



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	1.a
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AGENDA ITEM TITLE	Chairperson's Welcome
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PRESENTER(S)	Adam Klein
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SUMMARY OF TOPIC	<p>The Chair welcomes members and the public to the meeting. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.</p> <p>Individuals who wish to view the meeting, but do not wish to speak may do so by using the YouTube Link posted on the agenda.</p>
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting or
<input type="checkbox"/>	with the request that the School Committee take action immediately

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

APPROX AGENDA TIME	5 min
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FOLLOW-UP	
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	2.a
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AGENDA ITEM TITLE	VOTES to Approve results of one-year note bid to fund completion of Boardwalk project
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PRESENTER(S)	Peter Light
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SUMMARY OF TOPIC	In March 2020, we borrowed \$75M out of a projected need of \$78M and issued a 30-year bond. This note will provide the remaining cash flow to complete the project. See attachments
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting or
X	with the request that the School Committee take action immediately

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

SUGGESTED MOTION	Motion language is provided by bond counsel and should be read as written. The School Committee Chairperson and Secretary and District Treasurer are all required to certify aspects of this undertaking according to their official capacity.
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FOLLOW-UP	N/A
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APPROX AGENDA TIME	10 min
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ATTACHMENTS	Memo from David Verdolino dated June 2, 2023 Memo from David Verdolino dated July 19, 2023
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Acton-Boxborough Regional School District

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

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

To: Peter Light, Superintendent,
Acton-Boxborough School Committee
Re: Note Financing Recommendation
Date: July 19, 2023

Dear Peter and Members:

The purpose of this memo is to summarize recent activities regarding the remaining financing of the debt for the Boardwalk Campus project, and to present a recommended vote that is required to move forward with this transaction.

As previously discussed (per my memo dated June 2, 2023), there is need to borrow funds to provide available cash resources to complete the twin school project. Note that this relates only to liquidity; the previously authorized appropriation (totaling \$117 million) is sufficient and not affected by this borrowing. Following the advice of our Financial Advisory firm (Hilltop Securities), the amount of required borrowing was set at **\$5 million**.

On July 11, Hilltop conducted a public note sale, receiving five bids. Upon evaluation of all bids, and in consultation with Bond Counsel (Locke Lord), Hilltop determined the winning bidder as Piper Sandler & Co., with a net interest cost of **3.7583%** (the lowest among all other bids ranging from 3.7891% to 3.9997%). The note has a “Coupon Rate” of **4.25%, which will be the official rate appearing in your motion to accept and authorize issuance of this note.**

The District Treasurer has begun completion of all documents required to certify the award to that bidder, subject to approval of the School Committee tonight.

Locke Lord requires prescribed language combined into a single authorizing vote tonight to proceed with this financing; that language has been provided to you separately, and must be attested to by the Chair and District Secretary. **Upon the return of executed documents, the note proceeds should be received by the District on or by July 27.**

Lastly, a reminder that repayment of this new debt should be the subject of consideration during the upcoming fiscal year among District officials and including the Capital and Debt Strategy Subcommittees. No repayment has been provided in the FY2024 District budget; having been issued in July, there is neither interest nor principal due for one year (i.e., until FY2025). The District’s FY2025 budget will need to reflect interest on the one-year anniversary of the note. Principal repayment of some amount must be made beginning in FY2026; deliberation of that issue is for another day.

Thank you for your consideration.

VOTE OF THE SCHOOL COMMITTEE
OF THE ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

I, the District Secretary of the Regional School District School Committee (the “Committee”) of the Acton-Boxborough Regional School District, Massachusetts (the “District”), certify that at a meeting of the Committee held July 19, 2023, of which meeting all members of the Committee were duly notified and at which a quorum was present, the following votes were unanimously passed, all of which appear upon the official record of the Committee in my custody:

Voted: We hereby determine, in accordance with G.L. c.70B, that the cost of the CT Douglas/Paul Gates Elementary School and Carol Huebner Early Childhood Program project authorized by vote of the Committee passed on November 5, 2019 being financed with proceeds of a portion of the Notes defined below, together with all other bonds and notes of the District previously issued to pay costs of this project, does not exceed the portion of the total cost of the project that is not being paid by the school facilities grant and we hereby approve the issuance of notes and bonds to finance this project under G.L. c.70B.

Further Voted: to approve the sale of \$5,000,000 4.25 percent General Obligation Bond Anticipation Notes (the “Notes”) of the District dated July 27, 2023, and payable July 25, 2024, to Piper Sandler & Co. at par and accrued interest, if any, plus a premium of \$24,450.

Further Voted: that in connection with the marketing and sale of the Notes, the preparation and distribution of a Notice of Sale and Preliminary Official Statement dated June 28, 2023, and a final Official Statement dated July 11, 2023, each in such form as may be approved by the District Treasurer, be and hereby are ratified, confirmed, approved and adopted.

Further Voted: that the District Treasurer and the Chair of the Committee be, and hereby are, authorized to execute and deliver a significant events disclosure undertaking in compliance with SEC Rule 15c2-12 in such form as may be approved by bond counsel to the District, which undertaking shall be incorporated by reference in the Notes for the benefit of the holders of the Notes from time to time.

Further Voted: that we authorize and direct the District Treasurer to establish post issuance federal tax compliance procedures and continuing disclosure procedures in such forms as the District Treasurer and bond counsel deem sufficient, or if such procedures are currently in place, to review and update said procedures, in order to monitor and maintain the tax-exempt status of the Notes and to comply with relevant securities laws.

Further Voted: that any certificates or documents relating to the Notes (collectively, the “Documents”), may be executed in several counterparts, each of which shall be regarded as an original and all of which shall constitute one and the same document; delivery of an executed counterpart of a signature page to a Document

by electronic mail in a “.pdf” file or by other electronic transmission shall be as effective as delivery of a manually executed counterpart signature page to such Document; and electronic signatures on any of the Documents shall be deemed original signatures for the purposes of the Documents and all matters relating thereto, having the same legal effect as original signatures.

Further Voted: that each member of the Committee, the District Secretary and the District Treasurer be and hereby are, authorized to take any and all such actions, and execute and deliver such certificates, receipts or other documents as may be determined by them, or any of them, to be necessary or convenient to carry into effect the provisions of the foregoing votes.

I further certify that the votes were taken at a meeting open to the public, that no vote was taken by secret ballot, that a notice stating the place, date, time and agenda for the meeting (which agenda included the adoption of the above votes) was filed with the Town Clerks of each of the member towns of Acton and Boxborough (together, the “Town Clerks”) and a copy thereof posted in a manner conspicuously visible to the public at all hours in or on the municipal buildings in which the offices of the Town Clerks and the District Secretary are located, or in accordance with an approved alternative method of notice prescribed or approved by the Massachusetts Attorney General as set forth in 940 CMR 29.03(4), at least 48 hours, not including Saturdays, Sundays and legal holidays, prior to the time of the meeting and remained so posted at the time of the meeting, that no deliberations or decision in connection with the sale of the Notes were taken in executive session, all in accordance with G.L. c.30A, §§18-25, as amended.

Dated: July 19, 2023

District Secretary

133584850v.1



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

David Verdolino

Director of Finance and Operations

June 2, 2023

To: School Committee and Superintendent Light:

Re: Building project – Debt Status Update

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

Background

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

Current Project Status

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

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

Alternatives

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

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

Amount of Borrowing

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

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

Plan of Action

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

This request is supported by the following information from Hilltop:

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

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

Repayment Strategy

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

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

Again, excerpting from Hilltop:

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

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

Conclusion

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

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

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

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

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



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

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

Douglas/Gates/CHECP Building Project Debt Update

Dave Verdolino, Director of Finance and Operations
June 8, 2023

Original Project Budget Overview

	<i>(\$ in millions)</i>
Total Project Appropriation	\$ 117.3
Less - Budgeted Contingencies	- 4.0
Less – Maximum MSBA Grant	<u>- 38.1</u>
Initial Amount Borrowed (3/20)	\$ 75.2*

* - *Rounded to \$75M, 30-year term, 2.1% eff. rate;
FY24 will be year #4 of repayment.*

Project Financing Overview

<i>(\$ in millions)</i>	<i>(to date)</i>	<i>(projected)</i>
Bond Proceeds	\$ 75	\$ 75
MSBA Reimbursement	<u>34</u>	<u>36</u>
Total Funding Sources	\$ 109	\$ 111
Project Expenditures	<u>107</u>	<u>114</u>
Diff. = Cash Position	<u>\$ +2</u>	\$ (3)
MSBA Retainage (pending final audit)		<u>\$ (2)</u>

