of Student Services.

III. SELF-ADMINISTRATION OF MEDICATIONS

The school nurse may permit self-medication of inhalers, insulin, epinephrine auto-injectors and certain select medications using the following guidelines:

- A. The student, parent/guardian, school nurse, and licensed prescriber (when appropriate) enter into a written agreement, which specifies the conditions under which prescription medication may be self-administered.
- B. The school nurse develops and utilizes a medication administration plan [105 CMR 210.005(E)] containing any elements necessary to ensure safe self administration of the prescription medication.
- C. The school nurse evaluates the student's health status and abilities for self-administration as appropriate. As necessary, the school nurse should observe the initial dose of self- administration of prescription medication.
- D. The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and indications for which the prescription medication is ordered, and follows the medication administration plan.
- E. There is written authorization from the student's parent/guardian that the student may self-medicate, unless the student has consented to treatment under M.G.L.c[112, 12F](#) Emergency treatment of minors or other authority permitting the student to consent to medical treatment without parental permission (i.e. an emancipated minor).
- F. The school nurse establishes a procedure for the safe storage of self-administered prescription medication and, as necessary, consults with teachers, the student, and parent/guardian-(if appropriate)-to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it.
- G. The school nurse may monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording that the medication was taken, and notifying the parent/guardian or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication.
- H. With parent/guardian and student permission, the school nurse may inform appropriate teachers and administrators that the student is self-administering. If the student does not comply with the medication administration plan, the nurse may cancel the self-administration permission notifying all those involved.

IV. FIELD TRIPS

The nurse leader, in collaboration with the school physician will be responsible for submitting to the Massachusetts Department of Public Health (DPH) appropriate requests/registration "for the limited purpose of permitting the delegation of prescription medications to unlicensed, properly trained responsible adult(s) for students on field trips and short term special school events, when a school nurse (RN) is not available and provided that the conditions defined in 105 CMR 210.005 are met." Said personnel will receive training in the administration of the medication to the specific child.

When the health condition of the student warrants it, the parent/guardian will be encouraged to accompany their child on field trips. A registered nurse will accompany the field trip if, in the school nurse's judgment, a student requires assistance for safe medication administration-(contingent on it being an in-state field trip or one covered by reciprocity laws for nurse licensure).

V. ADMINISTRATION OF EPINEPHRINE BY NON-NURSING PERSONNEL

The nurse leader, in collaboration with the school physician will be responsible for submitting to the Massachusetts Department of Public Health (DPH) appropriate requests/registration "for the limited purpose of permitting unlicensed, properly trained school personnel to administer epinephrine (by auto injector) to students with a diagnosed life-threatening allergic condition when a school nurse (RN) is not immediately available, provided that the conditions defined in 105 CMR 210.100 are met." School personnel will receive training on life threatening allergies including the administration of epinephrine via auto injector.

The school nurse will document evidence of competencies of unlicensed personnel designated to administer epinephrine via auto injector. The school nurse will provide a training review and informational update for those school staff authorized to administer epinephrine via auto injector.

VI. RESPONSE TO AN EMERGENCY NECESSITATING MEDICATION ADMINISTRATION

- A. The school nurse will follow established protocols for responding to medication emergencies (i.e. any reaction or condition related to administration of medication which poses an immediate threat to the health or well-being of the student). These protocols will be consistent with the school's procedures for handling all health emergencies.
- B. In the event an epinephrine auto injector must be administered at school, the DPH's "Report of Epinephrine Administration" form must be completed by the school nurse and sent electronically or per current protocol to the Massachusetts School Health Unit, Massachusetts Department of Public Health, with a copy kept on file in the health office.

VII. STORAGE OF MEDICATIONS

- A. All non-emergency medication will be stored in a securely locked wall-mounted cabinet located in the school health office. Access to this cabinet is strictly limited to the school nurse, school nurse substitute, or nurse leader. No medication should be removed from the medication cabinet by anyone without notification of the school nurse or school nurse substitute.
- B. Where possible, all unused, discontinued, or outdated medications will be returned to the parent/guardian and the return appropriately documented. Medications will be destroyed by the school nurse at the end of the school year if not retrieved by parent/guardian.
- C. Emergency medications, (i.e. epinephrine auto-injectors, multi dose inhalers)-are to be kept in an unlocked place in the health office so that they are readily available for administration by those who have been trained according to state regulations. Alternate sites for additional emergency medication will be designated in the individual student's emergency health care plan or individualized health care plan (IHCP).

VIII. DISSEMINATION OF INFORMATION TO PARENTS/GUARDIANS REGARDING ADMINISTRATION OF MEDICATION

This medication policy and procedure is available on the District's general and nursing websites, and in each health office.

IX. RESOLUTION OF QUESTIONS BETWEEN THE SCHOOL AND PARENT/ GUARDIAN REGARDING ADMINISTRATION OF MEDICATION

In order to resolve questions regarding the school's medication administration policy/procedure, a meeting may be held with the parent/guardian, school nurse, school physician, student (if appropriate), nurse leader and Assistant Superintendent of Student Services.

The Medication Administration Policy & Procedures should be reviewed at least every two years.

LEGAL REFS.: M.G.L. [71:54B](#)

105 CMR 210.000: The Administration of Prescription Medications in Public and Private Schools

REFS: Comprehensive School Health Manual: Massachusetts Department of Public Health, January 1995

Massachusetts Board of Registration in Nursing Advisory for the Administration of Over-the- Counter Medications, July 2002

National Association of School Nurses Position Statements, 1999 and 2000

Medication Administration and Delegation in Massachusetts Schools by MA Department of Public Health in collaboration with the Northeastern University School Health Institute, 2013

REVISED: 6/21/16

Acton-Boxborough Regional School District

File: JLCEA (also ADFA) - LIFE-THREATENING ALLERGY POLICY

The Acton-Boxborough Regional School District is committed to promoting actions, behaviors and learning that create a healthy and safe environment for students and staff with life-threatening allergies. Pursuant to Massachusetts Department of Public Health regulations, the District shall strive to provide and maintain a safe and secure environment for students with diagnosed life- threatening food allergies.* A comprehensive approach to compliance with the policy requires, but is not limited to, a focused effort by parents/guardians, students (when developmentally appropriate), school staff, school physicians and bus/van transportation personnel. The District will support procedures that include, but are not limited to; education, training, emergency plans and procedures. The major goals of these procedures are to reduce the risk of exposure to allergens during the school day that could trigger life-threatening responses and to optimize emergency responses in the event that life-threatening reactions do occur.

LEGAL REF: *Massachusetts Department of Public Health regulation 105 CMR 210.000

CROSS REF: [ADF](#), Wellness Policy/Procedures

Reviewed: 3/26/09 and 11/21/13

Acton-Boxborough Regional School District

File: JLCEA-R-1 (also ADFA-R-1) - PRE-K - GRADE 6 LIFE-THREATENING ALLERGY PROCEDURES

(For Grades 7-12 procedures refer to [JLCEA-R-2](#))

The Acton-Boxborough Regional School District recognizes the increasing prevalence and life-threatening nature of allergies for many students. The goals of these procedures are to reduce the risk of exposure to allergens that pose a threat to students, to educate members of the school community on the management of students' life-threatening allergies, and to plan for the needs of these students. This document aims to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety as they grow older. The schools will work with students with life-threatening allergies and their parents/guardians to address the students' emotional and social needs in addition to their health needs.

Allergic reactions vary, and can range from mild local reactions to severe, potentially life-threatening anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body; the most dangerous and potentially fatal symptoms are breathing difficulties and a drop in blood pressure or shock. Anaphylaxis may occur in allergic individuals after exposure to a specific allergen even when prior exposure has not resulted in symptoms. Reactions can occur immediately or several hours following allergen exposure. Anaphylaxis in a food allergic student may occur with ingestion of the allergen. It is also possible that the student may touch an allergen, not wash hands afterwards, and then touch his or her mouth or eyes. Some students, who are very sensitive, may react to inhaling the allergen.

The most common causes of anaphylaxis in children include allergies to:

- **Foods (most commonly: peanuts, tree nuts, milk, dairy products, eggs, soy, wheat, fish and shellfish)**
- **Insect stings (yellow jackets, bees, wasps, hornets)**
- **Medications**
- **Latex (refer to Latex Allergy Procedure)**

For the student with life-threatening allergies, the school nurse, in collaboration with parents/guardians, school physician, child's own physician, and principal, as needed, will develop an individualized Emergency Health Care Plan addressing the student's needs and reasonable accommodations. To promote an inclusionary experience for all students and to reduce exposure to allergens, controlled food choices, no food, or food restrictions will be considered, keeping in mind the goal of helping children to become more independent in self-management of allergies over time.

Responsibilities

The implementation of the District procedure and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, school nurses, school physicians, parents/guardians, and the student.

Responsibility of Parents/Guardians

The parents/guardians of students with life-threatening food allergies will:

1. provide physician's documentation of specific allergies to the school nurse each September (or school entry if mid-year start) or when diagnosed.
2. provide a properly labeled epinephrine auto-injector and physician orders for its administration to the school nurse each September (or school entry if mid-year start) or when diagnosed and replace medication upon its expiration each year.
3. be encouraged to provide the classroom teacher with safe snacks that can be eaten during classroom activities involving food.
4. be encouraged to inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy.
5. be encouraged to provide the student's Emergency Health Care Plan to persons responsible for the child during after-school activities located at the school or sponsored by the school.
6. consider having the student wear an allergy alert bracelet

7. request to view cafeteria food ingredient lists from school food service managers to assist in the decision to have their child eat school lunch.
8. provide and update emergency contact information via the online parent portal to PowerSchool.
9. educate your child in the self-management of their food allergy as is developmentally appropriate. (See *School Guidelines/Expectations For Managing Students with Food Allergies Checklist*, JLCEA-E)
10. know that ABRSD personnel may be required to contact emergency services in the event of a medical emergency regarding their child, and in doing so may disclose student information to emergency personnel (603 CMR [23.07\(4\)\(e\)](#) applying to health and safety emergencies).
11. assume the cost of treatment if a student requires emergency services related to an allergic reaction.

Responsibility of Student

The student with life-threatening allergies will:

1. take as much responsibility as possible for avoiding allergens.
2. not trade or share foods.
3. wash hands before and after eating.
4. learn to recognize symptoms of an allergic reaction.
5. promptly inform an adult upon likely exposure.
6. Learn to discuss their life-threatening allergy with adults in after-school activities.

Responsibility of the School Nurse

The school nurse will:

1. discuss the child's life-threatening allergy with the parent/guardian, collaborate with the school's or child's physician as warranted, and develop an Emergency Health Care Plan at the beginning of the school year, or as needed when a student's allergy is identified. The plan will be reviewed bi-annually, or as concerns/needs arise.
2. maintain all student Emergency Health Care Plans in an available location in the nurse's office.
3. provide names of students with life-threatening allergies to staff, including principals, teachers, specialists, cafeteria managers, and lunch monitors as appropriate at the start of the school year.
4. consult with the classroom teachers to develop a classroom-specific protocol to accommodate students as needed.
5. provide copies of the student Emergency Health Care Plans for the substitute teacher folder in classrooms.
6. provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present, e.g. during field trips. This training will be on the management of student life-threatening allergies, and the administration of emergency epinephrine via auto-injector, as outlined in the Massachusetts Department of Public Health regulations. Training will be reviewed periodically during the school year as needed, such as prior to a field trip.
7. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
8. maintain a current list of all staff members trained to use an epinephrine injector.
9. keep a record of all epinephrine injector, with their expiration dates, along with the physician orders and care plans, and notify staff about location of epinephrine injectors.
10. provide information each year to the Cafeteria Managers about specific students' life-threatening allergies and associated safety needs.

11. instruct staff that any student receiving an epinephrine injector should be transported to the hospital via emergency services.
12. instruct staff to follow the Emergency Health Care Plan and/or call 911 when a school nurse is not present.

Responsibility of Administrators

The School Administrator will:

1. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
2. provide walkie-talkies or other means of communication to staff supervising students with life-threatening allergies outside the classroom setting if no other means of communication is readily available or the location is not in proximity to the administrative/nurses offices.
3. facilitate and support the accommodations developed for individual students, including the classroom-specific protocols.
4. ensure that 911 will be called for any student receiving emergency epinephrine.

Responsibility of the Food Service Director

The Food Service Director will:

1. be aware and knowledgeable of procedures in operating the kitchen, food preparation and serving.
2. establish communications and training for all school food service staff and related personnel regarding safe food preparation and student life-threatening allergies.
3. maintain information concerning food ingredients or food labels.
4. maintain contact information with vendors and purveyors to access food content information and require clear and complete labeling of all food products.
5. annually review the laws protecting students with food allergies as they relate to food services.

Building-Based Procedures

Classroom Procedures:

Prior to or within one week of the start of school:

1. The parent/guardian provides the school nurse with physician documentation of an allergy to begin the process of planning for the needs of the student with life-threatening allergies.
2. The nurse will provide the classroom teacher information regarding students with life-threatening allergies and the signs and symptoms of an allergic reaction. At the start of school, the nurse will also provide this document of life-threatening allergies procedures to teachers to review and keep in their substitute teacher folders.
3. A copy of the student's Emergency Health Care Plan, with photo if provided, will be given to the student's classroom teacher. Copies of all Emergency Health Care Plans for the class will be placed in the substitute teacher folder.
4. The classroom teacher, in collaboration with the nurse and with input from the parents/guardians of the allergic child, will develop a classroom-specific procedure regarding the management of food in the classroom. The classroom procedure also will address cleaning of tables and chairs. Development of the classroom procedure will take into account the ages of the students and the emotional and social needs of the allergic student.
5. The nurse will inform other staff members about students with life-threatening allergies as needed.
6. For grades PK-3 only, the school nurse and classroom teacher will send a letter to parents in each classroom informing them that a student with a serious food allergy is a member of the class.

7. An age-appropriate review of food allergies will be conducted with classroom students at the beginning of the school year. This review will be done by the classroom teacher or in conjunction with the school nurse if requested by the teacher.

During the school year:

1. The school nurse will be consulted prior to any grade-wide or school-wide activity during school hours involving the consumption of food. Teachers will notify the school nurse about any curriculum-related activity involving food.
2. All students will be instructed that sharing or trading of food in the classroom will not be allowed.
3. The teacher will notify the parent/guardian of students with food allergies prior to any activity involving the consumption/manipulation of food.
4. The classroom teacher and/or school nurse will provide information on appropriate hygiene, including the benefits of frequent hand washing, to students at the beginning of the year. This information will be reinforced periodically throughout the school year.
5. The classroom teacher will be provided a means to communicate with the school nurse or administration office in the event of an emergency.
6. The classroom teacher will provide clear instructions to a substitute teacher about the classroom-specific food allergy procedure.

Field Trip Procedures:

1. The nurse must be notified of all field trips prior to the scheduled date.
2. If the parent/guardian of a student with a life-threatening food allergy is not on the field trip, this student will be placed in a group chaperoned by a staff member trained in management of students with life-threatening allergies.
3. The student's epinephrine injector and Emergency Health Care Plan will be sent on the field trip. The nurse will review with the teacher the signs and symptoms of an allergic reaction and administration of an epinephrine injector prior to the trip. Planning for the field trip will include designation of persons carrying an epinephrine injector.
4. The teacher will carry a cell phone or other means of communication, and will be instructed to follow the Emergency Health Care Plan and to call 911/*77 in the event of a suspected allergic reaction.
5. The school nurse and teacher will discuss plans for lunch and snack prior to the field trip to reduce risk of exposure to life-threatening allergens.

Cafeteria Procedures:

1. The school kitchen will prepare products in a manner that will reduce the risk of cross contamination of foods. This preparation area and all utensils will be washed, rinsed, and sanitized after the completion of the task.
2. All school kitchen staff will use only latex-free gloves.
3. Individual schools will determine the procedure for lunchtime seating in a manner that includes students with life-threatening allergies.
4. The staff on duty will ensure that tables where students with life-threatening allergies sit will be washed before lunches begin and after each group finishes. Food-allergic students will not be responsible for table washing.
5. Students will be instructed that sharing or trading of food or utensils is not allowed in the cafeteria.

Transportation Procedures:

1. Parents/guardians are required to inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy. The student with life-threatening allergies should be encouraged to sit in the front of the bus.

2. Each school bus or van will have a working means of two-way communication and a plan to check the communication system periodically.
3. Eating will not be allowed on routine school bus or van routes. Exceptions will be provided for students with diabetes who may need a snack to treat a hypoglycemic episode or other specific circumstances.
4. School bus drivers shall be provided an overview annually in prevention efforts, information about common allergens, recognition of signs and symptoms of anaphylaxis and emergency procedures to follow in case of a severe allergic reaction.

Emergency Response Procedures:

1. Nursing staff will provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present (e.g. during field trips).
2. When allergic symptoms are suspected in a student with known life-threatening allergies, the teacher or staff member supervising the student shall follow the Emergency Health Care Plan. The school nurse shall be contacted as soon as possible. Parents/guardians will be informed whenever allergic symptoms are suspected in a student with diagnosed life-threatening allergies.
3. Staff members supervising students with life-threatening allergies must have a means of communication to call for assistance.
4. Staff will call 911 for any student receiving emergency epinephrine.
5. The student's parent/guardian(s) will be notified as soon as possible in the event of anaphylactic reaction and as appropriate in the event of other allergy symptoms.
6. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 must be available in each school facility during the school day. Staff will be informed of procedures to follow in the absence of the school nurse.
7. The school nurse will maintain an authorization signed by the school physician to administer an epinephrine injector to individuals with unknown allergies. In the event that an individual with unknown allergies exhibits symptoms of anaphylaxis, staff will contact the nurse and/or call 911 if nurse is unavailable.

Updated: 8/2019

Acton-Boxborough Regional School District

File: JLCEA-R-2 (also ADFA-R-2) - GRADES 7-12 LIFE-THREATENING ALLERGY PROCEDURES

(For PreK-6 procedures refer to [JLCEA-R-1](#))

The Acton-Boxborough Regional Schools recognize the increasing prevalence and life-threatening nature of allergies for many students. The goals of these procedures are to reduce the risk of exposure to allergens that pose a threat to students, to educate members of the school community on the management of students' life-threatening allergies, and to plan for the needs of these students. This procedure aims to provide age-appropriate procedures and to assist children in assuming more individual responsibility for their health and safety as they grow older. The schools will work with students with life-threatening allergies and their parents to address the students' emotional and social needs in addition to their health needs.

Allergic reactions vary and can range from mild local reactions to severe, potentially life-threatening anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body; the most dangerous and potentially fatal symptoms are breathing difficulties and a drop in blood pressure or shock. Anaphylaxis may occur in allergic individuals after exposure to a specific allergen even when prior exposure has not resulted in symptoms. Reactions can occur immediately or several hours following allergen exposure. Anaphylaxis in a food allergic student may occur with ingestion of the allergen. It is also possible that the student may touch an allergen, not wash hands afterward, and then touch his or her mouth or eyes. Some students, who are very sensitive, may react to inhaling the allergen. The most common causes of anaphylaxis in children include allergies to:

- **Foods** (*most common: peanuts, tree nuts, milk, dairy products, eggs, soy, wheat, fish, shellfish*)
- **Insect stings** (*yellow jackets, bees, wasps, hornets*)
- **Medications**

For the student with life-threatening allergies, the school nurse, in collaboration with parents/guardians, school physician, and principal, as needed, will develop an individualized Emergency Health Care Plan addressing the student's needs and reasonable accommodations. To promote an inclusionary experience for all students and to reduce exposure to allergens, controlled food choices, no food, or food restrictions will be considered.

Responsibilities

The implementation of the District procedure and of the individualized plan for each allergic student requires a team approach and cooperation among administrators, teachers and other staff members, school nurses, school physicians, parents/guardians, and the student.

Responsibility of Parents/Guardians

The parents/guardians of students with life-threatening allergies will:

1. provide physician's documentation of specific allergies to the school nurse each September (or school entry if mid-year start) or when diagnosed.
2. provide an epinephrine auto-injector and physician orders for its administration to the school nurse each September (or school entry if mid-year start) or when diagnosed.
3. inform the bus or van driver, and any substitute driver when possible, about their child's life-threatening allergy, as needed.
4. educate your child in the self-management of their food allergy as is developmentally appropriate. (See *School Guidelines/Expectations For Managing Students with Food Allergies Checklist*, JLCEA-E)
5. know that ABRSD personnel may be required to contact emergency services in the event of a medical emergency regarding their child, and in doing so may disclose student information to emergency personnel (603 CMR [23.07\(4\)\(e\)](#) applying to health and safety emergencies).
6. assume the cost of treatment if a student requires emergency services related to an allergic reaction.

Responsibility of Student

The student with a life-threatening allergy will:

1. take as much responsibility as possible for avoiding allergens.

2. not trade or share foods.
3. wash hands before and after eating.
4. learn to recognize symptoms of an allergic reaction.
5. promptly inform an adult upon exposure.
6. discuss his or her life-threatening allergy with adults in extracurricular activities.
7. bring medication on school-sponsored field trips and to all extracurricular activities.

Responsibility of the School Nurse

The school nurse will:

1. collaborate with the school's physician, and /or the student's own physician as warranted, and develop an Emergency Health Care Plan at the beginning of the school year, or as needed when a student's allergy is identified. The plan will be reviewed annually.
2. maintain all student Emergency Health Care Plans in an available location in the nurse's office.
3. provide mandatory online training annually for all staff persons who could find themselves alone in the care of students focused on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
4. maintain a list of all staff members trained to use an epinephrine auto-injector.
5. keep a record of all epinephrine auto-injectors, with their expiration dates, along with the physician orders and care plans, and notify staff about the location of epinephrine auto-injector as needed.
6. instruct staff that any student receiving an epinephrine auto-injector should be transported to the hospital via emergency services.
7. instruct staff to follow the Emergency Health Care Plan and/or call 911 when the school nurse is not present.

Responsibility of Administrators

The School Administrator will:

1. provide a mandatory online training annually for all staff persons who could find themselves alone in the care of students that focuses on prevention efforts, common allergens, recognition of signs and symptoms of anaphylaxis, and emergency procedures to follow in case of a severe allergic reaction.
2. provide walkie-talkies or other means of communication to staff supervising students with food allergies outside the classroom setting if no other means of communication is readily available or the location is not in the proximity to the administrative/nurses offices.

Responsibility of the Food Service Director

The Food Service Director will:

1. Be knowledgeable of procedures to operate the kitchen, prepare food, and serve.
2. Establish communications and training for all school food service staff and related personnel regarding safe food preparation and student food allergies.
3. Maintain information concerning food ingredients or food labels.
4. Maintain contact information with vendors and purveyors to access food content information and require clear and complete labeling of all food products.
5. Annually review the laws protecting students with food allergies as they relate to food services.

Building-Based Procedures

Classroom Procedures (grades 7-8 only):

Prior to or within three weeks of the start of school:

1. The parent/guardian provides the school nurse with physician documentation of an allergy to begin the process of planning for the needs of the student with life-threatening allergies.
2. At the start of the school year, the nurse will provide the classroom teacher information regarding students with life-threatening allergies and the signs and symptoms of an allergic reaction. This documentation will be provided at this time. This information will be kept in substitute teacher folders.

During the school year:

1. The nurse will inform other staff members about students with life-threatening allergies as needed.
2. The classroom teacher of a student with a life-threatening allergy will be provided a means to communicate with the school nurse or administration office in the event of an emergency.

Field Trip Procedures (grades 7-8 only):

1. The nurse must be notified of all field trips prior to the scheduled date.
2. The student's epinephrine auto-injector and Emergency Care Plan will be sent on the field trip. The nurse will review with the teacher the signs and symptoms of an allergic reaction and administration of an epinephrine auto-injector prior to the trip as needed. Planning for the field trip will include the designation of persons carrying an epinephrine auto-injector.
3. The teacher will carry a cell phone or other means of communication and will be instructed to follow the Emergency Care Plan and to call 911/*77 in the event of a suspected allergic reaction.

Cafeteria Procedures:

1. The school kitchen will prepare products in a manner that will reduce the risk of cross-contamination of foods. This preparation area and all utensils will be washed, rinsed and sanitized after the completion of the task.
2. All school kitchen staff will use only latex-free gloves.

Transportation Procedures:

1. Each school bus or van will have a working means of two-way communication and a plan to check the communication system periodically.
2. Eating will not be allowed on routine school bus or van routes. Exceptions will be provided for students with diabetes who may need a snack to treat a hypoglycemic episode or other specific circumstances.
3. School bus drivers shall be provided an overview annually in prevention efforts, information about common allergens, recognition of signs and symptoms of anaphylaxis and emergency procedures to follow in case of a severe allergic reaction.

Emergency Response Procedures:

1. For grades 7-8, provide annual training to staff who work directly with students with life-threatening food allergies when the school nurse is not present, e.g. during field trips, will be provided (see School Nurse Responsibilities, #3).
2. An overview will be provided annually to staff that will focus on prevention efforts and emergency procedures (see School Nurse Responsibilities, #4).
3. When allergic symptoms are suspected in a student, the teacher or staff member supervising the student shall contact the school nurse as soon as possible. When allergic symptoms are suspected in a student during a field trip without a nurse present, staff will call 911. The school nurse and parents/guardians will be informed whenever allergic symptoms are suspected in a student with diagnosed allergies.

4. Staff members supervising students with life-threatening allergies must have a means of communication to call for assistance.
5. Any student receiving emergency epinephrine will be transported to the hospital via emergency services.
6. The student's parent/guardian(s) will be notified as soon as possible in the event of an anaphylactic reaction and as appropriate in the event of other allergy symptoms.
7. The school nurse or another school staff member trained to administer epinephrine in accordance with 105 CMR 210 will be available in each building during the school day.
8. The school nurse will maintain an authorization signed by the school physician to administer an epinephrine auto-injector to individuals with unknown allergies. In the event that an individual with unknown allergies exhibits symptoms of anaphylaxis, staff will contact the nurse and/or call 911 if a nurse is unavailable.

Updated 8/2019

Acton-Boxborough Regional School District

File: JLCEA-E (Also [ADFA-E](#)) - GUIDELINES FOR SUPPORTING STUDENTS WITH FOOD ALLERGIES

The **Acton Boxborough Regional School District** recognizes the increasing prevalence and life-threatening nature of allergies for many students. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents/guardians and physicians to minimize risks and provide a safe educational environment for food-allergic students. Our aim is to **provide age-appropriate interventions that can assist children in assuming more individual responsibility for their health and safety as they grow older. The expectation is that the student will start to take on more responsibility beginning by fourth grade.** We ask for your assistance as we collaboratively work with your child in this regard. Please contact your child's school nurse if you have questions.

Parent/Guardian Responsibility

[] Notify the school nurse of the child's allergies by the end of the first week of school or upon diagnosis using the [online Parent Portal](#).