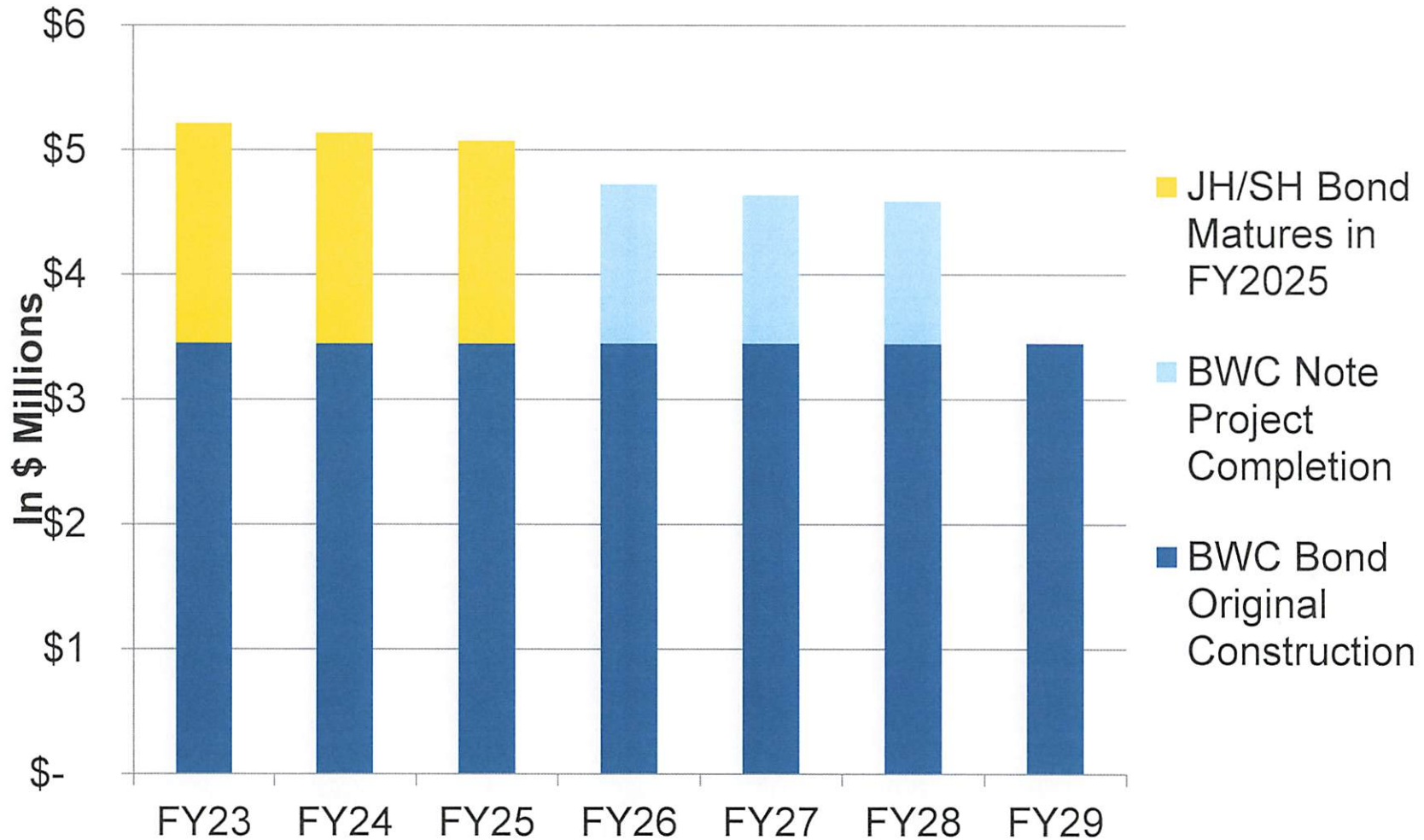
Recommended Borrowing = \$5 million

Retirement of Supplemental Borrowing

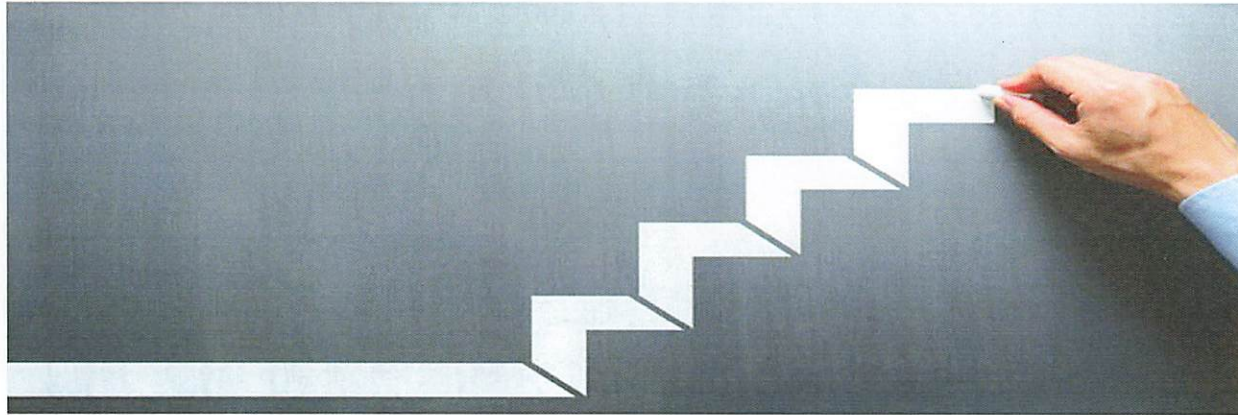
<u>FY</u>	<u>Description</u>	<u>Note</u>	<u>Bond</u>
23	Determine add'l borrowing	n/a	Yr. 3
24	Issue short-term note	\$5.0M	Yr. 4
25	Interest-only payment (\$~200K)		
25	Re-Issue short-term note	\$5.0M	Yr. 5
25	Receive MSBA retainage	-\$2.0M	
26	Repay principal* (\$~200K int.)	-\$1.0M	Yr. 6
26	Re-Issue short-term note	\$2.0M	
27	Repay principal* (\$~90K int.)	-\$1.0M	Yr. 7
27	Re-Issue short-term note	\$1.0M	
28	Repay principal* (\$~45K int.)	-\$1.0M	Yr. 8

* - Assumes 3-year note repayment (maximum = 4 years).
Partially offsets \$1.6M savings from debt retired in FY25.

Hypothetical – District Exempt Debt Service

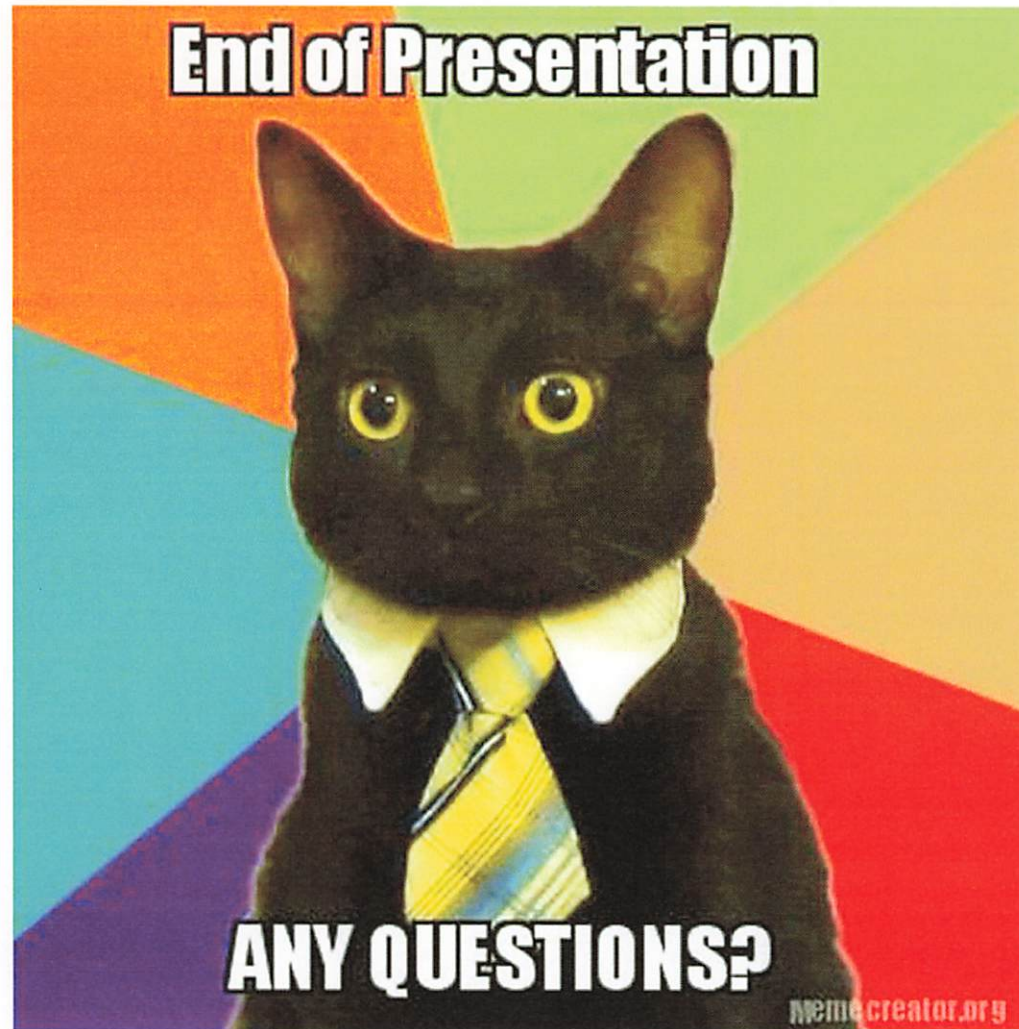


Next Steps



- July 11 – Competitive sale; receive bids on Note
- July 14-17 – Bond Counsel delivers documents to District
- July 19 – School Committee votes to approve sale & sign
- July 24 – Executed Note docs returned to Bond Counsel
- July 27 – District receives Note proceeds (one-year term)

Per the A-B Finance Business Cat





Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	2.b
AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization		
PRESENTER(S)	Chairperson		
SUMMARY OF TOPIC	Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately.		

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

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

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



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	2.b.i
AGENDA ITEM TITLE	Consent Agenda		
PRESENTER(S)			
SUMMARY OF TOPIC	The high school handbook must be approved by the school committee. Changes to the handbook are the result of collaborative work between high school administration, faculty as well as students and families through the School Council. This is a second read of the changes to the high school handbook.		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
	No action requested - this is a short update or presentation of information
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X	Request formal action with a specific vote:
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If formal action is requested, include a suggested motion or contact Julie LaLumiere.

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



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

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www.abschools.org

Joanie Dean
Principal, ABRHS

To: Peter Light, Superintendent of Schools
From: Joanie Dean, High School Principal
Date: July 13, 2023
RE: Proposed ABRHS Handbook Changes 2023-24, Version 2

The High School presented Proposed Handbook Changes to the School Committee on June 8. Feedback from Committee Members suggested we include more robust descriptions of restorative practices that will be used in response to behavior incidents. Since then, the High School Administration included more complete descriptions in the handbook. Specifically, you will find those additions on the third page of this memo under Restorative Practices (bolded in blue) and on pages 27-28 in the [Proposed ABRHS Handbook 2023-2024](#).

As a reminder, the overview, notes, and specific content of the proposed changes presented on June 8 is shared below (including the additional content requested in the Restorative Practices section.)

A. Overview of Proposed Changes

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

B. Notes about Changes and Handbook References

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

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C. Specific Changes in Order in the Handbook

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

Section III Student Rights and Standards of Conduct

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

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

ABRHS Standards of Conduct

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

Actions that are inconsistent with the Standards of Conduct and impede an inclusive, safe, and respectful learning environment will be referred to administration.

Interventions will be implemented for students who are unable to adhere to the standards set forth above. Examples of interventions include: educational sessions, review of expectations, restorative conversations and practices, detentions, support team meetings, conversations and/or meetings that include students and parent/caretakers, and counseling or psychological support. Additionally, extracurricular membership or leadership roles may be forfeited.

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

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Restorative Practices

When a student does not adhere to standards of conduct it is important that the student understand how their behavior impacts the community and themselves. Restorative practices can take varied forms, but they have the common themes of taking responsibility for one's actions, fostering respect for others and the community, providing opportunities for dialogue and mutual understanding, building relationships, and working to repair harm and uphold obligations. Students understand they are not defined by one action, but rather how they grow and demonstrate an ability to make better decisions going forward.

Students are supported in the restorative process by their counselor and assistant/associate principal. A student's support team may also include a school psychologist, school adjustment counselor, special educator, and behavior interventions.

Examples of restorative practices used at ABRHS:

- Restorative chats: Conversations that focus on what harm was done and what steps may need to be taken to repair that harm
- Community-building circles: Circles can be reactive (restorative) and proactive. An example of a restorative community-building circle would be if harm is done to a classroom community. To restore the classroom community, all students and teacher(s) would participate in a discussion of the incident/events. Community-building circles foster stronger relationships and safer teaching and learning environments where all participants are responsible for holding up the expectations.
- Circles addressing harm: When a behavior has caused harm to an individual or a number of people, both parties meet with a facilitator to share their perspectives on the situation that caused harm. All parties work with their support teams to prepare and ready themselves for the circle. Circles provide accountability for actions and a plan for moving forward.
- Reflective writing: Those involved in an incident will write reflectively about what occurred, what led up to that decision, and acknowledge how others were impacted by their decision.
- Receiving feedback and making apologies: Students are supported in receiving feedback from those who were impacted by their actions and in making amends or apologizing.
- Restorative education specific to context: A series of focused educational meetings to better understand the impact of one's behavior. For example, a student might participate in lessons that focus on learning about the history of the marginalized group that harm was done to.
- Collaborative problem solving: Students work with their respective support team (AP, counselor, special educator, school psychologist) to explore the behavior or unmet expectation with a focus on the problem/emotion/skill-deficit that is creating an obstacle to meeting expectations. The team will brainstorm with the student strategies for better managing identified obstacle(s) and triggers.
- Counseling and skill building: Students participate in counseling and coaching to build skills around decision making, treating others with empathy, and perspective taking.

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

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

Interventions and Alternative Measures When Infractions Occur

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

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

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

General Expectations p. 56

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

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

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

ATTENDANCE

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

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

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

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

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

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

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

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

ATTENDANCE

Philosophy

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

DISTRICT and STATE ATTENDANCE POLICIES, LAWS, and DEFINITIONS

[ABRSD Attendance Policy](#)

Here is ABRSD's Attendance Policy JH.

[File: JH - STUDENT ABSENCES AND EXCUSES](#)

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

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

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

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

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

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

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

MASSACHUSETTS STATE LAW:

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

CHRONIC ABSENCES (Defined by DESE)

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

HIGH SCHOOL ATTENDANCE

Parent/Caretaker and Student Responsibilities Regarding Attendance

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

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

PowerSchool Attendance Codes

E	Excused Absence
A	Unexcused Absence
T	Excused Tardy
U	Unexcused Tardy
D	Excused Dismissal

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

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

How Parent/Caretaker Report Absences and Timeline

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

STUDENT WILL BE ABSENT

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

STUDENT NEEDS TO LEAVE SCHOOL EARLY (EARLY DISMISSAL)

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

STUDENT IS LATE TO SCHOOL (TARDY)

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

School Interventions for Excessive or Chronic Absences

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

- In-person meeting with student, caretaker, counselor, special educator (if applicable), and assistant/associate principal
- Partner with a trusted adult to support the student and family
- Temporary academic support
- Meetings with the school counselor, school adjustment counselor, or school psychologist
- Adjusting student's academic schedule
- Assistance with transportation to school
- Referral for additional school-based support
- Further Support

- Referral to Family Resource Center or other community-based resources, including Assabet Valley Family Services
- Request a Child Requiring Assistance (CRA)

Right to Earn Credit

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

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

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

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

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

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

Excused and Unexcused Absence

Examples of Excused Absences

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

Examples of Unexcused Absences:

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

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

Appeals Process

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

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

Withdrawal from Class

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

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

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

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

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

3. General Behavior Expectations p. 59

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

Sincerely,



Joanie Dean
Principal, Acton-Boxborough Regional High School

Acton-Boxborough Regional High School

Student Handbook

2023 - 2024



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Academic Information

SECTION I COURSE REQUIREMENTS, SCHEDULING, AND GRADES

COURSE REQUIREMENTS

The Class of 2024

In order to receive an Acton-Boxborough Regional High School diploma, students must:

- Earn 100 credits.
- Receive a “competency determination” by the Massachusetts Department of Elementary and Secondary Education based on performance on the Massachusetts Comprehensive Assessment System (MCAS) test.
- Earn passing grades in the following areas of study:
 - Four years of English
 - Three years of social studies (two of which must be U.S. History I and II)
 - Two years of science (one of which must be biology)
 - Two years of mathematics
 - Fitness for Living (AB’s integrated health and physical education course is taken by all 9th graders)
 - Three semesters of physical education over the course of the next three years (gr.10, 11, 12)
 - The equivalent of a one-semester daily course in Performing Arts, Visual Arts, Communication Arts or Industrial Arts.
 - One additional year of an elective in English, social studies, math, science, or world language

The Class of 2025, 2026, and 2027

In order to receive an Acton-Boxborough Regional High School diploma, students must:

- Earn 100 credits.
- Receive a “competency determination” by the Massachusetts Department of Elementary and Secondary Education based on performance on the Massachusetts Comprehensive Assessment System (MCAS) test.
- Earn passing grades in the following areas of study:
 - Four years of English
 - Three years of social studies (two of which must be U.S. History I and II)
 - Three years of science (one of which must be biology)
 - Three years of mathematics
 - Two years of World Language
 - Fitness for Living (AB’s integrated health and physical education course is taken by all 9th graders)
 - Three semesters of physical education over the course of the next three years (gr.10, 11, 12)

- The equivalent of a one-semester daily course in Performing Arts, Visual Arts, Communication Arts or Industrial Arts.
- One additional year of an elective in English, social studies, math, science, or world language

MCAS: All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests (English Language Arts, mathematics, and science) 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, retests in math and English are administered at least twice a year.

Students new to the state of Massachusetts, or coming from a private school within 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.

Please see <http://www.doe.mass.edu/mcas/> for additional information.

College Preparatory Curriculum

College Preparatory (CP) courses are designed to prepare students for success in college-level course work. Students in these courses have homework on a regular basis and will be expected to plan and complete some long term assignments. A good deal of classroom time is devoted to reviewing concepts and problems encountered in the homework.

Sequential Subjects

Each advanced course in sequential subject areas such as math and world language may be taken only if the preceding course in the sequence is passed with a final grade of C- or better.

If you received a D+ or lower in a course you have several options:

- Make up the course in summer school at Acton-Boxborough or in one of the surrounding communities or study independently and complete all course outline work. Your final grade from summer school or independent study will be added to your transcript. However, please be aware that it does not remove the original grade and is not calculated into your GPA, nor will you receive additional credit. If this grade is a C- or better, you may advance in the sequence. Before taking the make-up final you must present all course work assigned in the summer school course or independent study.
- You may repeat the course. This allows you to advance in the sequence, and you will receive additional credit; however, the second grade will not contribute to your weighted or unweighted GPA. Drop from the course sequence.

The following are sequential subjects:

Algebra I, Geometry, Algebra II, advanced math courses
World Languages

English I-IV (D- is passing in English)

If you do not achieve a satisfactory grade in a sequential subject, this often causes scheduling problems for the next year. Students and families should notify the school counselor of plans (summer school or otherwise) immediately after receiving the final report card and learning that a qualifying grade was not earned.

About Honors Courses

FROM POS Honors Level (H, H/AP) courses are recommended for students who have demonstrated exceptional academic achievement and are motivated to study the subject at an advanced level and pace. These courses contain considerable enrichment and acceleration. There is an emphasis on observation, analysis, synthesis and problem-solving. Students are expected to be able to organize their time to plan long-term assignments, and to seek help when necessary, all on their own initiative.

Physical/ Health Education

Physical/Health Education is an integral part of the education process and emphasizes the importance of achieving and maintaining a healthy level of physical fitness. Participation in Physical/Health Education helps improve the mental, social and physical well being of all students. The goal of Physical/Health Education is to encourage students to participate and develop an interest in physical activities with an emphasis on physical fitness. Components of physical fitness (strength, endurance, speed, agility, and flexibility) are stressed during the warm-up and reinforced during the subsequent activity. Students will learn to demonstrate competency in many movement forms. Students will gain an understanding of the personal and social effects of physical exercise and wellness.

Requirements

Students are required by both state law and local policies to pass physical education in order to graduate. Freshmen must take “Fitness for Living” which combines health and physical education. Sophomores, juniors and seniors must take and pass one semester of physical education per year. Successful completion of a PE class taken through the ABRHS Summer School prior to a given school year may fulfill the requirements for grades 10, 11, and 12.

Excessive enrollments in Physical/Health Education classes can cause health and safety issues, as well as severely limit participation. Therefore, students may not double up or schedule two physical education classes in a given term without permission from the administration.

Expectations and Attendance

All students are expected to be prepared for class, to be on time and participate to the best of their ability. All students are encouraged to change into appropriate clothing (sneakers, shorts or sweatpants, tee-shirt or sweatshirt) for each Physical/Health Education class.

If a student does not sign up for a Physical/Health Education class in any given term or if the student does not attend his/her assigned Physical/Health Education class for the term, the student will fail for the year and will need to make up the course. Students who fail for the year are encouraged to take physical education during summer school.

Medical Limitations

If a student has a medical condition or is on medication, the student must have a physician's note on file in the Health Office that states any physical limitations. All requests for medical excuses (as verified by a doctor) must be approved and signed by the school nurse before being submitted to their Physical/Health Education teacher. Medical excuses must have a start and stop date or they are to be updated quarterly. They are not retroactive and may not be carried into subsequent years. Students are expected to attend any physical education classes not included in the medical excuse time frame. Medical excuses that prohibit a student from participating in over 40% of their Physical/Health Education classes will result in a No Grade ("NG") on the report card. Although the physical education requirement will be considered complete, no credit is earned. Medical excuses will be shared with the Athletic Director and appropriate coach. A student medically ineligible to participate in Physical/Health Education may not participate in Interscholastic Athletics. Students enrolled in Fitness for Living who have a medical excuse from Physical/Health Education are expected to participate in Health Education classes during term 3. A copy of all medical excuse requests will be on file with the school nurse, Associate Principal and the Physical/Health Education teacher.

Make-Up Procedures

Students are always encouraged to make up missed classes. Make-up procedures are subject to the final authority of the assigned Physical/Health Education Teacher.

- Students must make up missed classes within ten school days.
- Before going to a different Physical/Health Education class for make-up sessions, students must have the permission from their assigned teacher.
- It is the student's responsibility to confirm that his/her make-up session has been recorded.

SCHEDULING

The scheduling process is designed to involve students to the fullest extent possible. Students are given much control over their course loads and planning, however, Massachusetts state mandate requires all students to be scheduled for 990 hours of instruction each year. Students may schedule these hours with a combination of academic courses, directed studies, and designated co-curricular offerings. Note: A student must take at least 4 classes, and the high school Administration strongly recommends that students take no more than 5 AP courses in one school year. The process begins in early February when the Program of Studies is published on-line through the ABRHS website. Students review course offerings independently during the month. They decide what electives they would like to select as well as reviewing prerequisites and expectations for leveled courses. A student's current teachers will

recommend appropriate levels for the next year before students fill out their requests on-line through the PowerSchool Public Portal in early March (mid-March for rising 9th graders). On-line courses and Work Study require an equivalent free period during the regular school day. A master schedule showing teachers, classes and periods is formulated as soon as possible.

Student schedules generated during the summer will be available to parents and guardians through the Parent Portal of PowerSchool once the on-line emergency information page has been updated during the month of August (See Power School access).

Students have the opportunity to consult with their counselors to resolve conflicts and to find alternatives. Students wishing to make changes must consult with their counselor.

Students should follow the procedures below when changing classes during the school year:

- 1.** Using the course change form available in the Counseling Center, students should obtain written approval for the change(s) from the teacher(s), parent/guardian and counselor.
- 2.** The final form is presented for approval to the department leader for approval and forwarded to the Data Team for the change(s) to be made.
- 3.** The student stays in the original class until the change has been completed. Student schedules can be accessed through the Public Portal of PowerSchool with the appropriate password. The student may check the new schedule at the Counseling Office.
- 4.** Students should realize that there are acceptable and unacceptable reasons for course changes. The final decision on the change will be made by the student's Associate Principal and will depend on the availability of class offerings and class size. Schedule changes will be made in a manner that best balances class size and individual teaching loads. Students requesting a course change should note that additional modifications in their schedule may be made in order to accommodate their course change request.
- 5.** The deadline to change a course level or withdraw from a course without permanent record (transcript) implications will be five days prior to the close of the first semester for full year courses and five days prior to the close of the first marking period (quarter) of a semester course. See website for academic calendar <https://abrhs.abschools.org/home>
- 6. Permanent Record Implications** – Students who change a course or course level after the established deadline should note that the withdrawn course will be reflected on their report card and permanent record as a “W”. In the case of a level change within the same

subject, a “W” will be reflected on the report card and permanent record indicating that the student was enrolled in a previous course level.

7. To allow for final grade processing, no schedule changes are permitted during the time period between five calendar days prior to the close of the term and one week after the close of the term.

8. Students who change levels up to five days after Q1 grades will have their average to date raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, the average to date will be affected in this way. If the change is made at the end of a term, the term average will be affected in this way. In either case, the average prior to the change in level will reflect the 7-point difference. Hence, the end of the year grade reflects the final.

9. Students who change to a lower level after the above deadline will not have their grades raised. However, students who change to a higher level after this date will have their grades lowered by seven (7) points.

10. The receiving teacher is responsible for recording the student’s grades and computing the yearly grade.

AUDITING

Any student requesting to audit a course during the school year meet the following criteria:

- In addition to the course to be audited, the student must be scheduled for a minimum of five courses that meet on a daily basis.
- The student must complete the “Audit Request Form” that can be obtained from his/her counselor. The completed form must be returned to their Associate Principal at least 5 days prior to the close of the first marking period.
- If the audit request is approved, the student must adhere to the standards of the course. Failure to comply with the attendance, academic, and behavioral expectations of the classroom instructor will result in the student’s withdrawal from the course with a “W”.

Please remember that a student receives no grade and no credits for an audited course.

Please see Appendix 12 for a schedule change calendar.

GRADES

Parents and guardians have access to their student’s historical grades, updated each quarter, through the Parent Portal of PowerSchool (See PowerSchool access).