[] If applicable, provide written medical documentation, doctor's orders, and properly labeled medications using the Emergency Health Care Plan as a guide by the end of the first week of school. *Please note: This paperwork is required for school, field trips and school athletics.*

[] Replenish medications after use or upon expiration

[] Provide and update emergency contact information via the [online Parent Portal](#)

[] Educate your child in the self-management of their food allergy, which includes:

[] Knowing safe and unsafe foods

[] Employing strategies for avoiding exposure to unsafe foods

[] Recognizing symptoms of allergic reactions

[] Knowing how and when to tell an adult they may be having an allergy-related problem

[] Knowing how to read food labels (age appropriate)

[] Encouraging the student to wear an allergy alert bracelet

[] Empowering the student to speak up on their own behalf

Student's Responsibility (Grades K-3)

Students in Grades K-3 should:

[] be aware of their allergy and should be able to recognize symptoms (age appropriate)

[] not trade food with others

[] not eat anything that parents haven't cleared as safe (vs. supplied)

[] wash hands before eating

[] tell an adult immediately if not feeling well after eating something

Student's Responsibility (Grades 4-6)

Students in Grades 4-6 should:

[] be aware of the allergy and should be able to recognize symptoms

[] not trade food with others

[] begin to monitor which foods are safe to eat with adult assistance as needed

- [] wash hands before eating
- [] begin to be aware of surroundings- (desk, table, etc.)
- [] tell an adult immediately if not feeling well after eating something
- [] go to the nurse immediately for medication, asking an adult to accompany them.

Student's Responsibility (Grades 7-12)

Students in Grades 7-12 should:

- [] be aware of their allergy and should be able to recognize symptoms
- [] participate in the 7th-grade allergy training session with the school nurse
- [] take more responsibility for their life-threatening allergy as you get older (reading labels, avoid eating allergens including cross-contamination, be aware of your environment and possible allergens)
- [] be able to recognize symptoms of an allergic reaction
- [] not trade food with others
- [] not eat anything with unknown ingredients or known to contain any allergen
- [] wash hands before eating
- [] tell an adult immediately if not feeling well after eating something
- [] self-carry with the approval of parent, physician, and school nurse for school and after-school activities
- [] Should discuss the allergy with adults in extracurricular after-school activities
- [] Should know how to store Epinephrine (to keep medication viable)
- [] Should understand how to administer Epinephrine to self

Revised: August 2018

Acton-Boxborough Regional School District

File: JLDBB - STUDENTS IN CRISIS

The School Committee recognizes that throughout the school year there may be students who experience crisis situations. Because the school plays a major role in the lives of students, educators are in a strategic position to identify and help students in crisis. The Committee also recognizes the intricate role of the family in the resolution of crisis situations and encourages clear and open communication between the school and the home.

For the purpose of this policy, a crisis is defined as an unexpected event which affects the entire school community (or broader population) or individual members within the school environment. It is any threatening or dangerous situation which involves the physical and/or emotional well being of the student(s).

Some examples of crises are the following:

- Suicide or suicidal gestures
- Death of relative, friend, classmate or faculty/staff member
- Serious injury of student or faculty/staff member
- Excessive violence
- Child abuse or neglect (Policy [JLDBD](#))
- Disaster, as caused by fire, explosion
- Natural disaster, as caused by flood, hurricane, blizzard

All professional staff members should develop a thorough understanding of the School District's crisis procedures in order to comply with them.

Approved: 6/24/14

Acton-Boxborough Regional School District

**File: JLDBB-R - STUDENTS IN CRISIS -
ADMINISTRATIVE PROCEDURES**

Crisis Definition:

A crisis is an unexpected event which affects the entire school community (or broader population), or individual persons within the school environment. It is any threatening or dangerous situation which involves the physical and/or emotional well being of the student(s). Some examples of crises are the following:

- Suicide or suicidal gestures
- Death of relative, friend, classmate
- Serious injury
- Excessive violence
- Child abuse or neglect (Policy J710)
- Disaster as caused by fire, explosion
- Natural disaster, as caused by flood, hurricane, blizzard

School Nurse

When a student or staff or faculty member requires immediate medical attention as a result of physical injury or sudden illness, the school nurse is notified.

He/she initiates the following procedures:

- Assessment of need
- Administration of first aid, if appropriate
- Notification of building administrator
- Provision of comfort and support
- Provision of supervision (personal or by another school employee) pending arrival of appropriate means of transportation
- Request for assistance from school physician or from fire or police departments or other town authorities/agencies
- Contact with parents/guardian or person designated as emergency respondent in their absence; or, in the case of an adult, the nearest of kin

Building Crisis Team

When a crisis causes mental emotional trauma requiring a response from school personnel, the building Crisis Team is activated. This team consists of a building administrator, the school psychologist assigned to the building, the school counselor assigned to the student, and other personnel deemed appropriate. The Chairperson for Counseling may serve in the absence of the counselor or psychologist. The Director of Pupil Services may serve in the absence of the building administrator.

Procedures

- Immediately after being notified of a crisis, the building administrator calls together the Crisis Team and shares the details. In the event that a crisis occurs outside of school hours, the administrator makes contact with each of the Crisis Team Members.
- The Crisis Team decides on a recommended response to the situation and determines the duties of individual members.

- Should parents/guardians be unaware, one Team member is designated to make personal contact.
- In the case of an individual student in trauma, he/she may be referred for evaluation to a hospital or other agency or to a specialist within or outside the school system.
- Until Team action is taken, the student remains under constant supervision of a school staff/faculty member.
- In the case of an outside referral, the Team designates one of its members to contact the selected agency or specialist and to act as a liaison.
- If the action taken results in referral to a treatment program or any extended hospitalization, the designated liaison monitors the student's course of treatment. He/she anticipates the timing of a re-entry meeting upon termination of treatment, schedules the meeting, and secures appropriate student records from the treatment facility.
- The Crisis Team determines which other students, if any, may be affected and informs the appropriate counselor(s).
- If the crisis has the potential for impacting the entire student body, a meeting is held with school counselor(s) and an action plan is developed. At the end of the school day, the Team meets again to assess the need for further action and to make plans.
- A report of the crisis, together with a summary of action taken, is forwarded to the Chairperson for Counseling/Psychological Services, Principal, Director of Pupil Services, Superintendent of Schools, and when appropriate, the School Committee.

Serious Injury or Death

In the aftermath of sudden death (or serious injury) which traumatizes members of the school community, the following steps are taken:

- The building administrator calls together the members of the Crisis Team.
- The building Principal notifies all faculty and calls a special faculty meeting. If outside of school hours, the Principal initiates the chain call system, relaying a brief statement and requesting faculty to arrive thirty minutes early the following day for a special meeting.
- After contact with the appropriate authorities, the Principal prepares a synopsis of the facts known about death or injury, for distribution at the faculty meetings.
- The Principal makes contact with the family to extend sympathy.
- In the case of death, the Principal obtains information from the clergy, funeral director (or the family) about family customs, wishes, plans.
- The Principal notifies other schools in Acton and Boxborough, giving special attention to those schools where siblings of the deceased or injured are enrolled.
- The Principal, or designated member of the Crisis Team, prepares a statement for use by the secretarial staff in responding to inquiries. Media representatives are referred to the Superintendent of Schools as the official spokesperson for the school system.
- The Crisis Team prepares guidelines for teachers to follow throughout the day and team members make themselves available to teachers for consultation and support.
- The Crisis Team determines whether additional support from outside specialists is desirable and makes any necessary arrangements.
- Students follow their normal schedules; time for discussion is allowed in classes and counselors/psychologists support classes previously attended by the deceased or injured.
- In the event of a death or serious injury to a faculty member, a Crisis Team member covers his/her classes and activities for the day and leads student discussions.

- In the event of a death or serious injury of a student, teachers will monitor close friends and encourage them, and any other student who requests counseling, to meet with a counselor. Students may gather in groups of up to 10-12 for counseling; certain rooms are designated for this purpose.
- Counselors or other appropriate personnel notify (by phone) parents of students who are particularly upset during the day.
- The Crisis Team meets at the end of the first day (and again the second and third days, if indicated) to identify any students who may be at risk and consider appropriate action.
- A faculty meeting is held at the end of the first day to review warning signs of depression and suicide, and to announce plans for the next day and for funeral arrangements, if known. (In order to be dismissed from school to attend a wake or a funeral, students must have written permission from a parent or guardian.)
- Members of the Crisis Team attend the wake and funeral and make themselves available to support students.
- A member of the crisis team establishes a communication dialog with a family representative concerning information to be shared.
- When possible, a faculty meeting is held before the start of the school day to update members with the facts and plans for the day.

Acton-Boxborough Regional School District

File: JLDBD - CHILD ABUSE & NEGLECT REPORTING

The School Committee recognizes and accepts the Acton-Boxborough Regional School District's responsibility to comply with the Massachusetts Child Abuse and Neglect Reporting Statute, Massachusetts General Laws, Chapter 119, Section 51A.

The Acton-Boxborough Regional School District recognize that because of their sustained contact with children under the age of eighteen years, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in their professional capacity has reasonable cause to believe that a child under the age of eighteen years is suffering from the effects of any form of child abuse and neglect, that the staff member will report concerns in conformance with the Acton-Boxborough Regional School District's procedures for reporting suspected abuse and/or neglect to the Department of Child and Family Services.

LEGAL REF.: M.G.L. [119:51A](#) (Mandated Reporters)

REV: 10/2018

Acton-Boxborough Regional School District

File: JLDBD-R - PROCEDURES FOR DEALING WITH SUSPECTED CHILD ABUSE AND NEGLECT

If a child or third party discloses abuse or neglect:

- The reporter informs the principal or designated administrator, who will work closely with the needed team members ((i.e. reporter, counselor, nurse, administrator, psychologist, teacher, etc.). If the designated administrator is not available during the day or if it is after hours, the reporter should follow one of the alternative procedures below.
- If the designated administrator decides it is appropriate to file a Child Abuse Reporting Form ("51A report"), he/she immediately calls the Department of Child and Families (DCF) to file an oral 51A report, informs the family (unless notification to the family jeopardizes the child's welfare), and notifies the Assistant Superintendent for Diversity, Equity, and Inclusion (DEI), and the principal(s) of any sibling(s) about the report. Other agencies shall be contacted as appropriate. The 51A is completed and filed confidentially with the principal and the Assistant Superintendent for DEI.
- The original reporter completes the 51A report, which is submitted to DCF within 48 hours of the reported abuse. A copy of the report is kept confidentially with the principal and the Assistant Superintendent for DEI.
- The designated administrator works with his/her building team to make recommendations about follow-up supports and continues to monitor the outcome of the 51A report.

Alternative Procedures:

- If the designated administrator is not available, the reporter consults with the Assistant Superintendent for DEI on whether or not to file a 51A and proceeds with the appropriate protocol. The reporter follows up with the principal on the next working day.
- If the Assistant Superintendent for DEI is not available, and the reporter believes the situation to be an emergency, the reporter files an oral 51A report immediately with DCF. The reporter follows up with the principal and the Assistant Superintendent for DEI the next working day and follows the appropriate procedures.

The District provides annual professional learning for all school staff regarding child abuse and neglect mandated reporting procedures.

Reviewed: September 2019

Acton-Boxborough Regional School District

File: JLIF - PLAYGROUND SAFETY POLICY

The School Committee expects that the administration will take all reasonable steps to ensure that every school playground provides a safe environment for elementary children of all ages.

The School Committee believes that proper playground development, maintenance and renewal requires strong, specific and consistent system-wide procedures, as well as clearly spelled out lines of communication and clearly defined responsibility for the safety and quality of playgrounds.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JLIF-R - PLAYGROUND SAFETY PROCEDURES

1. RESPONSIBILITY

A. The Principal of each school is responsible for the safety and adequacy of the playground equipment and grounds at his/her school. He/she

- sees to it that playground inspections are carried out at appropriate times (monthly) and that needed maintenance and repairs are made in a timely manner by the appropriate parties. These inspections and reports can be done by designated employees or by parent(s) (groups).
- shall submit the written inspection reports to the person designated by the superintendent.
- is responsible for seeing that the grounds and playground equipment are kept safe for students, as suggested by state and federal guidelines.
- is responsible for seeing that first aid supplies are provided for use by playground aides.
- is responsible for the emergency response at his/her school. The plan is to be posted in every room in the building.
- has the responsibility for the cancellation of recess. The safety (e.g., ice on the top of the ground) and physical comfort (e.g. wet clothing, extreme cold) of students will be the criteria. If the principal is out of the building, he/she will designate a responsible party for this decision.

B. The Maintenance Department performs semi-annual inspections, evaluating the playgrounds and equipment, according to guidelines issued by the Consumer Products Safety Commission (CPSC). The maintenance inspection report will be included in the school committee packets. The Maintenance Department is also

- responsible for maintaining playground equipment whether purchased by parent-teacher organizations or by the school system. Grounds maintenance includes: placing and replacing of sand at appropriate depth (8'--12") under play equipment, pruning of low tree branches, patching of crumbling asphalt and cement, filling in of holes, removal of stinging insects' nests, pruning of brush, trimming of grass and weeds, removal of glass and animal feces, spraying for poison ivy and the regular removal of litter.

2. SAFETY MEASURES

A. First Aid Supplies and First Aid Kits

The nursing staff at each school ensures that two first aid kits and fanny packs for each playground aide are available on the premises and kept stocked with up-dated supplies.

B. Adult Coverage on Playground

There is to be a minimum of one adult supervisor for every two classes during each outdoor recess period. At no time will students be left without adult supervision. If adequate adult supervision cannot be provided on any given day, the Principal will cancel outdoor recess. An aide with current (certified or recertified) CPR and first aid credentials is to be on duty at all times.

C. School Specific Rules

The system-wide playground rules aimed at accident prevention are to be augmented at each school because of the different grounds and equipment in each school.

Students and all staff must receive instruction on playground rules and safety during the first month of the school year and at another time during the second half of the school year.

D. Emergencies

A system-wide plan for responding to playground emergencies, including a section on how bee sting emergencies will be handled, is to be posted in every room and must be followed at each elementary school. If nursing staff is not on the premises, playground aides, who are trained in CPR and first aid, make the decision as to whether an ambulance is

called to the school in response to an accident. The principal shall designate the person who will actually place the call to the emergency service. The parent will also be called. All staff shall be annually instructed in emergency procedures. A list of staff trained in CPR and first aid shall be posted in the main office and nurse's room in each school.

3. LIABILITY

All employees and volunteers are covered by the school system's liability insurance in the pursuance of their assigned responsibilities.