Final grades

Final grades are determined by averaging each of the terms that make up the course. As an alternative to the formal midyear and final assessments, cumulative assessments may be given in either one or two of the marking terms. These assessments will be worth no more than 25% of the term grade in which it was given. Therefore, the total weight of these assessments is no more than 6.25% each and 12.5% combined for the year.

Grades on report cards are in letter form. Below are the numerical equivalents:

A+	96.5-100
A	92.5-96.4
A-	89.5-92.4
B+	86.5-89.4
B	82.5-86.4
B-	79.5-82.4
C+	76.5-79.4
C	72.5-76.4
C-	69.5-72.4
D+	66.5-69.4
D	62.5-66.4
D-	59.5-62.4
F	0-59.4

Grading Practices

Grading practices are defined in writing and distributed by the teacher at the beginning of each year, or at the beginning of each new course. This information includes grading and classroom expectations. Test results, projects and papers will be returned to the student within a reasonable amount of time. Students who join a class late are expected to seek out this information on their own. Please direct questions or concerns regarding grades and grading practices to the teacher first. If you still have questions, you may make an appointment to see the Department Leader.

Grade Point Average (GPA)

Your academic record is evaluated in two numerical ways at ABRHS.

Unweighted GPA

Your GPA is primarily used for membership in the various honor societies at ABRHS, and is also frequently requested on applications for internships, scholarships or other extra-curricular programs. The GPA is cumulative from the beginning of freshman year. It is calculated at the end of each school year. It includes all courses taken. It is based on a 4.0 scale. It is computed first at the end of the freshman year and may be requested from the registrar's office any time after that.

Weighted GPA

The weighted GPA takes into account the level of the courses you have taken, and the number of credits each course is worth in its calculation. It is based on a 5.0 scale. Only final grades are used to determine the weighted GPA. These take into account marking term grades and exam grades from freshman year on. The GPA is calculated at the end of each school year.

All students should note that the "elective courses" or courses with no levels (Physical Education, Studio Art, etc.) are not considered in the calculation of your weighted GPA. For transfer students, only courses completed at ABRHS contribute to the weighted GPA.

Honor Roll

Honor roll status is granted when grades received in all subjects (including Physical Education) are B- or better (with no incomplete grades). High honors designation is earned when all grades are A- or better. A student must have earned at least three letter grades (non-P/F) in three or more classes to be considered for honor roll or high honor roll.

Honor Societies

The goal of the Honor Societies is to create enthusiasm for scholarship, a desire for further study and service, and worthy leadership. Selection for the Societies takes place near the end of the third marking term, and initiates are honored at induction ceremonies in the spring.

The National Honor Society

The ABRHS Chapter of the National Honor Society participates in many activities and provides many services to the school and surrounding communities, including assisting with school events such as graduation, Back to School Night and Awards Night. The constitution and Bylaws of the National Honor Society are available on the ABRHS website, under National Honor Society.

Requirements:

Seniors must have been in high school for at least 14 marking terms and juniors for at least 10 marking terms;

Good character, outstanding academic achievement, school and community service, and leadership;

At least a 3.7 Grade Point Average or 3.9 weighted Grade Point Average. Junior candidates must be completing at least 75 credits by the end of the year; senior candidates must be completing at least 100 credits by the end of the year.

Students are nominated by the faculty, notified by the National Honor Society Advisor, and asked to submit an application (to be reviewed by the Faculty Council).

World Language National Honor Societies

The World Languages Department offers membership in its ABRHS chapters of the Société Honoraire de Français, Sociedad Honoraria Hispanica, Latinam Honoris Societatem, and the Chinese Honor Society in order to stimulate and reward scholastic excellence in the study of world languages.

Requirements:

Students must be: in the sophomore, junior, or senior class; currently enrolled in Level III or higher in French, Spanish, Latin, or Chinese; enrolled in a language at Acton-Boxborough for the past six quarters; enrolled at the Honors Level; have an average grade of 90 or higher in the language for the past six quarters; and, have an overall current Grade Point Average of 3.0 or higher. In addition to earning academic achievement in the language, each student must complete a minimum of 10 hours of

community service each year. Students must complete an application form, available from language teachers, after the close of the second term. **Deadlines are firm.**

Incomplete Grades

Incomplete Grades

A grade of Incomplete (“INC”) for quarter grades may be granted for students experiencing unusual circumstances of a physical or mental health related nature. Identification and approval is coordinated through the student's counselor. Incompletes require students to coordinate make up of incomplete work with their individual counselors/teachers. Although students are given an extended period of time to make up their work, all work must be completed and a grade entered for the term no later than at the interim of the next term. Students will be informed by the teacher and/or counselor/administrator of the specific deadline. The Incompletes approved for Term 4 must be made up by the end of the summer school program.

No Grade Exemptions

Students absent for more than 50% of classroom instruction during a single quarter due to medical or mental health reasons, and students who enroll at the end of a term and have not been able to access more than 50% of the curriculum/assignments, may be eligible for a no grade exemption in the grading process.

Students approved for a no grade exemption will not be granted credit for the quarter. A grade of NG will appear on the student's report card. Only one NG grade in a calendar school year for any single subject may be counted toward the graduation course distribution requirement. Subsequent NG grades in the same subject in the same calendar year will not count toward the graduation course distribution requirement. Final grades for the year will be based on the average of the remaining grading terms. Additional considerations, such as a reduction in course load, may be part of the decision making process for consideration of a No Grade exemption.

In some instances, a student's physical education requirement may be waived for more than one term. With approval of the student's associate/assistant principal, multiple terms of NG grades in a school year may be counted toward the physical education graduation requirement. The student will not receive credit, but the terms may be counted toward the graduation course distribution requirement.

Students with all NG grades for a course do not have any terms counted toward the graduation distribution requirement.

Pass Option (P)

The Pass (P) option may be extended to students who meet the No Grade criteria (see above). In order to receive a grade of “P”, students must successfully complete a minimum of 60% of the work, as determined by the classroom teacher, with a passing average. Unlike a No Grade, students earning a grade of “P” will be eligible to earn credit during that marking term. Final grades for the year will be based on the average of the remaining grading terms. The Pass option may only be granted once in a calendar school year for any single subject. “P” grades must be submitted by the end of the term.

Interim Reports

At the halfway point in the marking term or at any time thereafter, a teacher may issue an interim report. This is to notify you and your parents/guardians that the teacher has a significant concern regarding your current performance. You should consider the interim report a warning that your work or your class performance has not been up to the standards set by your teacher, and that you should make every effort to improve. In addition, you are encouraged to meet with your teacher to clarify expectations and schedule extra help. Interim Reports generally indicate that a teacher is concerned about your grades, attendance and/behavior. If a student's grade drops and requires an interim report after the interim report due date, teachers will issue an interim report prior to the end of the term. Whenever possible, teachers are to inform the student first.

Report Cards

Report cards are issued four times a year. Students are given a grade in every subject, along with comments by the teacher. If there is a mistake on the student's report card, the student should speak with the appropriate teacher and the teacher must submit the appropriate grade change form in order to have the student's permanent record corrected.

High School Transcript

The high school transcript includes year-end grades only for each course taken. Senior grades sent to colleges prior to the end of the first marking period contain year-end grades for years 9-11. After term one, transcripts and senior grade updates requested by colleges will contain senior year term grades as available. A final transcript of year-end grades only is sent to each student's college.

Non Acton-Boxborough Regional High School Course Listings:

Students, who enroll at Acton-Boxborough Regional High School from another high school, within this country or from abroad, will have the high school courses they have completed listed on the transcript. The school from which they earned the grades and credits is indicated on the transcript. For students currently enrolled at Acton-Boxborough Regional High School, courses taken at other high schools, summer programs, or colleges will not be placed on the transcript. For example, a course in Oceanography taken at Woods Hole, or an Art course taken at Mass. College of Art, would not appear on the transcript.

The only exception to this would be for students who failed a course during the school year and enrolled in a summer school course to make-up the course/credit. Therefore a make-up course in Algebra at Acton-Boxborough Summer School is listed on the transcript. A summer school algebra course taken at another high school could appear on the transcript if the student was making up a failed course or if the department leader approved the course. In both cases, the student must have the course/credit approved by the department leader prior to the beginning of the course.

Page Two of the High School Transcript Includes:

- Total earned credits, weighted 5.0 GPA, unweighted 4.0 GPA

• Honors and Offices: a list of the student's receipt of the following awards, elected offices, and membership in the following honor societies:

- Awards Night Recipients
- Principal's Recognition Awards
- Community Service Awards (50+ hours)
- The Seal of Biliteracy
- National Honor Society Membership
- National Language Honor Society Membership
- Class Leaders
- Student reps to the School Committee
- Regional Student Advisory Council
- Elected Student Council Members
- National Merit Scholarship Semi-finalist and Commended students

Final year end transcripts will be available to students on the first day of the following school year. There is a processing fee for transcripts.

SECTION II EXTRACURRICULAR ACTIVITIES

After-School Priorities

As a student in Acton-Boxborough Regional School District, you have a multitude of after school activities available. Students might be on a sports team, build sets for a Proscenium Circus production, or work after school. In addition to schoolwork, these activities can make for busy afternoons.

The administration asks that students keep the following priorities in mind when considering extracurricular activities:

1. School attendance is mandatory. All students must be present in school in order to participate.
2. After school extra help and test sessions should be the first priority. Remember you need to complete make-up tests within a specific time frame or test grades become a zero.
3. Extra-curricular activities should be scheduled so that they do not prevent you from meeting academic requirements or discipline obligations.

Occasionally it may appear that there are irreconcilable conflicts, a test to make-up, a new job, and after school detention, and baseball try-outs all on the same afternoon. Do not ignore the priorities above. Go to your teacher, the coach, or your Assistant/Associate Principal to discuss appropriate prioritization and options.

Activities Fees

In order to help defray transportation costs, there is a fee (\$50) for academic teams (for example, Academic Decathlon, Speech & Debate, Science Team, Math Team and Envirothon).

Athletics

1. Physical examinations

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. **A student's eligibility will terminate once a physical has reached the 13 month limit.**

The physical is to be conducted at one's own expense. However, if a student is eligible for federally funded lunches, he/she should consult with the Athletic Director for financial assistance for the cost of the physical.

2. Sports-Related Head Injury & Concussions

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) adhere to a new law regarding sports-related head injuries and concussions. The law requires:

- Athletes and their parents/guardians to inform their coaches about prior head injuries at the beginning of the season.
- If a student athlete becomes unconscious during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."
- That student athletes and their parents/guardians (as well as coaches, athletic directors, school nurses and physicians and others) learn about the consequences of head injuries and concussions through training programs and written materials.

Student athletes and their parents/guardians should contact the Athletic Director or their coaches for more information.

3. Insurance

The school's policy covers only injuries that occur while a student is participating in an activity or traveling to it. It does not cover sickness, disease, hernias, bacterial infection, injuries resulting from fighting, eyeglass damage, etc.

4. Massachusetts Interscholastic Athletic Association (M.I.A.A.) Rules:

The M.I.A.A. has certain rules that extend to all student-athletes. The following are some of them:

- a. In order to meet interscholastic eligibility requirements, student athletes must be passing at least 4 major subjects (courses equivalent to four one-year English courses). Special education support service courses and general education support service courses count toward eligibility. The following courses do not count towards interscholastic eligibility: Teacher's Assistants, Mentoring, Work Study, School Store, Radio/TV intern, AV Media Tech.
- b. cannot be older than 19
- c. can compete for only four years
- d. must be living with a legal guardian and have legal residence within the community or be an accepted school choice student

5. In order to try out for the season or participate in athletics, a student must meet the M.I.A.A. rules outlined in section 4 (above) and must have passed at least 4 major

subjects (equivalent to four one-year English courses) on the most recent quarterly report card. After 9th grade, fall sports will be based on the prior spring's 4th quarter grades (not the final grade).

6. Only One School Sport Per Season is Permitted. A student-athlete shall participate in only one MIAA interscholastic sport in any defined MIAA sport season (Fall, Winter, or Spring), including tournaments and/or championships in that season. For the purposes of this rule only, a student-athlete officially becomes a member of his/her team for the sport season on the date of that school's first regular season contest in that sport.

7. Loyalty to the High School Team: Bona Fide Team Members: A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for 25% of the season (see chart on Rule 62). Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 96 for additional tournament restriction and Rule 86 for waiver guidelines

8. Participation Fees

The School Committee established the Athletic Activity Fee. The new activity fee schedule shall be as follows:

- \$250 basic fee per sport per athletic season (three athletic seasons per academic year).
- \$250 additional fee per athletic season for each of the following sports: ice hockey, alpine ski, and gymnastics.

The total maximum family cap for Acton-Boxborough students participating in the above activities during the 2019-2020 school year shall be \$1000. Only the basic fee counts towards the family cap calculation. Additional fee does not apply to cap.

No student will be denied access to athletic programs because of financial constraints. Athletic Activity Fees are subject to change with approval of the administration and the School Committee.

9. Parents/guardians and students should be aware that participation in interscholastic sports may require mandatory attendance at practices or games scheduled during school vacations and weekends. Please keep this in mind when trying out.

Questions? See the Athletic Bulletin Board

Detailed information pertaining to the Athletic Department can be found on the ABRHS web site.

Band and Chorus Programs

ABRHS Band and Chorus programs offer students a wide range of educational musical experiences. A number of performances are scheduled throughout the year providing the school and community ways to come together and nurture *esprit de corps*.

Participation in the band or chorus is open to any student at ABRHS regardless of experience. Previous experience in band or chorus is helpful, but not required.

Participation Fees

The School Committee has established an ABRHS Band fee of \$90.00 per year. Additionally, students are required to purchase some of their own uniform parts, such as shoes, gloves and a tuxedo shirt. Chorus members are required to purchase (gown) or rent (tuxedos) their formal concert attire. These purchases/rentals are arranged through the Performing Arts Department. There is a waiver process in place so that no student will be denied access to the band or chorus program because of financial hardship.

Rules Governing Extracurricular Activities

Acton-Boxborough has an extensive and well-known extracurricular tradition involving academics, sports, arts and other activities. Everyone is encouraged to participate but should be aware of the specific rules and regulations governing each activity.

Chemical Health Agreement: Each student who participates in an extracurricular activity must sign a chemical health agreement. There is a specific agreement for athletic and non-athletic activities. Please refer to Appendix 1 and Appendix 2 for the full documents. In summary these agreements state that "a student shall not, regardless of quantity, use or consume, possess, buy, sell or give away any beverage containing alcohol, any tobacco product, marijuana, steroids or any controlled substance as defined under MGL Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like sometimes referred to as 'huffing'. Specific procedures and consequences are reviewed in Appendix 1 and 2.

Student Finances Related to Fundraising

Every student activity fundraiser must have prior approval from their AP and Superintendent. All money collected by student organizations must be turned in to the faculty advisor on the day it is collected. The advisor, in turn, will deposit funds in the office and obtain a receipt for his/her records. A financial report must be filed with the AP after every function.

Student Government

Elections for student government positions are held in the spring, except for the freshman class, which has elections in the fall. Eligibility requirements and campaign guidelines are described at the end of this section.

Class Leaders

Each class (freshman, sophomore, junior and senior) has elected leaders and an advisor who work together to plan class activities. Occasional class meetings are held during the school year as needed. Students may get involved with class activities by serving on committees. Class activities may include social, fundraising and community service projects.

Regional Student Advisory Council

Each year two students are elected from the student body to serve as student representatives to the Regional Student Advisory Council (RSAC). SAC, a statewide

organization of high school students, advises the Commissioner of Education, and has voting representation on the State Board of Education.

School Committee Representatives

Each year up to five students are elected by the student body to serve as student representatives to the Acton-Boxborough Regional School Committee. Students may be from any class. Student representatives are expected to attend the monthly school committee meetings and to help the school committee by bringing the students' point of view to the issues discussed.

School Council Representatives

Each year up to three students are appointed from the student body by the Principal to serve as student representatives to the ABRHS School Council, a committee comprised of administration, faculty, parents/guardians, students and community representatives. The School Council, which meets monthly, is charged with reviewing schools goals and budgets and works with the principal to examine school programs and activities.

Student Council

The Student Council meets weekly to plan certain activities and to review school policies directly affecting the student body. Five representatives are elected from each class. Any member of the student body is welcome to attend Student Council meetings. If a student decides to participate on a regular basis, he or she can become a walk-on member.

Running for Office

Each year, students may campaign for offices in an open election format. Anyone wishing to run for an office is encouraged to do so. Students should note the following procedures and requirements.

- Students must first obtain nomination papers from the Administrative Offices. Nomination papers must be returned one week prior to elections.
- Students may run for a maximum of two offices, provided that one is a grade-wide post (class leaders or student council) and the other is a school-wide post (Regional Advisory Council).
- Write-in ballots will not be allowed in any election.
- Students may put up posters (no more than 10) around the school in designated areas and campaign for votes. All posters must have administrative approval prior to posting.

Campaigning and Holding Office

1. Academic requirements

Students must have a passing grade (60) in at least four major subjects or the equivalent of twenty course credits and meet 990 requirements.

2. Behavioral qualifications

Students must be good citizens and responsible, as evidenced by the absence of suspensions and nomination by two staff members.

3. Performance qualifications

Students must recognize that holding office requires continuing good academic performance, good school citizenship and dedication to performing the job requirements

of the elected office. Elected officers can be removed from office if they are not behaving according to the qualifications.

4. Campaigning

Posters and speeches must be in good taste. Offensive or off-color remarks in posters and speeches will not be tolerated. All campaign posters and speeches must be approved in advance by an administrator.

5. Review Board

A Review Board consisting of staff members will be established to monitor the candidacy and the performance of elected officers. The board will consist of the High School Principal, two teachers, the President of the Student Council, the President of the National Honor Society and a member of the Senior Class Leadership Board.

6. Meetings

Class and club meetings will be managed according to established rules of parliamentary procedure. A faculty advisor must be present at each meeting.

Community Service Program

ABRHS has a multi-faceted Community Service Program which helps students to see volunteering as an important and enriching activity. Almost all A-B students participate in volunteering during high school even though it is not required for graduation. Through volunteer work, students develop new skills, pursue personal interests, explore careers, meet new people, experience a sense of accomplishment, have fun, and work with others as part of the community beyond the school. For more information visit the Community Service Website: <https://bit.ly/3IH0NFd>

“Accept the Challenge” is the name for the program that encourages, publicizes and recognizes student volunteering each year.

- Information about volunteer opportunities is made available to students through the volunteer postings on the school website, email and more.
- Students who volunteer for at least 20 hours during a calendar year are eligible for recognition for their efforts. Students are responsible for keeping track of the dates and hours for their volunteer work.
- At the annual Community Service Awards Night held in January, student volunteering is highlighted and awards are presented.
- ABRHS is a certifying organization for the President’s Volunteer Service Awards organization and aligns with their volunteer eligibility guidelines.

All Student Volunteers:

- Are responsible for reviewing the “What Counts” Document at this link <https://bit.ly/3WvPp1z> and confirming eligibility of volunteer activities.
- Are required to track and report their own volunteer hours.
- May only report up to 8 hours per day or and not more than 40 hours per week of volunteer work.

- Are required to submit their volunteer reports by the December deadline in order to qualify for recognition.

Eligible Volunteer Service Includes: Most unpaid, group or individual volunteer service for a non-profit, educational or charitable organization, which benefits others.

Volunteer Service that is Not Eligible Includes:

- Club meetings and club leadership do not count towards volunteer hours unless specifically planning or doing a service or volunteer project. These hours must be approved by your advisor.
- Political lobbying (campaigning and fundraising) do not count. However, non-partisan voter registration is eligible
- Religious instruction and worship service participation, training or leadership are not eligible.
- Proselytizing
- Internships at for-profit organizations do not count unless you are working specifically on charitable, philanthropic or educational work for the organization.
- Fundraisers for teams, classes, clubs etc. do not count **unless** raising money for a charity or other non-profit. Fundraisers must have an awareness component.
- Court mandated community service.
- Volunteering for family (examples: babysitting, yard work)
- Paid work.

SECTION III STUDENT RIGHTS AND STANDARDS OF CONDUCT

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

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

ABRHS Standards of Conduct

- Students will accept and respect various diverse cultures and experiences that shape our community.

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

Actions that are inconsistent with the Standards of Conduct and impede an inclusive, safe, and respectful learning environment will be referred to administration.

Interventions will be implemented for students who are unable to adhere to the standards set forth above. Examples of interventions include: educational sessions, review of expectations, restorative conversations and practices, detentions, support team meetings, conversations and/or meetings that include students and parent/caretakers, and counseling or psychological support. Additionally, extracurricular membership or leadership roles may be forfeited.

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

Restorative Practices

When a student does not adhere to standards of conduct it is important that the student understand how their behavior impacts the community and themselves. Restorative practices can take varied forms, but they have the common themes of taking responsibility for one's actions, fostering respect for others and the community, providing opportunities for dialogue and mutual understanding, building relationships, and working to repair harm and uphold obligations. Students understand they are not defined by one action, but rather how they grow and demonstrate an ability to make better decisions going forward.

Students are supported in the restorative process by their counselor and assistant/associate principal. A student's support team may also include a school psychologist, school adjustment counselor, special educator, and behavior interventions.

Examples of restorative practices used at ABRHS:

- Restorative chats: Conversations that focus on what harm was done and what steps may need to be taken to repair that harm
- Community-building circles: Circles can be reactive (restorative) and proactive. An example of a restorative community-building circle would be if harm is done to a classroom community. To restore the classroom community, all students and teacher(s) would participate in a discussion of the incident/events. Community-building circles foster stronger relationships and safer teaching and learning environments where all participants are responsible for holding up the expectations.
- Circles addressing harm: When a behavior has caused harm to an individual or a number of people, both parties meet with a facilitator to share their perspectives on the situation that caused harm. All parties work with their support teams to prepare and ready themselves for the circle. Circles provide accountability for actions and a plan for moving forward.
- Reflective writing: Those involved in an incident will write reflectively about what occurred, what led up to that decision, and acknowledge how others were impacted by their decision.
- Receiving feedback and making apologies: Students are supported in receiving feedback from those who were impacted by their actions and in making amends or apologizing.

- Restorative education specific to context: A series of focused educational meetings to better understand the impact of one's behavior. For example, a student might participate in lessons that focus on learning about the history of the marginalized group that harm was done to.
- Collaborative problem solving: Students work with their respective support team (AP, counselor, special educator, school psychologist) to explore the behavior or unmet expectation with a focus on the problem/emotion/skill-deficit that is creating an obstacle to meeting expectations. The team will brainstorm with the student strategies for better managing identified obstacle(s) and triggers.
- Counseling and skill building: Students participate in counseling and coaching to build skills around decision making, treating others with empathy, and perspective taking.

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

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

Interventions and Alternative Measures When Infractions Occur

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

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

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

BEHAVIORS LEADING TO SUSPENSION AND EXPULSION

Students are not to be on school grounds or at school events during the suspension period. Parents/guardians are expected to meet with school administration prior to the student's returning to school. Legal action may follow any of these behaviors and financial restitution may be expected.

Bomb Threats

Making a bomb threat under Massachusetts General Law 269-14 can result in a \$10,000 fine and/or 20 years in State Prison. Any student involved in making a false threat will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

Bullying

Bullying is behaviors that are persistent, pervasive and chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts,

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 operation of the school. These behaviors include 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. See Appendix 10.

Cyber-Speech

Please be aware that Acton-Boxborough Regional High School may impose discipline on cyber-speech occurring outside of school when it:

- Constitutes a threat—an immediate, unconditional threat of violence directed at a person(s), and where conduct is directly linked to school, or
- Created or was reasonably expected to cause a material and substantial disruption to school's operation or environment.