Acton-Boxborough Regional School District

File: JQ - STUDENT FEES

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

A school may exact a fee or charge (or a change thereto) only upon School Committees' approval. The schools, however, may:

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

Students who qualify for free/reduced lunch program are exempt from paying fees. However, such students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

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

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

Revised 9/6/12

Acton-Boxborough Regional School District

File: JQA-R - ACTIVITIES FEE PROCEDURES

Any student participating in an interscholastic athletic activity during the school year will be assessed a basic fee of \$205 per sport per athletic season (three athletic seasons per academic year). A \$200 additional fee per athletic season is charged for each of the following sports: ice hockey, alpine ski, and gymnastics. There is a family maximum of \$820 per year. Only the basic fee counts towards the family cap calculation.

Any student participating in the high school band during the school year will be assessed a fee of \$90, with a family maximum of \$200.

Any student participating in the following high school activities during the school year will be assessed a fee of \$50 per activity, with a family maximum of \$200:

- Academic Decathlon
- Speech and Debate Club
- Math Team
- Science Team
- Envirothon.
- Quiz Bowl
- Ocean Bowl

Parking tags for seniors only cost \$200.00 for the school year.

Any student participating in elementary band during the school year will be assessed a fee of \$165.

The fees may change from time to time. No student will be denied the opportunity to participate in an activity because of financial inability to pay this fee.

Payment and Collection

1. Payment in full must be received immediately after the establishment of the final rosters for athletic teams.
2. Payments may be made in cash or by checks, payable to Acton-Boxborough Regional Schools. The Athletic Director will be responsible for collecting the fees.

Waivers and Refunds

1. The approval and administration of financial hardship cases will be the responsibility of the building Principal.
2. No refunds will be made for voluntary or involuntary withdrawal from an activity. Fee payments are not transferable from one activity to another. Refunds under extraordinary circumstances may be made at the discretion of the Principal.
3. Students who qualify for free/reduced lunch are exempt from paying fees.

Participation

1. Payment of an Activities Fee permits the student to become a member of a sports team, if the student has been selected for the team. It does not entitle or guarantee the participant a minimum playing time in scrimmages or games on athletic teams.

Revised 9/6/12

Acton-Boxborough Regional School District

File: JRA - STUDENT RECORDS

The Acton-Boxborough Regional School District (ABRSD) adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) and Massachusetts laws and regulations in providing access to and confidentiality of student records.

As permitted by these laws, the ABRSD School Committee has designated selected student records to be "directory information." For elementary school students, the following records have been designated as directory information:

Name

Grade

Classroom assignment

For middle and high school students the following records have been designated as directory information:

Name

Graduating class

Team/class assignment (middle school)

Weight and height of members of athletic teams

Participation in officially recognized activities and sports

Honors and awards

The Acton-Boxborough Regional School District may release the designated directory information without the consent of the parent or eligible student, unless the parent or eligible student provides the principal with written notice that he/she does not wish the school to release such information. The notice must be received annually by a date designated by the principal.

The Acton-Boxborough Regional School District also discloses all student records without the consent of the parent/eligible student to officials of other schools in which a student seeks or intends to enroll.

To the extent required by applicable law, the Acton-Boxborough Regional School District will provide parents/eligible students with an annual notice of their general rights relative to student records. The Superintendent will determine the content and method of such notice.

Non-custodial parents must submit a written request for the student record to the school principal. The Acton-Boxborough Regional School District will respond to the request in accordance with state and federal laws and regulations regarding access by non-custodial parents.

LEGAL REFS.: Family Education and Privacy Rights Act (FERPA): 20 U.S.C. §1232ga, 34 CFR §99

Massachusetts Student Records Regulations: 603 CMR [23.00](#), et seq.

Student Records Access for Non-Custodial Parents: General Laws, Chapter 71, §34H.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: JRA - E - STUDENT RECORDS

Acton Public and Acton-Boxborough Regional Schools Annual Notice

The Family Education and Privacy Act

Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations ("Regulations") together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the Director of Pupil Services, 978-264-4700, extension 3265.

- (a) The right to access the student's education records. Parents or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. [71, §34H](#) ("Section 37H") law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Director of Pupil Services.
- (b) The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why. The principal's decision may be appealed.
- (c) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Acton Boxborough Regional School District and who need access to a record in order to fulfill their duties. The Acton Boxborough Regional School District also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials.
- (d) In addition, the Acton Boxborough Regional School District has a practice of releasing directory information without parent/eligible student consent. Directory information for elementary school students includes the student's name, grade, and classroom assignment. Directory information for middle and high school students consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. Upon request from military recruiters and/or representatives of post secondary educational institutions the Acton Boxborough Regional High School will provide the name, address, and telephone listing for all secondary students. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the building principal. Absent receipt of a written objection by September 15 of each school year the directory information will be released without further notice or consent.
- (e) The **right to file a complaint** concerning alleged failures by the District to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC.

The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC.

Acton-Boxborough Regional School District

SECTION K - COMMUNITY RELATIONS

KBA SCHOOL/PARENT RELATIONS GOALS

KCD PUBLIC GIFTS TO THE SCHOOLS

KCD-R PUBLIC GIFTS TO THE SCHOOLS

KCD-E ABRSD FUNDRAISING CONSENT FORM

KDB PUBLIC'S RIGHT TO KNOW

KE PUBLIC COMPLAINTS

KF USE OF SCHOOL FACILITIES

KF-R USE OF SCHOOL FACILITIES PROCEDURES

KFBA USE OF SCHOOL FACILITIES DURING LOCAL DISASTERS

KFBA-R USE OF SCHOOL FACILITIES DURING LOCAL DISASTERS - PROCEDURES

KHA PUBLIC SOLICITATIONS IN THE SCHOOLS

KHA-E FUNDRAISING CONSENT FORM

KHB ADVERTISING IN SCHOOLS

KHB-R ADVERTISING IN SCHOOLS - PROCEDURES

KHBA DISTRIBUTION OF MATERIALS

KHBA-R DISTRIBUTION OF MATERIALS

KHBA-E MATERIAL DISTRIBUTION FORM

KI VISITORS TO THE SCHOOLS

KI-R-1 GUIDELINES FOR OBSERVATIONS REQUESTED BY PARENTS/GUARDIANS AND/OR PARENT/GUARDIAN DESIGNEES

KI-R-2 STUDENT OBSERVATION CONFIDENTIALITY AGREEMENT

KLGA-E-1 MEMORANDA OF UNDERSTANDING BETWEEN THE ACTON-BOXBOROUGH REGIONAL SCHOOLS AND THE ACTON AD BOXBOROUGH POLICE DEPARMENTS

KLGA-E-2 ROLE OF THE MIDDLESEX DISTRICT ATTORNEY

File: KBA - SCHOOL/PARENT RELATIONS GOALS

It is the general goal of the District to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provide the direct service of education and the indirect service of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of correction.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and the Districts' programs.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KCD - PUBLIC GIFTS TO THE SCHOOLS

(formerly Policy DDA)

The students of the Acton-Boxborough Regional School District (ABRSD) are generously supported by our communities through taxpayer funding as well as volunteerism, private fundraising, and in-kind donations. The ABRSC accepts monetary and in-kind donations (defined as any monetary contribution, gift or goods or services that are outside of the appropriated budget) and gifts from individuals, local businesses and from private and non-profit organizations including parent-teacher organizations and booster groups. The ABRSD recognizes that the endeavors and objectives of these and similar groups can be a valuable means of supporting community, culture and enrichment within our schools, and we are grateful for this support.

The school system is responsible for providing essential items that are standard use for school buildings, including staffing, curriculum materials, technology, furniture and equipment. PTOs should not be responsible for raising funds to provide core educational services. This policy provides guidelines and parameters for donations to and fundraising within our schools in alignment with the District's core value of equity.

The District is committed to ensuring that students' educational experiences and enrichment opportunities across schools are equitable and that access to experiences and opportunities are not made inequitable by disparities in private funding. This does not mean that each student's educational experience will be the same but that students in the schools across our district should have equitable opportunities to access programs, staff, resources and materials that reflect the ideas, traditions, cultures and strengths of families represented within each school community.

In keeping with these interests, the Acton-Boxborough Regional School Committee and School District will consider any donation subject to the following criteria:

- Alignment with the mission, vision and values of the district.
- Equity and access across schools.
- Acceptability with regard to safety and compatibility with existing equipment, programs and/or materials.
- General impact on existing or planned curriculum, programs or facilities.
- Additional or recurring costs associated with installation, maintenance, liability and/or replacement or which otherwise place unacceptable restrictions on the school system.
- Donations/gifts to enrich educational programs that would involve advertising or promotion of a commercial interest. (See policy [KHB](#) and procedures [KHB-R](#).)

The School Committee therefore endorses the following recommendations regarding equity and the role of private donations in school finance:

1. Prohibition of the use of private dollars to pay for school staff.
2. Donations of capital items, equipment, technology, library books or materials, enrichment program materials, guest speakers, curriculum materials, programs or other essential or beneficial items that are standard use for school buildings will first be considered by the building Principal and/or the Superintendent or designee to determine the extent to which such donations may offer a disproportionate advantage in educational opportunity to a specific school or segment of the school population.
3. Encourage donations that promote district-wide benefits.
4. Effective September 1, 2022, fundraising and solicitations during the school day is prohibited. The only exception will be student led fundraisers for outside charities.

Donations valued over \$1,000 and which impact the educational experience of students must be approved by the School Committee. Fundraisers need to be pre-approved by the Superintendent or designee using the Fundraising approval form KCD-E. Approvals can be through a submittal of an annual budget that outlines the anticipated fundraising and donations. If a donation is time sensitive, the Superintendent can provide preliminary approval prior to submitting it to the School Committee for a vote.

All donations and gifts will be considered. The School Committee reserves the right to decline any donation or gift that would not serve the interest of the ABRSD. The Superintendent or designee shall have final authority regarding use of gifts and donations.

Purchases, donations and gifts are the property of the School District.

Ref: MGL Chapter [44, Section 53A](#), and Chapter [71, Section 37A](#)

Ref: Advertising in the Schools, File: [KHB](#) and procedures [KHB-R](#)

Ref; Fundraising Consent Form, File: KCD-E/KHA-E

Ref; Memorials Policy File: [FFA](#)

Approved: 1/15/14 and 6/10/21

Acton-Boxborough Regional School District

File: KCD-R - PUBLIC GIFTS TO THE SCHOOLS

Any organization wishing to raise funds for individual schools or the school district under policy [KCD](#) must follow these procedures:

1. A representative of the fundraising organization must fill out the attached form and present it to the Principal before any targeted fundraising activity can begin.
2. The Principal must approve the request and submit it to the Superintendent for further approval before any such fundraising can begin.
3. Annual fundraising events for targeted purposes or events must be preceded by receipt of approval of the Principal and the Superintendent regarding projected use of the funds.
4. Any school related organization will submit a budget or financial plan to the appropriate principal in order to identify potential gifts which may need Superintendent approval and/or School Committee acceptance.
5. **School Committee Approval:** Any direct gifts or donations valued at more than \$1,000 require acceptance by the School Committee. Gifts between \$500 and \$1,000 must be documented to the Superintendent.
6. Funds must cover the entire cost as determined by the Superintendent.
7. Funds are given to the School Committee who will then direct the purchase or hire of the identified items/personnel.
8. The entire amount must be available before the purchase is made.

In addition, there is presently one mechanism (Acton Boxborough Student Activity Fund - ABSAF) through which donors, gift-givers and fundraisers can contribute funds to be used by the school system. All such monies will be disbursed for targets approved by the Superintendent.

Tax Deduction Status: All gifts and donations given to the schools, whether contributed individually or through other mechanisms, are eligible for consideration by the IRS for tax deduction.

Reviewed 10/1/18 and 6/9/21

Acton-Boxborough Regional School District

File: KCD-E - ABRSD FUNDRAISING CONSENT FORM

Please allow two weeks for a response

Name of Organization _____

Contact Person _____ Phone: _____

Address _____

Purpose of Fundraiser:

Date of Fundraiser: _____

Target Amount _____

Description/Manner in which money will be raised _____

Effect on other schools _____
(If applicable)

December 2018

Date of submission to Principal _____

Principal's approval _____

Date of submission to Superintendent _____

Superintendent's approval _____

Acton-Boxborough Regional School District

File: KDB - PUBLIC'S RIGHT TO KNOW

Acton-Boxborough Regional School Committee members are public servants, and as such, their meetings, discussion, and records are a matter of public information. Some exceptions will be made for exemptions specifically outlined in the Open Meeting Law to be discussed in Executive Session. The School Committee supports the right of the people to know about the programs and services of their schools and will make every reasonable effort to disseminate information. All reasonable requests for information will be acted on fairly, completely and expeditiously.

The official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the Office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent).

Each building administrator is authorized to keep parents and others in the particular school's community informed about the school's program and activities.

LEGAL REFS.: M.G.L. [4:7](#); [66:10](#)

CROSS REFS.: [BEDG](#), Minutes

[GBJ](#), Personnel Records

[JRA](#), Student Records

Approved: 3/17/16

Acton-Boxborough Regional School District

File: KE - PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for resolution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as specified in the parent communication map.

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a timely and proper reply to the complainant.

LEGAL REFS.: M.G.L. [76:5](#)

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KF - USE OF SCHOOL FACILITIES

The Acton-Boxborough Regional School District is the caretaker of the District's properties and facilities for the towns of Acton and Boxborough. The School Committee is pleased to have public facilities enjoyed by Acton and Boxborough community members when the properties are not in use by the schools.

The Superintendent's office, through Community Education, shall schedule and manage the use of the District's properties according to the procedures attached to this policy as they may be amended from time to time.

Approved: 06/04/20, 12/4/14

Acton-Boxborough Regional School District

File: KF-R - USE OF SCHOOL FACILITIES PROCEDURES

May 2019

A variety of school facilities are available for school and community groups and individuals to rent. Acton-Boxborough Community Education schedules all school facilities on school days after 5:00/6:00 p.m., on weekends, holidays and vacations. Facility usage at other times is based on availability and is at the discretion of the building principal. Applications for facility rental should be made no later than **two weeks** in advance of the requested date. Information on use of school buildings may be found on the A-B Community Ed. website: <https://abce.abschools.org>. or by calling the office at (978) 266-2525.

Groups interested in using the High School Auditorium should first contact Brendan Hearn, ABRSD Technical Operations Manager (bhearn@abschools.org or 978-264-4700 x. 3425) to find out about space availability.

All in-school groups will have until July 31st to make requests for the following school year. As of August 1st, non-school groups may request rentals on a first come, first served basis. The ABRSD buildings are not available for use over summer vacation or for private events.

Please note: School activities supersede all other rentals. Renters may be bumped at the last minute if the district or school needs a space that has been rented. Every effort will be made to find the user a similar space or reschedule the event for another date.

CLASSIFICATIONS

Rental fees are based on user classification as follows:

CLASS 1 - School and Municipal Groups

- Events authorized and signed by a school faculty member
- Events for varsity sports and parent booster groups
- A-B Community Education programs
- Recognized school-related organizations, such as ABSAF, SADD, etc.
- Town of Acton and Town of Boxborough departments, boards and committees

Class 1 users do not pay rental fees or energy fees, only costs of personnel who work at the event (e.g. senior administrator, custodians, facilities staff, A/V staff, kitchen staff, etc.).

CLASS 2 - Acton-Boxborough Community Service Organizations

This class represents non-profit or civic groups within the towns of Acton or Boxborough whose main purposes are social, educational, cultural or recreational. These groups cannot be business related and must have a majority of their participants/members residing within the school district. Examples include town sports leagues, churches and other local 501c(3) organizations. Scout groups are charged \$10 a year for regular weekly meetings but assessed Class 2 fees for special events such as a Pinewood Derby.

FEES: Rental fees will be charged for all events, in accordance with the district's published fees. Energy fees will be charged when applicable. Class 2 renters will receive an invoice after the event, with the total reduced by the amount of the deposit.

CLASS 3 - All Other Organizations

FEES: Rental fees will be charged for all events, in accordance with the district's published fees. Energy fees will be charged when applicable. Class 3 renters will receive an invoice after the event, with the total reduced by the amount of the deposit.

FREQUENT USER DISCOUNT

Rental fees of users who rent school facilities 15-25 times per school year will be reduced by 10%.

Rental fees of users who rent school facilities 26+ times per school year will be reduced by 20%.

There are no discounts for personnel costs (senior administrator/custodial/facilities/kitchen/AV) associated with rentals.

NO LATEX

No latex products of any kind may be brought into the Parker Damon building.

Groups are encouraged to take extra precautions around the use of food items known to cause allergies.

SUPERVISION

The applicant is held responsible for the preservation of order and the protection of school property. When attendance or other conditions require the use of police, firemen or parking attendants, the user shall assume full responsibility for their assignments and pay for their services.

In the case of large events (i.e. ones that use more than 50% of a school building) the district may require that a **Senior School District Administrator** be present to ensure that the facility is well managed, organizers and attendees have a positive and safe experience, and the facility is left in appropriate condition for a smooth transition to school activities to follow. Costs for this Senior Administrator will be charged to the user. If the event is a school function, such as an Ice Cream Social, and a Senior Administrator will be present, he or she may volunteer to oversee the event and no charges will be assessed. If two or more groups are renting a school and their activities together require a Senior Administrator, the cost will be divided between the groups.

RESTRICTIONS

Renting groups shall be responsible for enforcing the following restrictions:

a. Smoking: Smoking is NOT permitted in any school building or on school grounds.

b. Intoxicants: Alcoholic beverages and drugs are forbidden on school property at all times.

c. Food or Beverage: Food or beverage may not be served in any area outside the cafeteria except with permission of the school and/or A-B Community Education. Groups of 25 or more serving food in the cafeteria will be required to have a custodian. Community Education, in consultation with Facilities staff, will make the final determination as to the need for a custodian. Groups serving food must obtain a temporary food service permit from the Board of Health. Groups utilizing the kitchen for any reason other than using the sink to draw water, must have a kitchen supervisor.

d. Anti-Hazing: **Hazing is prohibited in all ABRSD facilities and subject to criminal punishment as well as school sanctions.**

e. Care of Property/Decorations: The renting organization shall be liable for any damages to school property occurring at the time of rental and/or as a result of the rental. Plans for mounting decorations must be approved in advance by the building principal. Tape may be used as long as it does not damage school property and that it is removed by the user at the completion of the activity. No scenery or props belonging to the users may be stored in school buildings. Wax may not be applied to floors. Furniture or equipment may not be removed from a space and shall be replaced in its original location at the completion of the activity.

f. Fire Prevention: All local and state fire safety regulations will be observed. No open flames may be used. All materials used for decorations must be approved in advanced by school officials and the fire chief. Electric fixtures, line extensions, equipment, and appliances may be connected under the direct supervision of a custodian only.

g. Use of Facilities: Rental use will be limited to the facilities and equipment specified in the usage agreement and will, under no circumstances, extend to other rooms, areas or use of equipment. Groups using the school facilities will not be permitted to promote or manage any form of chance, gambling, lotteries, raffles, bingo or other unlawful activities. Groups of children or minors shall NOT have access or use of facilities unless accompanied by an adult supervisor. The school system will remain impartial toward programs of a political nature and strive to give equal opportunity for use of school property to all political parties. School buildings will not be available for private functions such as birthday parties, family events, celebrations, individual recitals, dinners, etc.

h. Access: A custodian will be assigned to open and secure the building when the building is not usually open.

i. Concessions: The right of concession and sale of food and drink remains with the school and control rests with school officials. Organizations using the school cafeteria and kitchen facilities for the service or sale of food to the general public must receive a temporary food service permit from the Acton Board of Health.

j. Dances: Dances will be limited to the high school lower gym and to the school cafeterias. Proper footwear must be used for all activities in the gym.

All programs, performances and usage of the school buildings must conclude before 11:00 p.m. Events which would end later than 11:00 p.m. (e.g. Project Graduation) may occur at the discretion of the Superintendent and the Community Education Director.

LIABILITY FOR INJURY AND RECOVERY OF DAMAGES

The user agrees to save and hold harmless the the Acton-Boxborough Regional School District and agrees to assume responsibility for all liabilities arising from incident to the use, it being understood and agreed that the ABRSD assumes no obligations respecting the use of such premises. Depending upon the size and scope of a particular event, the renter(s) will be required to provide a Certificate of Insurance affording the following coverages:

- General Liability of at least \$1,000,000 Bodily Injury and Property Damage Liability, Combined Single Limit with a \$3,000,000 Annual Aggregate Limit. The Acton-Boxborough Regional School District should be named as an Additional Insured Party.
- Workers' Compensation Insurance as required by law.
- Umbrella Liability of at least \$2,000,000/ occurrence, \$2,000,000/aggregate. The Acton-Boxborough

Regional School District should be named as an Additional Insured Party.

CUSTODIAL COVERAGE

As noted previously, custodians are assigned to any event occurring when a school building is closed. The custodian opens the facility and preps it for the event (including turning on heat/lights, unlocking doors, setting up furniture as needed, etc.), is on duty during the event to assist organizers, and then cleans and locks up afterwards. Other conditions that trigger custodian overtime are the presence of a significantly large group that cannot be supported by an on-duty custodian during his or her regular shift, and/or the presence of food that requires significant clean up/trash removal.

USE OF CAFETERIA/KITCHEN

Groups using the kitchen areas for anything more than the acquisition of water must employ a kitchen staffer and/or supervisor. Kitchen equipment will not be available for use by renting groups.

USE OF GYMNASIUMS

Groups/individuals renting the gyms must wear sneakers and conduct athletic activities in a safe and supervised manner.

USE OF THE SWIMMING POOL

The high school pool may be rented to a group of 15 to 50 people. A pool supervisor and/or one currently certified lifeguard will be required for each group of 15-25 people. A pool supervisor and/or two lifeguards will be required for groups of 26-50 people. Lifeguards must be members of the current pool staff or be approved by the pool manager. Supervisor and lifeguard fees will be charged to the user group. A custodian will be required for any group using the high school pool.

USE OF GRASS FIELDS

Field requests are submitted to A-B Community Ed. in January for spring and summer use and in July for fall use.

USE OF ED LEARY FIELD

All requests for Ed Leary Field usage must be approved by the Community Education Director. All approved evening events must conclude by 10:00 p.m. and the sound system turned off. Stadium lights must be turned off by 10:30 pm and the parking lot cleared at that time. An event may go beyond that time in the event of overtime.

USE OF TENNIS COURTS

Given the heavy use of district courts by our schools and members of the Acton-Boxborough community, a limited number of rental hours are available. These hours occur for 10 weeks in the spring (from April through mid-June) and in the fall

(September through mid-November). The schedule of available hours is posted on the A-B Community Ed. website (<https://abce.abschools.org>).

USE OF AUDIO VISUAL EQUIPMENT

Renting groups should indicate the need for audio-visual equipment on the application form. For events to be held at Acton-Boxborough Regional High School or at an elementary school, contact Brendan Hearn at (978) 264-4700 x3425 or bhearn@abschools.org. For events to be held at Raymond J. Grey Junior High, contact Jeanne Goulet Bouchard at (978) 264-4700 x 3395 or jbouchard@abschools.org.

ENERGY FEES

When a school building has been reserved for use by a Class 2 or Class 3 group at a time when the facility would otherwise be off-line, the ABRSD will assess energy fees associated with the costs associated with powering up the facility for the rental. If multiple renters are sharing a facility, the fee will be pro-rated according to their use.

Building	April-October Hourly Fee	November-March Hourly Fee
ABRHS	N/A	N/A
RJ Grey JH	\$20	\$50
Admin Building	\$5	\$15
Blanchard	\$10	\$25
Conant	\$5	\$15
Douglas	\$5	\$15
Gates	\$5	\$15
Parker Damon Building	\$20	\$30

CANCELLATION OF EVENTS

In the event that school is canceled due to inclement weather or other emergencies, outside rentals will also be canceled. Renters will be notified by the Community Education office if this has occurred.

SPECIAL EVENTS

Occasionally, requests for large group activities or activities of an unusual nature may necessitate specific precautionary measures before permission is granted. In order to protect the health and safety of participants as well as protect school property, activities where attendance is expected to exceed 500 require renters to hire a police officer. Proof of adequate insurance may also be required. The following procedure will be followed before the use of facility request is approved where extenuating circumstances would cause danger to persons or property:

- a. A representative of the renting group will submit an online use of facilities request. A meeting may be necessary to clarify the request.

b. The reservation is contingent upon:

1. Written approval from the Acton Board of Selectmen that the police and fire protection will be adequate.
2. The Superintendent is satisfied that the insurance coverage is adequate.
3. The School Committee approves with a majority vote.

The use of school facilities is a privilege. Acton-Boxborough Community Education and the Acton-Boxborough Regional School Committee reserve the right to deny or restrict usage of the school facilities.

PAYMENT OF FEES

Costs are billed to the user after the event. Checks should be made payable to: "Acton-Boxborough Community Education" and sent to:

Acton-Boxborough Community Education
Administration Building
15 Charter Road
Acton, MA 01720

RENTAL FEES

	Class 1	Class 2	Class 3
Classroom/Conference Room	N/A	\$30/use	\$30/hour
Elementary Gym/JH Auxiliary Gym	N/A	\$50/use	\$75/hour
HS Lower Gym	N/A	\$50/use	\$75/hour
HS Upper Gym/JH Gym	N/A	\$50/use	\$150/hour
Elementary/JH Cafeteria	N/A	\$50/use	\$75/hour
HS Commons (3 caf)	N/A	\$50/use	\$100/hour
Kitchen	N/A	\$50/use	\$75/hour
JH/HS Auditorium	N/A	\$75/use	\$200/hour
Library	N/A	\$50/use	\$75/hour
Tennis Courts	N/A	\$8/use	\$12/hour
Ed Leary Field	N/A	\$200/use plus lights	\$200/hour plus lights

Elementary Field/Playground	N/A	\$50/use (N/A for youth sports leagues)	\$50/hour
HS Pool	N/A	\$50/use	\$100/hour
Energy Fees	N/A	See chart above	See chart above
Custodian	Please confirm with Comm. Ed.* 3 hour minimum		
Kitchen Staff	Please confirm with Comm. Ed.*		
A/V Staff	Student: \$20/hour Supervisor: \$40/hour		
A/V Equipment	Tier 1: \$10/use Tier 2: \$25/use Tier 3: \$50/use		
Senior Administrator	\$65/hour		

*Staff rates are increased as necessary to correspond with contractual provisions.

If an activity requires staff support, users should confirm rates with A-B Community Education.

May 2019

Acton-Boxborough Regional School District

File: KFBA - USE OF SCHOOL FACILITIES DURING LOCAL DISASTERS

The School Committee supports the practice of making school buildings available to provide shelter for the general public in times of a local disaster.

Request for the use of facilities should come from a town or state official.

The Superintendent is responsible for developing procedures to implement this policy.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KFBA-R - USE OF SCHOOL FACILITIES DURING LOCAL DISASTERS - PROCEDURES

A. REQUEST FOR USE

1. The Town Manager, Director of Civil Defense or Police Chief will be asked to complete and return the Request/Approval Application. Any other agency that has responsibilities during a local disaster that would require the use of school facilities is to obtain approval by submitting this request. Special facility needs (other than gymnasiums and restrooms) that are anticipated should be requested in writing at the time the application is submitted.
2. The application will be approved and returned by the Superintendent or designee to the person requesting the use of school facilities. Each year the request should be updated for names of persons who will request the facilities during times of disaster and the information for contact people within the school department. A list of home addresses of school department contact persons will be furnished.
3. The requesting agency must furnish an insurance endorsement stating that the District(s) is an additional insured. A copy of the endorsement must be forwarded to the Superintendent or designee.