Dangerous Weapons

Possession of a firearm or other dangerous weapon in any building or any school bus or on the grounds of any elementary or secondary school, including while in attendance at any school sponsored or related event, is a crime punishable by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both.

Possession of any weapon in school will minimally warrant a suspension from school and may be subject to expulsion and possible legal action.

(Refer to Appendix 3 for a complete description of State Law)

Disruption of School

Disruption of school includes any act that is intended to interrupt or impede the normal operation of the school.

Discrimination

Students are protected from discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability. Discriminatory actions include physical or verbal conduct that is derogatory. For example, jokes, gestures, unsolicited remarks, or other behavior that creates an intimidating or offensive working/learning environment. **(See Nondiscrimination Notice, Section IV.)**

False Fire Alarms

Pulling a False Alarm under Massachusetts General Law 269-13 can bring a \$500.00 fine and up to one year in a House of Correction. Any student pulling a false fire alarm will be suspended from school for 10 days, fined, and prosecuted to the fullest extent of the law. Anyone with information involving these incidents should report it to the main office.

Fighting

Fighting is defined as any hostile physical altercation including pushing, shoving or wrestling.

Harassment

ABRHS follows the School Committee Policies ACAB and ACAB-R for instances of harassment. Harassment may include but is not limited to threatening language or behavior, assault, inappropriate touching, intentionally impeding movement, continuing comments, gestures, or written communications of a suggestive or derogatory nature. (Including sexual harassment, see Appendix 5.)

Hazing

In accordance with Chapter 536 of the Acts of 1985, the practice of “hazing” is now a crime punishable by fine (up to \$1,000) and/or imprisonment (up to 100 days). Hazing, as defined by the statute, includes “...any conduct or method of initiation into a student organization...which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct will include whipping, beating, branding, exposure to weather, forced consumption of food, liquor, beverage, drugs...or any other brutal treatment or forced physical activity likely to adversely affect the physical health or safety of any such student or other person...” Hazing also includes subjecting a person to “mental stress, including extended deprivation of sleep or rest or causing extended isolation.” Those who organize or participate in “hazing” practices will be suspended from school immediately, and will be reported to the local police department for prosecution. (See Appendix 8.)

Insubordination

Examples of insubordination: Failure to comply with directions of administration. Open and/or continued defiance. Obscene language directed at a staff member. Please note that if a student fails to give his/her name when requested by a staff member, this is considered to be insubordination.

Misconduct Outside of School

Misconduct of a serious nature that has a direct relationship to the school may result in disciplinary action, even when the specific conduct does not take place on school property or at a school-related event.

Seniors, End of the Year Activities

Seniors should be aware that if they are suspended during the final weeks of school or as a result of their behavior at any end of the year event, they may be prohibited from attending any or all of the end of the year events (the Prom, Community Service Day, Awards Ceremonies, Project Graduation and/or Graduation Exercises). Please note that this rule extends to underclassmen who are suspended and who intended to go to the prom as a date of a senior. A senior who is denied the privilege of participating in these end-of-year activities shall not be refunded the price of tickets or cap and gown. If a student is denied the privilege of participating in graduation exercises his diploma will not be withheld, but will be awarded at a time specified by the Principal.

Stealing

Theft of personal or school property, receiving stolen items or possession of stolen items are prohibited. This includes unauthorized copying of computer software.

Threats

This includes threats of violence or threats to damage property directed toward any member of the school community.

Under the Influence of..

Use of alcohol or any illegal substance during the school day is a serious health and safety concern and will be treated accordingly. Students showing physical signs of being under the influence (slurred speech, blurry eyes, suspicious odor, or erratic behavior) of alcohol or any illegal substance will be escorted to the Administrative Office. If a student is suspected to be under the influence of alcohol or any illegal substance as described under **Alcohol and Illegal Drugs** below, a school administrator may require the student to meet with the school nurse to better assess his/her immediate condition. If there is reasonable suspicion that a student is under the influence, he/she will be subject to all search and seizure procedures as well as the disciplinary consequences outlined in Section IV of the handbook.

Alcohol, Tobacco, and Other Drug Use by Students Prohibited (File JICH)

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/guardians 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.

Violations will be treated as follows:

1. The Acton Police will be called in accordance with the Chief of Police and Superintendent of Schools Memorandum of Understanding.
2. Your parents/guardians will be called to take you home. You are placed under automatic suspension.
3. Any substance or paraphernalia found will be turned over to the Acton Police for analysis. Violators will be subject to criminal prosecution as well as any school consequences.
4. All cases involving alcohol and illegal drugs are referred to the Student Assistance Team.

The Massachusetts Supreme Judicial Court recently affirmed the constitutionality of the Massachusetts "school zone" statutes, M.G.L. 94C, §32J, which establishes a **mandatory** two-year penalty for any person convicted of possession of a controlled substance with intent to distribute within 300 feet of a school. The ruling removes all

doubt about the legal status of the statute. The school reserves the right to bring drug trained canine units into the school building without prior notification. See also, 'Under the influence'.

Vandalism

Vandalism is willful, malicious or careless actions leading to the destruction of, or damage to, school or personal property. Any student who vandalizes a memorial on school grounds (e.g. the Gazebo, a Class Gift, etc.) will be subject to additional administrative action including full restitution and community service. The administration will consult the Memorial Committee for the cost of restitution and community service recommendations.

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.

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

While this Handbook lists examples of prohibited conduct and potential consequences for engaging in such conduct, it is not possible to anticipate every circumstance that could result in discipline. Students should realize that if they engage in any behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed in the Handbook, they could be subjecting themselves to disciplinary action.

Out of School Suspension and Students' Rights and Responsibilities

Under the Student Handbook regulations, students suspended from school are provided the same make-up rights and responsibilities as any student absent from school. However, while suspended from school, students are expected to make every effort to stay current with their course work. At a minimum, students are expected to email their teachers on the day of the suspension. Students are not required to explain why they will be out of school, but they should notify the teachers of the dates they will be absent. Students may request academic assignments that will assist them in staying current in their coursework.

In addition to emailing teachers through their ABSchools account, it is strongly recommended that students suspended from school take the following actions:

- Take all textbooks and academic materials with them when they leave the building
- Communicate with their school counselor and/or special educator
- Access all on-line teaching material available through their classes

- When appropriate, contact their classmates regarding academic information covered in class
- Continue to work on the long range projects that have been assigned, and assume that deadlines for any group projects will not be adjusted.

Students suspended from school are allowed to make up any work they have missed. However, the student, not the teacher, is responsible for making sure that all work is made up in a timely fashion. All tests and quizzes should be made up after school.

Please note that it is not the responsibility of teachers to provide individual tutoring to review missed work for students returning from suspension.

STUDENT RIGHTS: DUE PROCESS PROCEDURES FOR HEARING AND SUSPENSION PROCESSES

In-School Suspension for Less than 10 Cumulative Days During a School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent/guardian after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.
3. The administrator will send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension

by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or by other method of delivery agreed to by the administrator and the parent/guardian.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

Procedures for Short-Term, Out-of-School Suspension (10 Cumulative Days or Less in a School Year)

Except in the case of an Emergency Removal as provided on page 41, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent/guardian will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a) the disciplinary offense;
 - b) the basis for the charge;
 - c) the potential consequences, including the potential length of the student's suspension;
 - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
 - e) the date, time, and location of the hearing;
 - f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and parent/guardian.

2. Efforts to Involve Parent/Guardian: The administrator will make reasonable efforts to notify the parent/guardian of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be

appropriate. The administrator will provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent/guardian of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent or guardian shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

Procedures for Long-Term Suspension

Except in the case of an Emergency Removal provided on page 41, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
 - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense;
 - c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d) the right to cross-examine witnesses presented by the school district;
 - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent/guardian upon request; and
 - f) the right to appeal to the superintendent the administrator's decision to impose long-term suspension.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating

circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and the parent/guardian. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days)
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - (a) the process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - (b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent/guardian as outlined in Procedures for Short-Term Suspension, as applicable.
 - Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent/guardian.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.
- An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to Superintendent or Designee (for Long-Term Suspensions)

If a decision by an administrator, following the parent/guardian meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent or his/her designee. In order to do so the student or parent/guardian must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent/guardian in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent will send written notice to the parent/guardian of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request. The superintendent will inform all participants

before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.

- The student will have all the rights afforded the student at the administrator’s hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator’s decision.

The decision of the superintendent constitutes the final decision of the school district.

Educational Opportunity

Students serving a suspension shall be given the opportunity to make up any missed work and earn credit for missed work (tests and quizzes) while on suspension.

Additionally, any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Discipline of Special Needs Students

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/guardians, 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/guardians, 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.

A 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.

In the event a student possesses, uses, sells or solicits a controlled 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/guardian disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent/guardian has a right to request an expedited due process hearing with the Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the district Director of Special Education.

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 school 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.

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/guardian 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.

References:

- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- MGL Chapter 71, Section 37H, 37H ½, 37H ¾

NOTICE OF 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 Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, 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.

Reference: ABRSC Policy AC

Distribution of Printed Materials and Circulation of Petitions

Students are free to distribute handbills, leaflets, and other printed materials and to collect signatures on petitions concerning either school or out-of-school activities or matters of general interest to students. Although there shall be no prior censorship or requirement of approval of the contents or wording of such materials, the following criteria apply:

- a. All printed matter and petitions distributed or circulated on school property should bear the name of the sponsoring organization.
- b. Distribution of material or collection of signatures is limited to periods before school begins, after dismissal at the end of the day, and during lunchtime so as not to interfere with the regular school program.
- c. The place and manner of such activities may be reasonably restricted to permit the normal operation of the school to continue without interruption and to prevent the use of coercion in obtaining signatures on petitions.
- d. All posted notices must be approved in advance by an administrator. Notices must be on bulletin boards.
- e. In the case of petitions presented by students to the administration, students have the right to have their petitions considered and to receive a reply.
- f. The distribution or selling of material for monetary gain by an individual or organization that is not sanctioned by the school will not be allowed.

Dress Code

The Fourteenth Amendment protects your right to choose hair length, clothing, and other aspects of your appearance. The school cannot interfere with this right by punishing you or restricting you from any school activities because of your appearance unless there is an overriding, legitimate school purpose, which the school can show to be more important than this right. Such legitimate school purposes include the concern that your appearance poses a genuine threat to health or safety (for example, a bulky coat in gym or not wearing shoes) or damages school property (for instance, metal cleats or shoes). Another legitimate purpose is to prevent disruption. Disruptive clothing is considered clothing upon which any of the following is displayed: obscenities, words or symbols that will knowingly incite others, or words or symbols that put down (defame) the beliefs or heritage of others. Students will be asked to change or cover clothing that is considered a concern based on the definition above and/or the clothing causes a disruption to learning. Some school events and individual teachers may have additional rules regarding dress.

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 homebound students under School Committee policies shall be made available.

Religious Holidays

As stated in the ABRSD School Committee Policy, we recognize that our school community is comprised of individuals with diverse religious, ethnic, cultural, and social

backgrounds. It is our intent to be respectful of the beliefs and practices of all our school community.

Consistent with this, the high school accommodates individual differences in religious observances. Thus, if a student is affected by a religious holiday that is not observed with a schoolwide closing, that student will be allowed to have extra time to complete assignments and assessments that conflict with their holiday observance even in the event that the student attends classes on that day. Assignments and tests should be made up according to the current absence policy.

Requests for modification of routine school expectations (homework, tests, etc.) should be made in writing to the teacher(s). Questions should be directed to the Associate Principal.

Restraint of Students

The Acton-Boxborough Regional Schools comply with the Massachusetts Department of Education's restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

Conditions:

School staff may use physical restraint only (1) when non-physical interventions would be ineffective and the student's behavior poses a threat of imminent, serious harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

The Regulations do not prevent a teacher, employee or agent of the District from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations.