B. PROCEDURE TO OPEN BUILDINGS

1. The designated person or persons from the requesting agency will contact the Superintendent or designee. In the event neither of these persons can be contacted, calls should be made to the Principal or his designee.
2. The gymnasium areas will be made available in all buildings. If additional space is needed, the cafeteria seating areas will be opened. If it becomes necessary to utilize kitchen areas, the Coordinator of Food Services is to be contacted by the Superintendent or designee.

Acton-Boxborough Regional School District

File: KHA - PUBLIC SOLICITATIONS IN THE SCHOOLS

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without the superintendent's permission.
2. No general or class distribution of commercial or fund-raising literature may take place without the Superintendent's permission.

For the purposes of this policy, local PTSO and PTO groups and groups representing school system employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

LEGAL REF.: M.G.L. [44:53A](#)

CROSS REFS.: [GBEBC](#), Staff Gifts and Solicitations

JJE, Student Fund-Raising Activities

JP, Student Gifts and Solicitations

[KHB](#), Advertising in the Schools

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KHA-E - FUNDRAISING CONSENT FORM

KCD-E

ABRSD FUNDRAISING CONSENT FORM

Please allow two weeks for a response

Name of Organization _____

Contact Person _____ Phone: _____

Address _____

Purpose of Fundraiser:

Date of Fundraiser: _____

Target Amount _____

Description/Manner in which money will be raised _____

Effect on other schools _____
(If applicable)

December 2018

Date of submission to Principal _____

Principal's approval _____

Date of submission to Superintendent _____

Superintendent's approval _____

Acton-Boxborough Regional School District

File: KHB - ADVERTISING IN SCHOOLS

School-business relationships based on sound principles and community input can contribute to high quality education. However, the school district must also protect the welfare of students and the integrity of the learning environment. Therefore, when working together, schools and businesses must ensure that educational values are not distorted in the process.

The School Committee will allow limited advertising consistent with the criteria and procedures set forth in the Advertising in Schools Procedures KHB-R. Final approval for specific advertising will be the responsibility of the Superintendent.

Reviewed: 12/1/11 and 12/15/11

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KHB-R - ADVERTISING IN SCHOOLS PROCEDURES

The School Committee has a policy KHB which allows advertising in schools and on school properties on a limited basis. Such advertising must meet the criteria outlined below.

- a. Advertising is permitted in connection with courses of study which have specific lessons related to advertising. It will be up to each school to decide whether the lessons related to advertising are appropriate.
- b. Advertising is permitted in such supplementary classroom and library materials as newspapers, magazines, television, the Internet, and similar media where they are used in a class such as current events, or where they serve as an appropriate research tool.
- c. Paid advertising is permitted in yearbooks, school newspapers, theatrical productions, and event programs as long as such advertising meets the criteria listed below.
- d. Paid advertising is permitted on athletic fields, scoreboards, tennis courts, the swimming pool, auditoriums and gyms as long as such advertising meets the criteria listed below.

Advertising must meet the following criteria:

- 1. Consistency with District and School Academic Standards and Goals.** All corporate support or activity shall be consistent with State, District, and school academic standards and goals. Commercial involvement must also be structured to meet identified educational needs, not commercial motives.
- 2. Advertising shall not be used as part of the curriculum.** Advertising shall not be included as part of the curriculum, in classrooms or other specific academic settings, unless it is a specific lesson about advertising or in supplemental curricular materials such as magazines, newspapers or the internet.
- 3. Consistency with District Policies and Age-Appropriateness.** All corporate support or activity must be consistent with District policies, prohibiting discrimination on the basis of race, color, national origin, gender, age, religion, sexual orientation, veteran status, limited English proficient, handicap, or homeless, and must be age-appropriate for the students involved.
- 4. Certain Corporate Support or Activity Prohibited.** No corporate support or activity will be permitted in the District or in the schools that:
 - a. Promotes the use of illicit drugs, alcohol, tobacco, or firearms.
 - b. Promotes hostility, violence or disorder
 - c. Attacks or demeans any ethnic, racial, or religious group.
 - d. Is libelous.
 - e. Promotes any specific religion.
 - f. Promotes or opposes any particular political view, candidate or ballot question.
 - g. Inhibits the functioning of any school.
- 5. Advertising Materials and Placement.** To ensure uniformity, the Superintendent or his designee, will be responsible for producing and placing all advertising material.

The Superintendent will report at least once a year to the School Committee on all advertising in the schools.

(12/15/11)

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KHBA - DISTRIBUTION OF MATERIALS

The School Committee recognizes the need to provide a vehicle for the distribution of information and materials relating to classroom issues, the broader school community and local government as a whole within the confines of freedom of speech and permissible and appropriate standards.

Materials for distribution fall into two categories - those for classroom use, and those for broader school or town concerns. This second category is comprised of material provided by the schools' administration, a town department, or program or group affiliated with or recognized by the schools and having as its purpose supporting the School Department. Presently these groups include ABSAF, PTOs/PTSOs, etc. Additional groups performing a similar role may be added by the Superintendent.

The School Committee and the administration permit and encourage the free expression of ideas and differing points of view by students and staff.

The Superintendent will prescribe procedures and regulations consistent with this policy.

Approved: 6/24/14

Acton-Boxborough Regional School District

File: KHBA-R - DISTRIBUTION OF MATERIALS

PROCEDURES

1. The distribution of materials not meeting the guidelines of this policy will not be permitted.
2. Material which is deemed to be unduly disruptive of the education program or be likely to incite disorderly conduct, violence, or violation of the law will also not be permitted.
3. At the classroom and school level, the teacher and principal respectively will determine whether the material fits the above categories, as well as being consistent with the policies and curriculum established by the School Committee and administration.
4. If the material is to be distributed district-wide (that is, more than one school), or if a Principal has a question about distribution in his/her school, the material will be reviewed by the Superintendent, using the approved form before distribution.
5. Any person wishing to distribute material in the schools must receive permission either from the principal (for distribution in his/her building) or the Superintendent (system-wide), using the prescribed form, before distributing any material.
6. Any person dissatisfied with a determination by a principal with respect to the distribution of material may request in writing that the Superintendent or designated representative review such determination, which may be approved, amended or rescinded by the Superintendent.

Reviewed: 10/1/18

Acton-Boxborough Regional School District

File: KHBA-E - MATERIAL DISTRIBUTION FORM

Brief description of the item (copy must be attached):

Contact Person _____ Phone/Email _____

has been reviewed by the Superintendent or her designee on and determined to be appropriate for:

- availability to students in an accessible place
- distribution to all students
- distribution to the following students: _____
- posting for students
- posting for faculty
- distribution in faculty/staff mailboxes
- made available to faculty/staff in an accessible place
- to be distributed at discretion of principal

OR determined to be:

- NOT- APPROPRIATE according to the school policy and procedures, File: [KHBA](#)

Comments: _____

Peter Light, Superintendent

_____ Date

10/2018

Acton-Boxborough Regional School District

File: KI - VISITORS TO THE SCHOOLS

The School Committees allow parents and guests to visit classrooms to learn about the instructional programs taking place in our schools.

The following guidelines to classroom and school visits should be followed:

1. Requests of parents/guardians of current students to visit classrooms may be honored as long as the educational process is not disrupted. To this end such requests should be made at least 2 business days in advance to allow for proper arrangements. Visitors are strongly discouraged during state mandated testing, the first 3 weeks of school, and during the month of June.
2. The building Principal or designee will determine the number, times, and dates of observations by visitors in accordance with M.G.L. [71B, Section 3](#). This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. All visitors will be issued a visitor's pass and are required to wear it while on school property. If the visitor is not on the district's approved CORI database, then the visitor must be accompanied by a school official.
4. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 5 days in advance of the proposed visit. The Principal or designee may or may not approve the request. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

LEGAL REF: M.G.L. [71B:3](#)

See Guidelines, File: KI-R

Approved: 5/19/16

Acton-Boxborough Regional School District

File: KI-R-1 - GUIDELINES FOR OBSERVATIONS REQUESTED BY PARENTS/GUARDIANS AND/OR PARENT/GUARDIAN DESIGNEES

Effective, January 8, 2009, Massachusetts General Law Chapter 71B, Section 3, has been amended to require schools, upon request by a parent/guardian, to grant timely and sufficient access parents/guardians and parent-designated independent evaluators and educational consultants to a child's current and/or proposed special education program so that the parent/guardian and/or the parent's/guardian's designee can observe the child in the current program and/or a program that has been recommended by the child's IEP Team. Section 3, as amended, limits the restrictions or conditions that schools may impose on these observations. The purpose of the law is to ensure that parent/guardians can participate fully and effectively in determining the child's appropriate education program.

The following represent general guidelines for the scheduling and conduct of such observations.

1. Parent(s)/Guardian(s) request to observe their child's educational program or a program that has been recommended by the child's IEP Team must be submitted to the building Principal no less than five (5) days in advance of the proposed observation. Requests for observations shall be responded to in a timely manner by the Principal or Principal's designee. Parents/guardians or designees will be offered observation dates and times that are mutually convenient and without undue and unnecessary delay.
2. The Principal shall notify the building's special education liaison upon receipt of a request for observation and prior to the scheduling thereof.
3. As a general practice, observations should be completed within not more than two (2) hours in order to minimize disruption of the classrooms/programs in which the specific student is to be observed. Where appropriate, additional observation time shall be provided on a case-by-case basis. Parents/guardians and/or their designees shall be allowed to observe and to ensure the specific student's academic classes as well as the non-academic components of the child's educational program.
4. The number of observers at any one time may be limited to avoid disruption of the classroom to be observed and to ensure the integrity of the educational program for the students within the classes to be observed.
5. If the observer is not the parent/guardian, the parent/guardian must sign a release authorizing an observation by the parent(s)/guardian(s) designee and permitting communication and the exchange of information regarding the child with the parent(s)/guardian(s) designated observer. That written release shall be submitted to the building Principal prior to the scheduling of the observation.
6. If the observer is not parent/guardian, the observer must sign a Student Observation Confidentiality Agreement prior to the start of the observation.
7. The observer will be accompanied at all times by a designated school staff person while in the school building. The observer will not be permitted to interrupt, disrupt or otherwise interfere with the instructional services taking place in any school classroom. In the event of improper or disruptive conduct, program/classroom staff may suspend the observation and shall immediately notify the building Principal. Upon such notice, the building Principal or Principal's designee may exercise the authority to terminate the observation.
8. The observer shall be situated in a designated location in the classroom that does not interfere with the class or the delivery of instruction/services to students.
9. Observers will not be provided with access to the student record information of any student other than the specific student under observation. During any such observation, the classroom teacher is encouraged to refrain from using student's last names and to avoid disclosing or revealing personal or private information pertaining to any student other than the specific child under observation.
10. Requests for observations and access to a child's classroom or program by a non-custodial parent (parent without physical custody of the child) shall be responded to a manner consistent with the requirements of M.G.L.c.[71, 34H](#)

Spring 2015

Request for Parent/Guardian Observation

I, _____, the parent and legal guardian of _____

do hereby authorize and designate _____ of _____

to observe my child in his/her classroom or to observe the educational program that has been recommended by my child's IEP Team. I further authorize the Acton-Boxborough Regional School District staff to provide and exchange verbal information pertaining to my child with my designated observer.

Parent/Guardian

Date

Acton-Boxborough Regional School District

File: KI-R-2 - STUDENT OBSERVATION CONFIDENTIALITY AGREEMENT

The Acton-Boxborough Regional School District complies with all applicable laws and regulations pertaining to the privacy of students within our schools and makes every reasonable effort to ensure that student information remains confidential.

The parent(s)/guardian(s) of an Acton-Boxborough Regional School District's student have requested that you, as their designated agent, be provided with the opportunity to observe their child in his/her current educational program or to observe a program that has been proposed for the child by his/her IEP Team. During such an observation, you may be exposed to private and confidential information pertaining to other children within the classes/program to be observed. Approval of the parent(s)/guardian(s) request for your observation of the parent(s)/guardian(s) child is contingent upon your agreement not to disclose any confidential, private, or personally identifying information pertaining to other students to which you may be exposed during the course of your observation. By signing this form, you agree that you will not disclose to any third party, including parents/guardians of the student you are to observe, any confidential or private information regarding any student other than the specific student you have been authorized to observe. You are further acknowledging and agreeing to the following conditions:

1. Prior to your observation, you must provide written documentation to the school principal, or principal's designee, that the parent/guardian consents to your observation of the parents/guardians child.
2. While present in the school building, you will be accompanied at all times by a designated school staff person.
3. You will not interrupt, disrupt or otherwise interfere with the instructional services taking place in any school classroom while you are present in the school building. School administrators reserve the right to terminate any observation that disrupts the educational environment of the classroom, program, or school.
4. You will not request, or be provided with access to, the records of any student other than the specific student for whom you have permission to observe.

Please complete the information below. Your signature documents that you agree to comply with the above guidelines and that all information obtained through your classroom observation, review of records, and other activities while in the school building will be held in strict confidence and will not be disclosed to any third party without the written consent of the parent(s)/guardian(s) of the student to whom the information pertains,

Name of Student to be Observed

School Where Observation Will Take Place

Printed Name of Observer

Address of Observer

Signature of Observer

Request for Parent/Guardian Observation

I, _____, the parent and legal guardian of _____

Request that I be permitted to observe my child in his/her current educational program and/or the educational placement that has been proposed by my child's IEP Team. I understand and acknowledge that, due to my presence in the classroom/program, I may be exposed to private, confidential, and or personally identifiable information pertaining to other children within the classes/program to be observed. I further understand and agree that approval of my request to observe my child in his/her program is contingent upon my agreement not to disclose to any third party any confidential, private, or personally identifying information pertaining to any other student obtained during my observation of my child in his/her program or during my observation of a program/placement that has been recommended by my child's IEP Team.

Parent/Guardian

Date

Acton-Boxborough Regional School District

File: KLGA-E-1 - MEMORANDA OF UNDERSTANDING BETWEEN THE ACTON-BOXBOROUGH REGIONAL SCHOOLS AND THE ACTON AND BOXBOROUGH POLICE DEPARTMENTS

MEMORANDUM OF UNDERSTANDING BETWEEN ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT AND THE ACTON POLICE DEPARTMENT REGARDING THE SCHOOL RESOURCE OFFICER PROGRAM

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

I. Purpose

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

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

II. Mission Statement

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

III. Goals and Objectives

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

- To develop positive relationships with students, faculty, staff, and parents thereby enhancing the relationship of law enforcement with youth and the community and improving the educational climate;
- To provide a positive role model for students to instill in them good moral standards, judgment and discretion, respect for other students, and a sincere concern for their community;
- To provide a cooperative effort by being accessible and responsive to the needs of the students, faculty, staff, parents, and community;
- To provide enhanced security and law enforcement service thereby maintaining a safe, secure, and violence-free school environment that allows all students to learn and flourish;
- To create a strong partnership between school and police personnel with a clear understanding, appreciation, and delineation of the roles and responsibilities of each;
- To ensure that non-violent infractions of school rules and policies not amounting to criminal or delinquent conduct such as tardiness, use of profanity, and disruptive or disrespectful behavior remain the sole responsibility of school administrators;
- To ensure that SROs are timely notified of Mandatory Reportable Incidents as described in §V.D of this agreement;
- To minimize the number of students that are unnecessarily out of the classroom, arrested at school, or court involved;
- To identify and provide preventive help and services to at-risk students and families;
- To provide requirements and guidance for training of the SRO and school personnel regarding SRO-related topics;

- To assist school personnel in the development of school emergency crisis policies and guidelines (to include Threat Assessment) and assist with the facilitation of disaster-based drills while updating and augmenting said policies and guidelines as needed; and
- To offer additional educational resources to the students, faculty, staff, parents, and community through presentations and programming by the SRO that focus on law enforcement, prevention, health, and safety topics.

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

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

A. SRO Selection Process

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

Other factors for consideration in selecting an SRO include:

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

B. SRO Supervision

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

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

C. SRO Training

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

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

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

- SRO course such as that provided by National Association of School Resource Officers
- School crisis planning, threat assessment, and emergency response
- Juvenile law and procedure, including student rights and privacy
- Understanding and protecting civil rights in schools
- Cultural sensitivity and linguistic differences
- Implicit bias
- Teaching and classroom management
- Mental health protocols
- Trauma-informed care
- De-escalation skills
- Drug prevention programs
- Physiology of addiction
- Teen dating violence and healthy teen relationships
- Bullying prevention
- Cyber safety

D. Review of SRO Program

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

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

V. Information Sharing Guidelines

A. Designated Liaisons

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

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

Principals, Assistant Principals and Dean of Students

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

The Acton Police Department's Designated School Liaisons are: School Resource Officers and Department Supervisors

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

B. Issues of Concern to the Designated Liaisons

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

C. Confidentiality

The parties agree to keep all information which is necessarily disclosed between them pursuant to G.L. c. [12,§ 32](#); G.L. c. [71,§ 37H](#), G.L. c. [71,§ 37H½](#); G.L. c. [71,§ 37H¾](#); G.L. c. [71,§ 37L](#); G.L. c. [71,§ 370](#), 603 C.M.R. [23.00](#); and 20 U.S.C. § 1232g, from being improperly publicly disseminated except as permitted by state and federal law.

D. Reporting Guidelines for School Reports to the Police Department

1. The following shall be considered Mandatory Reportable Incidents:
 - a. Possession, use, or distribution of alcohol by a student UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. [71,§ 97](#)

- b. Possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. [94C](#) (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy) UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. [71, § 97](#)
- c. Any incident in which any individual is reasonably believed to be selling or distributing controlled substances or alcohol
- d. Any incident involving the threat of assaultive behavior or intentional assaultive behavior and/or reckless behavior that results in personal injury to another
- e. Possession of a weapon, as defined in the school handbook or under G.L. c. [71, § 37\(a\)](#), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof
- f. Any incident involving stalking (G.L. c. [265, § 43](#)), criminal harassment (G.L. c. [265, § 43A](#)), annoying phone calls (G.L. c. [269, § 14A](#)), or the issuance or violation of a G.L. c. [209A](#) or c. [258E](#) protection order on behalf of or against a student
- g. Any incident triggering the filing of a report for abuse and/or exploitation with the Department of Children and Families pursuant to G.L. c. [119, § 51A](#), including underage sexual contact if it qualifies as "sexual abuse." (See What Conditions Are Reportable, www.51a.middlesexcac.org)
- h. Any sexual assault, including, but not limited to, rape, assault with intent to rape, indecent assault and battery, open and gross lewdness, indecent exposure, or incident of gender-based harassment, "sexting", "sex or tortion",² or possession or dissemination of sexually explicit photographs of a student
- i. Any incident resulting in significant damage to municipal or private property
- j. Any bomb threat, fire, threatened or attempted firesetting, threatened or attempted use of an incendiary or explosive device or hoax device, or possession of a "novelty lighter" as defined by G.L. c. [148, § 60](#). (NOTE: The principal also "shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the local fire department" under G.L. c. [148, § 2A](#))
- k. Any creation or possession of a document, whether digitally or manually generated, handwritten or electronic (e.g., text or email), that identifies any individual targeted for violence or death
- l. Any threat, direct or indirect, past or future, against a student, school personnel, or other school employee
- m. Any incident of "hazing" as defined by G.L. c. [269, § 17](#), involving any conduct or method of initiation into any school organization that endangers the physical or mental health of any student
- n. Any incident triggering a Title IX investigation {20 U.S.C. § 1681-1688, 34 C.F.R. § 106}
- o. Any incident involving an actual or suspected hate crime or violation of civil rights (See G.L. c. 265, §§ 37 & 39; 18 U.S.C. § 249), including, but not limited to:
- An assault or battery upon a person, whether or not it results in bodily injury, with the intent to intimidate because of such person's race, color, religion, national origin, sexual orientation, gender identity, or disability;
 - Damage to the real or personal property of a person with the intent to intimidate because of such person's race, color, religion, national origin, sexual orientation, gender identity, or disability; or
 - An act willfully causing bodily injury to any person or attempting to do so through the use of fire, firearm, dangerous weapon, or explosive or incendiary device because of the actual or perceived race, color, religion, national origin, gender, sexual orientation, gender identity, or disability of any person
- p. Any incident of "bullying" or "cyber-bullying" as defined by G.L. c. [71, § 370](#) where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (o).
2. Mandatory Reportable Incidents will be immediately reported to the Designated Police Liaison if such incident:
- a. Occurred on school property or within 1,000 foot radius of school property;

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

E. Reporting Guidelines for Police Reports to School

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

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

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

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

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

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

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

A. School Administration and School Personnel

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

B. Reporting Procedures for Emergency Situations

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

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

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

C. Reporting Procedures for Non Emergency Situations

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

D. Responsibilities of Designated School Liaison(s)

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

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

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

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

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

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

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

F. Arrests of Students

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

G. Emergency Mental Health Issues

The parties recognize the importance of utilizing the expertise of mental health professionals in addressing the needs of students with behavioral and emotional difficulties in crisis situations and agree that examination by¹ a qualified mental health professional is the preferred mechanism for evaluating a student experiencing a mental health crisis.

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

The parties therefore agree as follows:

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

VII. Data Collection and Reporting

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

VIII. Effective Date and Duration of Agreement

This agreement shall be effective as of the date of signing. It should be reviewed at least annually (before the start of the school year) and² amended as necessary to meet the needs of the parties. This agreement will remain in full force and effect until amended or until such time as either party withdraws from the agreement by delivering written notification of such recession to the other party.

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

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

Signed on this 4th day of September 2018.

Close cooperation and communication between the schools and police and a mutual understanding of and respect for the important role that each plays in connection with our children and youth are essential to the success of the mission of both institutions. Whenever it is necessary for the police to be present on school property, they will conduct themselves according to accepted legal practices, recognizing the responsibility and authority of school officials to manage the school environment, and work with school officials to minimize any impact their actions might have on that environment.

Pursuant to G.L. c. [71, § 37P](#), the Chief of Police of the Acton Police Department in consultation with the Superintendent of the Acton Boxborough Regional School District has established the following Standard Operating Procedures ("SOP") regarding the community's School Resource Officer ("SRO") Program.

1. SRO Uniform:

When possible, the SRO will wear a regulation patrol uniform, carry all the same equipment they would have on any other law enforcement assignment, and drive a fully equipped patrol vehicle while on school premises. More casual attire (e.g., soft uniform or plain clothes) may be worn, and an unmarked car may be utilized with the permission of the SRO's supervisor when the SRO is participating in school activities that make wearing a uniform impractical. At the secondary schools, the SRO may encounter situations where a uniform can hinder the officer's effectiveness, making the need for plain clothes a necessity.

2. SRO's Duty Hours and Schedule:

The SRO normally will work 7:00 AM to 3:00 PM Monday through Friday, with Saturday and Sunday off. When at full staffing, the SRO supervisor may adjust the work schedule, including a full time SRO evening shift, in order to accommodate school activities and requests. The supervisor may approve overtime pay in advance when schedule adjustments are not practical.

The SRO shall report to his/her supervisor as required at the beginning of his/her shift unless other arrangements are made in advance with the supervisor. The SRO is expected to provide contact information for school officials and his/her supervisor regarding his/her whereabouts when off campus.

When school is not in session (i.e., holidays, summer vacation), the SRO will report to his/her supervisor for any special assignments.

3. Chain of Command for SRO and Collaboration with School:

The SRO will be supervised and collaborate with school personnel as outlined in the Memorandum of Understanding Between Acton Boxborough Public Schools and the Acton Police Department Regarding the School Resource Officer Program ("SRO MOU") §§ IV.B. &VI.

4. Information Sharing:

Information shared between the SRO, police department, schools, and parent(s)/guardian(s) will be done in accordance with the SRO MOU § V as well as state and federal law.

5. Students' Legal Rights:

(a) Searching Students:

- i. All searches and seizure by the SRO and School Administrators must comply with the 4th Amendment of the United States Constitution and Article 14 of the Massachusetts Declaration of Rights.
- ii. In order for the police to conduct a warrantless search of a student's person, possessions, or locker, both probable cause and exigent circumstances must exist to justify the search. At the time of the search, the SRO must establish that there is probable cause to believe that evidence of a crime is or will be in a particular location and the circumstances must be so exigent, urgent, and unforeseeable that obtaining a warrant is impracticable.
- iii. The SRO shall inform the School Administrators before conducting a warrantless search of a student or their belongings where practicable.
- iv. In order for a School Administrator to conduct a warrantless search of a student's person, possessions, or locker on school grounds, the School Administrator must have reasonable grounds to suspect the search will turn up evidence that the student has violated or is violating the law or school rules.

v. The SRO shall not ask School Administrators to search students or their belongings for law enforcement purposes nor shall School Administrators act as an agent of the SRO.

vi. Absent a real and immediate threat to a student, teacher, or public safety, the SRO shall not be present or participate in a search conducted by School Administrators.

(b) Interviewing Students:

i. The SRO Program strives to provide students with positive role models, to develop collaborative relationships between the school community (including students) and law enforcement, and to identify and provide preventive help and services to at-risk students and families. In carrying out these responsibilities, SROs necessarily will - and should - interact and communicate with students for non-law enforcement purposes.

ii. When a SRO and/or police officer wishes to detain or question a student on school property for law enforcement purposes, the following shall occur unless exigent circumstances exist or such notification would potentially jeopardize student, school staff, or officer safety:

a) The officer shall contact the Designated School Liaison or his/her designee first and, to the degree possible, explain the nature of the police business and the need to meet with the student in question.

b) The Designated School Liaison or his/her designee shall notify the student's parent/guardian prior to the questioning.

c) The student shall not be publicly contacted by the officer in the school setting.

d) The Designated School Liaison or his/her designee may be present during the student interview or questioning at the discretion of the police upon consideration of voluntariness and privacy issues.

e) After due consideration of the nature of the questioning, the individual circumstances of the student, and state and federal law, the officer shall:

1) Determine whether a juvenile under the age of fourteen is required to have a parent or interested adult present to participate in the juvenile's decision to waive rights and, if so required, arrange for such.

2) Determine whether a juvenile who has attained the age of fourteen is required to be provided with a "genuine opportunity" to meaningfully consult with an interested adult regarding a decision to waive rights and, if so required, arrange for such.

6. Use of Police Force

The Acton Police Department places the highest value on the sanctity of life, safety of its officers, protection of the public, and respecting individual dignity. Because of their law enforcement and peacekeeping role, a SRO will be required at times to use reasonable physical force to enable them to fully carry out their responsibilities. The degree of force used is dependent upon the facts surrounding the situation the officer encounters.

It is the policy of the Acton Police Department that the SRO use only the force that is reasonably necessary to accomplish lawful objectives such as to make a lawful arrest, to place a person into protective custody, to effectively bring an incident under control, or to protect the lives or safety of the officer and/or others.

7. Arrest, Citation, Court Referral on School Property:

In accordance with the SRO MOU, SROs shall not serve as school disciplinarians, as enforcers of school regulations, or in place of licensed school mental health professionals. SROs also shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior except, as asked or needed, to support school staff in maintaining a safe school environment.

The manner in which each incident is handled by the SRO, the Principal or his/her designee, and/or the criminal justice system is dependent upon the many factors unique to each student, including, but not limited to, present circumstances, behavioral history, disciplinary record, academic record, general demeanor and disposition toward others, disability or special education status, and mental health history.