Complaints

Students, parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the building principal to discuss their concerns. If the parents'/guardians' issues are not resolved at this level, they may request a meeting with the Superintendent or designee.

Additional information, including a copy of the regulations, can be obtained from the school districts' Director of Pupil Services at 978-264-4700. A copy of the regulations may also be obtained at:

<https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>

Search and Seizure

Lockers assigned to students remain the property of the school and are therefore subject to inspection by school staff at any time.

In addition, a student and his/her personal possessions, including any car parked on campus, are subject to reasonable search, including without limitation the use of a breathalyzer, by school officials when there is reasonable basis for believing that the search will produce evidence of a violation of school rules or of federal or state law.

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. In addition, the Acton-Boxborough Regional School District maintains student records using an electronic student information management system, PowerSchool.

These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc.

The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems. As permitted by these laws, the ABRSD School Committees have designated selected student records to be "directory information." For elementary school students, the following records have been designated as directory information:

- Name
- Address
- Telephone number
- Date of birth
- Grade
- Classroom assignment

For middle and high school students, the following records have been designated as directory information:

- Name
- Address
- Telephone number
- Date of birth
- Graduating class
- Team/class assignment (middle school)
- Participation in officially recognized activities and sports
- Honors and awards

The Acton-Boxborough schools will release the designated directory information without the consent of the parent/guardian or eligible student, unless the parent/guardian 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. As required by federal law, Acton-Boxborough releases the name, address, and telephone listing of secondary school students to military recruiters or officials of institutions of higher education, upon request. In the event that a parent/guardian or eligible student objects to the release of any of this information, the parent/guardian/eligible student must provide the principal with notice of the objection annually by a date designated by the principal; otherwise the information will be released without further notice or consent.

Acton-Boxborough Regional schools also disclose all student records (which include health records and special education records, if any), without the consent of the parent/guardian/eligible student, to officials of other schools in which a student seeks or intends to enroll, upon receipt of a request from such school officials. To the extent required by applicable law, the Acton-Boxborough schools will provide parents/guardians/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/guardians must submit a written request for the student record to the school principal. The Acton-Boxborough schools will respond to the request in accordance with state and federal laws and regulations regarding access by non-custodial parents/guardians.

Statutory References:

Family Education and Privacy Rights Act (FERPA): 20 U.S.C. §1232g, 34 CR §99

Massachusetts Student Records Regulations: 603 CMR 23.00, et seq.

Student Records Access for Non-Custodial Parents: General Laws, Chapter 71, §34H
Elementary and Secondary Education Act of 1965, as amended by NCLB, 20 USC 7908

Acton-Boxborough Regional Schools Annual Notice: The Family and Educational Rights and Privacy Act Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act ("FERPA") and the Massachusetts Student Records Regulations ("Massachusetts Regulations") together provide parents/guardians and eligible students (those who have reached the age of 14 or who have entered the ninth grade) certain rights with respect to the student's education records. A general overview of those rights is provided below. Parents/guardians and students may obtain a complete copy of their rights under the Massachusetts Student Records Regulations by contacting the Director of Pupil Services. These rights include:

1. The **right to access** the student's education records. Parents/guardians or eligible students should submit their request for access to the building principal. Access is generally provided within ten days of a request. Massachusetts General Laws Ch. 71, Section 34H, however, provides specific procedures that must be followed prior to release of records to a parent/guardian 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.

2. The **right to request amendment** of the student's education records.

Parents/guardians or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended and why.

3. 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.

Some of the Exceptions:

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Such school officials include professional administrative and clerical staff who are employed by or under agreement with the Acton-Boxborough Regional Schools.

- Acton-Boxborough Regional Schools also disclose all student records (which includes health records and special education records, if any) without parent/guardian/eligible student consent to officials of other schools in which the student seeks or intends to enroll, upon receipt of a request from such school officials.
- The Acton-Boxborough Regional Schools may disclose, without written consent, designated "directory information," which is information generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the district to include this type of information from your child's records in certain school publications. Information that a district designates as directory information may be disclosed to outside organizations (for example, class ring manufacturers and yearbook publishers) without prior consent. Acton-Boxborough Regional Schools has designated elementary students' names, address, telephone number, date of birth, grade level, and classroom assignment as "directory information." Acton-Boxborough Regional Schools has designated middle and high school students' names, address, telephone number, date of birth, team/class assignment (middle school), graduation class, participation in recognized activities and sports, and honors and awards as "directory information." In addition, federal law requires that Acton-Boxborough provide military recruiters or officials of institutions of higher education, upon request, with three categories of directory information - names, addresses and telephone listings - of all secondary students. If a parent/guardian or eligible student does not want the district to disclose any of the above information, the parent/guardian/eligible student must notify the building principal through the online portal or in writing by a certain date, otherwise the information will be released without further notice or written consent.

4. The **right to file a complaint** concerning alleged failures by the districts to comply with the regulations and laws governing student records. Complaints may be filed with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148 and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

It should be noted that the Acton-Boxborough Regional School District (ABRSD) maintains student records using an electronic student information management system, PowerSchool. These electronic student records include the same documents that would otherwise be found in a paper version of the student record including, but not limited to, student photos, emergency contact cards, report cards, etc. The Family Educational Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records. All of the FERPA protections apply to electronic student information management systems.

Tests and Teacher Absence

When a teacher is absent on or immediately prior to a scheduled test day, whenever possible they will let the Main Office know whether or not testing will be held as scheduled.

Assessment Postponement

While teachers encourage students to complete assessments on time, there may be circumstances which warrant postponement. This policy is meant to assist you in balancing academic workload in healthy and responsible ways.

If you have three or more assessments due or taking place in one day, such as tests, papers, projects, labs, performance assessments, or announced quizzes, you can request a postponement. In making decisions about which assessment to postpone, students should prioritize taking summative assessments on time. A summative assessment is defined as an end-of-unit assessment that is used to evaluate student learning. Students should remember that the process is designed to balance academic obligations; extracurricular activities should not factor into the decision.

While students are expected to adhere to this process, extenuating circumstances will be considered. In such cases, students should plan to discuss their situations with counselors and teachers.

If you believe that you may need to postpone an assessment, you should inform your teachers as soon as possible - verbally and by submitting an Assessment Postponement Request Form by the end of the school day two days prior to the scheduled assessments. If postponing a Monday assessment, forms must be submitted by 8:30 AM on Friday to allow time for responses. A link to the Assessment Postponement Request Form is available on the ABRHS website.

Testing after Vacations

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 vacation, tests, and major assessments cannot have a due date of or assigned earlier than the Thursday after vacation or three days after a vacation (after December break, February break, and April break). Please refer to the Homework and Assessment Policy for more specifics.

Tests, Quizzes and Homework Expectations during MCAS

A reminder will be sent prior to each MCAS testing period regarding homework, test, and quiz policies. As a general policy, on the days of English, Math and Science MCAS testing, no tests or quizzes are to be scheduled for sophomores; no papers or lab projects are to be due from sophomores; and only limited homework is to be due from sophomores.

GENERAL EXPECTATIONS

ATTENDANCE

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

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

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

~~absence the day following the truancy, the unexcused absence will be reversed and recorded as an excused absence.~~

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

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

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

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

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

ATTENDANCE

Philosophy

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

DISTRICT and STATE ATTENDANCE POLICIES, LAWS, and DEFINITIONS

ABRSD Attendance Policy

Here is ABRSD's Attendance Policy JH.

File: JH - STUDENT ABSENCES AND EXCUSES

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

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

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

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

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

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

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

MASSACHUSETTS STATE LAW:

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

CHRONIC ABSENCES (Defined by DESE)

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

HIGH SCHOOL ATTENDANCE

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

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

PowerSchool Attendance Codes

E	Excused Absence
A	Unexcused Absence
T	Excused Tardy
U	Unexcused Tardy
D	Excused Dismissal

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

How Parent/Caretaker Report Absences and Timeline

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

STUDENT WILL BE ABSENT

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

school.

STUDENT NEEDS TO LEAVE SCHOOL EARLY (EARLY DISMISSAL)

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

STUDENT IS LATE TO SCHOOL (TARDY)

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

School Interventions for Excessive or Chronic Absences

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

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

Right to Earn Credit

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

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

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

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

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

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

Excused and Unexcused Absence

Examples of Excused Absences

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

Examples of Unexcused Absences:

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

Appeals Process

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

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

Other Attendance Information

Dismissals

If a student has an appointment requiring that he/she be released early, he/she must bring a note signed by a parent or legal guardian. The student needs to take the note to the Main Office prior to third period. The student will be dismissed without a note from home only in the case of an emergency. Students returning to school must check in at the Main Office when they arrive. Classes missed due to a student's failure to comply with the dismissal procedures will be considered truanancies. Notes from parents/guardians dismissing their child after the absence has occurred will not be accepted.

If a student is sick, and the nurse determines that he/she should go home, the nurse will coordinate communication with home and officially dismiss the student. If the student arranges to go home directly with the parent/guardian, the parent/guardian must come into the main office, or call, to dismiss the student.

Students leaving campus with privileges are expected to return to class on time. In the event that a student is unable to return to a scheduled class, his/her parent/guardian must contact the Main Office on that day to excuse the absence.

Absenteeism and Participation in Extracurricular Activities and Field Trips

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Associate Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student is chronically absent (misses more than 10 days per semester or 10 days of a particular class) he/she may not be allowed to participate in extracurricular activities for the rest of the semester. In addition to maintaining good attendance, students must be in good academic standing to participate in extracurricular activities and field trips.

Medical Reentry Meetings

Medical reentry meetings are held in order to support a student's transition back to school after an extended absence. If a student is out of school for an extended period of time due to a physical or emotional medical condition that upon return to the school setting necessitates services such as mobility support, counseling, schedule changes, or other services or accommodations, the student's counselor will schedule a Medical Reentry Meeting. A parent or guardian must attend the meeting along with the student and must bring any necessary medical documentation that indicates the child is able to return to school. Documents provided by medical personnel should also identify any services/supports that would be helpful for the student upon reentry and may include discharge summaries and/or evaluations. School faculty and staff from nursing, counseling, and administration will meet with the student and his or her parent or guardian to create a plan to help to ease the transition back to the school setting.

Withdrawal from Class

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

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

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

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

~~An Attendance Review Board, consisting of faculty and administration, will be available to review individual cases in light of extenuating circumstances. Parents/guardians and students will be notified during the year if student absences appear excessive.~~

Parents/guardians are also encouraged to periodically contact their child's school counselor if there are concerns around student attendance. A record of the student's daily attendance will appear on quarterly report cards.

Physical Education

Attendance requirements for physical education are described in Section III of the Student Handbook.

Dismissals

If a student has an appointment requiring that he/she be released early, he/she must bring a note signed by a parent or legal guardian. The student needs to take the note to the Main Office prior to third period. The student will be dismissed without a note from home only in the case of an emergency. Students returning to school must check in at the Main Office when they arrive. Classes missed due to a student's failure to comply with the dismissal procedures will be considered trancies. Notes from parents/guardians dismissing their child after the absence has occurred will not be accepted.

If a student is sick, and the nurse determines that he/she should go home, the nurse will coordinate communication with home and officially dismiss the student. If the student arranges to go home directly with the parent/guardian, the parent/guardian must come into the main office, or call, to dismiss the student.

Students leaving campus with privileges are expected to return to class on time. In the event that a student is unable to return to a scheduled class, his/her parent/guardian must contact the Main Office on that day to excuse the absence.

Absenteeism and Participation in Extracurricular Activities and Field Trips

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Associate Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student is chronically absent (misses more than 10 days per semester or 10 days of a particular class) or chronically truant (unexcused absences from any class more than three times per semester) he/she may not be allowed to participate in extracurricular activities for the rest of the semester. In addition to maintaining good attendance, students must be in good academic standing to participate in extracurricular activities and field trips.