(a) "Delinquent child"/Juvenile Court Jurisdiction (G.L. c. 119, § 52 as amended):

- i. A child under the age of 12 years old cannot be charged with a crime.
- ii. Delinquency proceeding can be initiated against a child between the ages of 12 and 18 years old who commits an offense against the laws of the Commonwealth except as provided below in § 7(a)(iii).
- iii. Delinquency proceedings cannot be initiated for the following offenses:
 - a) Civil infractions
 - b) A violation of a municipal ordinance or town by-law
 - c) A first offense of a misdemeanor for which the punishment is a fine and/or imprisonment for not more than six months (e.g., shoplifting, threats)
 - d) Disturbing an assembly (G.L. c. [272, § 40](#) as amended) if committed by an elementary or secondary student within school buildings, on school grounds, or in the course of school-related events
 - e) Disorderly person or disturbing the peace (G.L. c. [272, § 53](#) as amended) if committed by an elementary or secondary student within school buildings, on school grounds, or in the course of school-related events

(b) Summons/Court Referral:

If the SRO determines that a delinquency or criminal complaint needs to be filed with the Juvenile or District Court, a summons, rather than an arrest is the preferred method of bringing the student to court. Prior to filing the complaint, the complaint must be reviewed by the SRO's supervisor to ensure that a Diversion Program would not be appropriate.

(c) Arrest:

Offenses that constitute serious or violent felonies if committed by an adult generally, but not always, result in an arrest in accordance with state law and the existence of probable cause. The following are example of serious/violent offenses where an arrest should be contemplated:

- Felony assault with intent to cause serious bodily injury or death
- Robbery involving force
- Sale of controlled substance
- Burglary
- Sexual assault (after consultation with the District Attorney's Office)

As a general rule, the police (generally a SRO) should avoid making arrests on school grounds when the arrest may be made effectively elsewhere. Whenever possible, the police shall work with the Designated School Liaison to make the appropriate arrangements for taking a student into custody off of the school grounds.

On occasion, an arrest of a student must be made during school hours on school grounds or at school sanctioned activities. For example, when a student poses a real and immediate threat to public safety, poses a risk of flight, or could not practicably be served with a warrant or complaint at another location. When this is necessary, best efforts will be made to notify the SRO to respond if not already at the scene. In the event an SRO is unavailable, another police officer will go to the scene to consult with Designated School Liaison and take appropriate action.

Students shall not be removed from school property or school sanctioned events without the police making notification to the Designated School Liaison or his/her designee, unless exigent circumstances exist.

The police shall notify the Designated School Liaison or his/her designee before arresting a student(s) on school grounds during school hours or school sanctioned activities on or off school grounds unless exigent circumstances exist or such notification would potentially jeopardize the ability of officers to safely and effectively make the arrest. Whenever possible, parents will be notified by the Designated School Liaison if a student is arrested on school grounds.

Working with Designated School Liaison, the police will arrange for the least disruptive way to take the student into custody.

8. Diversion Protocols:

Diversion Programs offer an alternative to formal prosecution. These programs seek to treat at-risk students, not as criminals, but as children and youth in need of aid, encouragement, and guidance. The goal of such programming is to address the root causes of the student's offense and to work with the student to make better choices while minimizing any life-altering negative consequences (i.e., keeping them out of the criminal justice system and preventing the creation of a criminal record).

Evaluation for referral to a Diversion Program and, if accepted, the development of a remedial plan involves a consideration of multiple factors, including:

1. Factual review and determination of whether the offense is program eligible:
 - a. Eligible offenses could include, but are not limited to, any misdemeanor, any felony that if committed by an adult could be prosecuted in the District Court, and any case involving a victim only if the victim consents.
 - b. Ineligible offenses could include, but are not limited to, minimum mandatory offenses, terroristic school threats, cases involving the possession or use of weapons, and cases involving serious assaultive or threatening behavior, serious bodily injury, sexual offenses or conduct, or gang-related activity.
2. Any past criminal conduct
3. Willingness to participate and engage in a remedial program
4. Input from the police and, where appropriate, from the victim and/or parties involved with the student such as schools, parent(s)/guardian(s), or other youth involved agencies.

Remedial plans may include referral to community-based supports and providers, assignment to an educational program, community service, letter of apology, restitution, essay writing, curfew, and/or other case-specific conditions.

9. Performance Evaluation Standards:

The success and effectiveness of the SRO Program will be reviewed, modified, and amended as outlined in the SRO MOU § IV.D. & VIII.

Additionally, a review of the Data Collection and Reporting information outlined in the SRO MOU § VII will be conducted quarterly by the SRO's Supervisor and the Designated School Liaison. Other sources of data for review include: SRO activity log; student arrest and citation logs; use of police force in school; student, school staff, and parent surveys; referrals made by the SRO to assist students and families; number of students advised and the nature of the counseling; informal counseling meetings with students and families; and training and presentations conducted by the SRO.

10. Effective Date and Duration

This document shall be effective as of the date of signing. It should be reviewed at least annually (before the start of the school year) in consultation with the Superintendent of the Acton Boxborough Regional Schools and amended as necessary. This document will remain in full force and effect until amended or rescinded by the Chief of Police.

Signed on this 17th day of July, 2018

MEMORANDUM OF UNDERSTANDING BETWEEN ACTON-BOXBOROUGH PUBLIC SCHOOLS AND BOXBOROUGH POLICE DEPARTMENT REGARDING THE SCHOOL LIAISON OFFICER PROGRAM

This Memorandum of Understanding is made and entered into by and between the Acton Boxborough Public Schools and the Boxborough Police Department.

I. Purpose

This agreement formalizes the partnership between the parties and facilitates a clear understanding of the roles, duties, and responsibilities of the parties in the implementation of a School Liaison Officer ("SLO") Program in the Acton-Boxborough Public Schools.

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

II. Mission Statement

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

III. Goals and Objectives

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

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

IV. Selection, Supervision, and Training of SLOs and Review of SLO Program

The parties agree that the selection, supervision, and training of SLOs is a critical aspect of the program. Additionally, the parties agree that reviewing the SLO Program on an annual basis is essential to assess its success and effectiveness.

in meeting its stated goals and objectives.

A. SLO Selection Process

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

Other factors for consideration in selecting an SLO include:

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

B. SLO Supervision

The SLO is a member of the Boxborough Police Department and shall be subject to the administration, supervision and control of the police department. The SLO reports directly to the Day Shift Supervisor. Boxborough Police Department staffing levels do not provide for an officer to be dedicated to full-time duties at the school.

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

C. SLO Training

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

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

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

- SLO course such as that provided by National Association of School Resource Officers
- School crisis planning, threat assessment, and emergency response

- Juvenile law and procedure, including student rights and privacy
- Understanding and protecting civil rights in schools
- Cultural sensitivity and linguistic differences
- Implicit bias
- Teaching and classroom management
- Mental health protocols
- Trauma-informed care
- De-escalation skills
- Drug prevention programs
- Physiology of addiction
- Teen dating violence and healthy teen relationships
- Bullying prevention
- Cyber safety

D. Review of SLO Program

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

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

V. Information Sharing Guidelines

A. Designated Liaisons

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

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

Superintendent of Schools

Deputy Superintendent of Schools

Assistant Superintendent(s) of Schools

Principal(s)

Assistant Principal(s)

Dean(s) of Students

The Boxborough Police Department's Designated School Liaisons are:

Chief of Police

Lieutenant

Sergeants

Detectives

School Liaison Officer

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

B. Issues of Concern to the Designated Liaisons

1. Reportable Incidents: In order to identify and provide preventive help and services to at-risk students and families and consistent with the goals and objectives of the SLO Program, the parties will share information as follows:

- (a) The Designated Liaisons from the School and Police Department will review all incidents classified as Mandatory Reportable Incidents, as defined in § V.D. of this agreement.
- (b) Additionally, the Designated Liaisons will review any incident or information that may affect the safety or well-being of students, faculty, or staff at the School.

2. Prevention Strategies: In addition to the above responsibilities, the Designated Liaisons from the School, the Police Department and the Middlesex District Attorney's Office ("MDAO") will meet regularly for the following purposes:

- (a) To discuss incidents of violence or bullying (as defined under G.L. c. [71, § 370](#)) in school or outside of school that affects students of the school;
- (b) To discuss any use, abuse, or distribution of alcohol and/or other controlled substances or any other criminal activity affecting students UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. [71, § 97](#);
- (c) To identify strategies to reduce such activities and to promote a safe, secure, violence-free, and nurturing school environment;
- (d) To discuss community resources available for students at risk of harm from violence, abuse, neglect, or exploitation;
- (e) To develop violence identification, prevention, and intervention programs, protocol and curricula as required by G.L. c. [12, § 32](#); and
- (f) To outline the necessary action plan for implementation of such strategies.

C. Confidentiality

The parties agree to keep all information which is necessarily disclosed between them pursuant to G.L. c. [12, § 32](#); G.L. c. [71, § 37H](#), G.L. c. [71, § 37H½](#); G.L. c. [71, § 37H¾](#); G.L. c. [71, § 37L](#); G.L. c. [71, § 370](#), 603 C.M.R. [23.00](#); and 20 U.S.C. § 1232g, from being improperly publicly disseminated except as permitted by state and federal law.

D. Reporting Guidelines for School Reports to the Police Department

1. The following shall be considered Mandatory Reportable Incidents:
 - a. Possession, use, or distribution of alcohol by a student UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. [71, § 97](#)

- b. Possession, use, or distribution of an inhalant or any controlled substance, as defined in G.L. c. [94C](#) (excepting any possession of prescription medication possessed and administered in accordance with state law and school policy) UNLESS such information was gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders" in which case it shall only be disclosed as permitted by G.L. c. [71, § 97](#)
- c. Any incident in which any individual is reasonably believed to be selling or distributing controlled substances or alcohol
- d. Any incident involving the threat of assaultive behavior or intentional assaultive behavior and/or reckless behavior that results in personal injury to another
- e. Possession of a weapon, as defined in the school handbook or under G.L. c. [71, § 37\(a\)](#), which includes, but is not limited to, a gun or a knife, and ammunition or components thereof
- f. Any incident involving stalking (G.L. c. [265, § 43](#)), criminal harassment (G.L. c. [265, § 43A](#)), annoying phone calls (G.L. c. [269, § 14A](#)), or the issuance or violation of a G.L. c. [209A](#) or c. [258E](#) protection order on behalf of or against a student
- g. Any incident triggering the filing of a report for abuse and/or exploitation with the Department of Children and Families pursuant to G.L. c. [119, § 51A](#), including underage sexual contact if it qualifies as "sexual abuse." (See What Conditions Are Reportable, www.51a.middlesexcac.org).
- h. Any sexual assault, including, but not limited to, rape, assault with intent to rape, indecent assault and battery, open and gross lewdness, indecent exposure, or incident of gender-based harassment, "sexting", "sextortion", 2 or possession or dissemination of sexually explicit photographs of a student
- i. Any incident resulting in significant damage to municipal or private property
- j. Any bomb threat, fire, threatened or attempted fire setting, threatened or attempted use of an incendiary or explosive device or hoax device, or possession of a "novelty lighter" as defined by G.L. c. [148, § 60](#). (NOTE: The principal also "shall immediately report any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the local fire department" under G.L. c. [148, § 2A](#))
- k. Any creation or possession of a document, whether digitally or manually generated, handwritten or electronic (e.g., text or email), that identifies any individual targeted for violence or death
- l. Any threat, direct or indirect, past or future, against a student, school personnel, or other school employee
- m. Any incident of "hazing" as defined by G.L. c. [269, § 17](#), involving any conduct or method of initiation into any school organization that endangers the physical or mental health of any student
- n. Any incident triggering a Title IX investigation {20 U.S.C. § 1681-1688, 34 C.F.R. § 106}
- o. Any incident involving an actual or suspected hate crime or violation of civil rights (See G.L. c. [265, §§ 37 & 39](#); 18 U.S.C. § 249), including, but not limited to:
- An assault or battery upon a person, whether or not it results in bodily injury, with the intent to intimidate because of such person's race, color, religion, national origin, sexual orientation, gender identity, or disability;
 - Damage to the real or personal property of a person with the intent to intimidate because of such person's race, color, religion, national origin, sexual orientation, gender identity, or disability; or
 - An act willfully causing bodily injury to any person or attempting to do so through the use of fire, firearm, dangerous weapon, or explosive or incendiary device because of the actual or perceived race, color, religion, national origin, gender, sexual orientation, gender identity, or disability of any person
- p. Any incident of "bullying" or "cyber-bullying" as defined by G.L. c. [71, § 370](#) where the school believes that the incident may have involved criminal conduct or involves any other reportable acts outlined in (a) through (o).
2. Mandatory Reportable Incidents will be immediately reported to the Designated Police Liaison if such incident:
- a. Occurred on school property or within 1,000 foot radius of school property;

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

E. Reporting Guidelines for Police Reports to School

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

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

VI. Roles and Responsibilities of Schools, SLOS, and Police Department

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

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

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

A. School Administration and School Personnel

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

B. Reporting Procedures for Emergency Situations

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

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

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

C. Reporting Procedures for Non-Emergency Situations

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

D. Responsibilities of Designated School Liaison(s)

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

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

E. Responsibilities of SLO/Designated Police Liaison(s)

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

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

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

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

F. Arrests of Students

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

G. Emergency Mental Health Issues

The parties recognize the importance of utilizing the expertise of mental health professionals in addressing the needs of students with behavioral and emotional difficulties in crisis situations and agree that examination by a qualified mental health professional is the preferred mechanism for evaluating a student experiencing a mental health crisis.

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

The parties therefore agree as follows:

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

VII. Data Collection and Reporting

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

VIII. Effective Date and Duration of Agreement

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

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

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

Signed on this 6th day of September 2018

Acton-Boxborough Regional School District

File: KLGA-E-2 - ROLE OF THE OFFICE OF THE MIDDLESEX DISTRICT ATTORNEY

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

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

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

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

Middlesex District Attorney

8/31/2018

Date

Acton-Boxborough Regional School District