Medical Reentry Meetings

Medical reentry meetings are held in order to support a student's transition back to school after an extended absence. If a student is out of school for an extended period of time due to a physical or emotional medical condition that upon return to the school setting necessitates services such as mobility support, counseling, schedule changes, or other services or accommodations, the student's counselor will schedule a Medical Reentry Meeting. A parent or guardian must attend the meeting along with the student and must come prepared with medical documentation that indicates the child is able to return to school. Documents provided from medical personnel should also identify any services that would be helpful for the student upon reentry and may include discharge summaries and/or evaluations. School faculty and staff from nursing, counseling, and administration will meet with the student and his or her parent or guardian to create a plan to help to ease the transition back to the school setting. A Medical Reentry Meeting must be held prior to the student's return, as this is the best means by which to come up with a plan for a safe and effective transition back to school. A follow-up meeting may or may not be scheduled.

Tardiness

School starts at 8:00 A.M. If students are going to be late to school they need to bring a note signed by their parent or guardian. Students should check in at the Main Office when they arrive. Students who are late and did not have a parent/guardian send a note will be marked "U" (unexcused absence) at the attendance office. A "T" (excused tardy) will be recorded if the lateness is excused.

Teachers and Main Office staff will refer students who are chronically tardy, excused or unexcused, to the appropriate Assistant/Associate Principal.

GENERAL BEHAVIORAL EXPECTATIONS

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

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

Abusive or Obscene Language

Students are not to use obscene or abusive language or gestures. Such behaviors will result in referral to the Assistant/Associate Principal.

Academic Integrity/Cheating

Students are expected to complete and pass in their own work. Please see Appendix 9 for the complete Academic Integrity Procedure.

Care of Books and Other Property

The person who is responsible will pay for books and other property that are damaged.

Cell Phones, Electronic Devices

The purpose of the school day is to ensure that students have access to the teaching, learning experiences and knowledge that will prepare them for their life as responsible and respectful adults in college, the workplace and in their communities. In order to maintain the primacy of this academic experience, student cell phones and other personally owned devices used for communication and entertainment are not to be used in any class or study hall without the prior permission of the teacher. This permission should be sought for each specific occasion on which the student wishes to use their device.

In addition, the video, camera and real-time text capabilities of cell phones present the difficult challenge of ensuring continued high standards of Academic Integrity (see Appendix 9) and community expectations for privacy. In order to protect students from the appearance or allegations of AI violations, all cell phones and personally owned devices used for communication and entertainment should be stored in the student locker or backpack – not visible or audible in the classroom setting. Such devices are not to be used in any area where people have a reasonable expectation of privacy.

Should a student find it difficult to follow these guidelines, they may be asked to give their phone to a teacher or other staff member. On the first occasion, the cell phone may be taken until the end of the school day, on second and subsequent occasions; the issue may be referred to an administrator for further intervention. In addition, teachers are

allowed to ask students to turn their phones off or to gather cell phones in a central location during periods when tests and other assessments are given.

Classroom Expectations

In order to maintain a positive learning environment, students who repeatedly exhibit disruptive behavior can expect the following consequences.

1. The teacher will speak to you about your behavior.
2. The teacher will notify your parents/guardians and counselor that there is a problem.
3. The teacher, administrator or counselor will arrange a conference including you, your parents/guardians, teacher, counselor and administrator. You may be given a suspension warning as well.
4. You may be assigned in-school suspension. Make-up work is allowed without the teacher's help. (The student must ask friends to see what assignments are due.) The teacher will deliver any tests and quizzes to the assigned study.
5. If difficulties continue you may be assigned out-of-school suspension. Parents/guardians are notified and another conference is scheduled.
6. Finally, you may be **withdrawn** from the course and sent to assigned study for that period for the rest of the year. You would receive a "W" for the course and earn no credits.

Detention

Students may be assigned a lunch detention for a variety of infractions including but not limited to unexcused absences, disruptive behavior, and tardiness to class.

Teachers may assign students to stay after school to deal with disciplinary issues. Students will be given a one-day notice in order to make necessary transportation or other arrangements. Students have to report to detention and are to be prompt and responsive to the teacher. Students who fail to respond to a teacher's detention may be referred to the Associate Principal for further disciplinary action.

Directed Study

Freshmen are required to attend supervised study during unassigned time. Attendance is taken and monitored regularly. Students are expected to come prepared to study. Students may be issued passes to the library, counseling, or other legitimate resource as necessary. All other students (10-12) may be assigned to directed study to fulfill 990 hour Time and Learning requirements, or to address attendance or other disciplinary issues at the discretion of their Associate/Assistant Principal.

Eating

Students may eat and drink in the cafeteria or in designated outside areas. Students are not allowed to eat in the main entry hall, the classrooms, the academic hallways, the auditorium foyer, or the library. All students are responsible for their own trash.

Fines

Parking fines can be paid at the Campus Support Staff Office during regular school hours. All fines are to be paid prior to the end of the school year. In the event that students continue to have outstanding fines or other obligations (uniforms not returned, lost books) after the close of the school year, notice of monies owed will be sent with the

fourth term report card and the student's schedule for the following year will be withheld until all obligations are met. Pertaining to 12th grade students: transcripts will be withheld until all obligations are met. The administration office is open during the summer for payment of fines.

Forgery

Any intentional use of a forged document, altering a document or tampering with school records is considered forgery and will be subject to disciplinary action. Forgery includes, but is not limited to, altering report cards, signing of a parent's/guardian's name or initials to school required notes, forging or altering hall passes, and dismissal forms.

Gambling

Student gambling is not allowed on school grounds or at school functions. The parent/guardian and the counselor will be notified of any violations.

High School Functions

The school's "Standards of Conduct" will be in force at all school functions, extracurricular events, and interscholastic athletic events. Students who are considered disruptive will be asked to leave. Students who are removed from any school-sponsored event because of inappropriate behavior may be banned from attending such events for a period of time to be determined by the administration. Once a student leaves the activity, he/she will not be readmitted. After leaving a school event, students are not to loiter on school grounds.

Please note that many high school functions are for AB students only and may require a student identification card for entry. School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Associate/Assistant Principal at least 10 days in advance.

Laser Pointers

Given potential eye damage if misused, laser pointers are not to be brought to school without specific permission from the administration. If inappropriately used, laser pointers will be confiscated.

School Bus Behavior

A school bus is an extension of the school. Students are expected to follow the school standards of behavior on the bus. Remember the bus driver must be in charge of the bus and its passengers in order to ensure student safety. The driver will report any problem to the administration, and disciplinary action will be taken. This could include losing bus privileges for a period of time.

Senior Class Dues

Each member of the senior class participating in senior events and graduation exercises will be required to pay class dues. Dues are \$185 before November 1 and \$200 on or after November 1. A payment plan can be arranged as necessary. Please see your counselor if you are in need of financial assistance.

Smoking, Vaping, or Chewing Tobacco on School Property

The Surgeon General's Report states that smoking and chewing tobacco are bad for your health. As mandated by State Law, Acton-Boxborough is a smoke free environment. Acton-Boxborough prohibits the use of any tobacco product within the school buildings, the school facilities or on the school grounds or on school buses by any individual.

Recognizing that for many students smoking has already become an addiction, and therefore a medical as well as a behavioral issue, the school administration strongly recommends that students discuss the issue with their parents/guardians and physician. Numerous community programs exist to help support students who are trying to quit. In addition, smoking cessation programs are offered through the Acton-Boxborough school nurse and the Acton Board of Health.

Penalties:

Students who do not comply with smoking regulations and related disciplinary procedures may be subject to suspension from school and/or mandatory participation in after school smoking cessation classes.

Fines are applied to Health Awareness Programs.

*Refer to Appendix 3 for a complete description of State Law

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

Sportsmanship

The Acton-Boxborough Regional High School Athletic Department believes that good sportsmanship represents a general feeling that athletic activities are played for the good of the game rather than the promotion of self. Athletes who demonstrate good sportsmanship follow a code of conduct that is respectful of all people at the event including players, cheerleaders, officials and spectators. Good sportsmanship is demonstrated when spectators cheer for their team and not against the opposition.

According to the MIAA, **taunting** includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin, or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal matters.

Examples of taunting include, but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another and over/straddling a tackled or fallen player.

In all sports, officials are to consider taunting a flagrant unsportsmanlike foul that disqualifies the offending bench personnel or contestant from that contest/day of

competition on the first taunting offense. In addition, the offender shall be subject to existing MIAA sport specific Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.

At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators are subject to ejection from the game.

Student Privileges

Juniors and seniors may apply for Extended Privileges. Eligibility requirements include academic standing, attendance, and administrative and parental/guardian approval. Juniors may apply starting the second week of the school year.

9th Graders are required to go to directed study with faculty supervision during all study periods.

10th Graders, during free periods, may go to the commons, the Counseling Center, one of the three Student Centers, the library or designated areas immediately outside the building. They may not leave school grounds during the day or loiter in the academic wings.

Given Extended Privileges, students may leave campus during any unassigned time. Students arriving on campus, or departing from campus, during class time are expected to be considerate of faculty and students in classes. They are to wait to enter the academic halls until passing time.

Student Identification Cards

Student identification cards are issued each year in the fall. (This is also your library card.) You are requested to carry your card with you. If you lose your ID card you can obtain a replacement from the Campus Support Staff in the Faculty Support Center. There is a \$5.00 replacement fee.

Technology Responsible Use Agreement

This Responsible Use Agreement is designed to make the school's technology resources available to the entire school district and to help you use those resources responsibly. Your cooperation and adherence to these guidelines and policies is a condition of continued access to the school's technology resources. Violation of this agreement may result in the loss of technology privileges, disciplinary action, and/or legal consequences.

Responsible Use

- The district's devices and network infrastructure are provided as educational tools for students, staff, and the community. Class and course-related use of this equipment will

take priority above all non-educational use (including exploring Internet resources of personal interest).

- Students who participate in the 1:1 program should plan to use their district-provided device for all school-related tasks during class time and should follow teacher expectations in the classroom as well as the guidelines in the 1:1 handbook. Students who would like to opt out of being issued a district-provided device must comply with the conditions listed in [the opt-out agreement](#) and complete an opt-out form annually.
- Students bear responsibility for any damage or loss of district-issued equipment. ABRSD may charge the student the lesser of the repair or replacement cost or \$250 for any device or equipment that is stolen, mishandled, accidentally damaged or returned with missing accessories. Students must leave the device's identifying barcode and sticker in place. The student must report theft, loss, damage, or malfunction of the device to school officials immediately as failure to do so may negatively impact existing manufacturer's warranty and/or vendor lease agreement. Students who withdraw, transfer or otherwise leave the district must return any borrowed technology equipment in working condition prior to leaving or will be held responsible for the replacement cost of the equipment.
- When students are using personal or district-issued devices in the school, they are expected to cooperate with the supervising staff members and are to follow the instructions for device use in each area. This includes but is not limited to: specific guidelines for accessing digital resources and materials, printing, downloading from the Internet, playing audio and/or video, and playing educational games.
- Use of the devices and/or network to develop or knowingly pass along viruses or other programs that damage computers or infiltrate user accounts is prohibited. Any identified attempts will be turned over to appropriate law enforcement authorities. Hacking is not allowed and the school reserves the right to inspect all student files. Students may not attempt to break security protocols or remove apps, media, etc required by teachers or ABRSD.
- The district strives to create a diverse, equitable, and inclusive learning environment for all students (School Committee Policy [IGA](#) and [IGA-E-2](#)). This means that we aim to provide representation of all identities, while also avoiding censorship and preserving access to information that can support diverse perspectives and foster critical thinking skills. In order to be compliant with the Children's Internet Protection Act, all district-issued student devices have internet filtering and monitoring tools used by authorized staff both on and off campus. Students shall understand that school provided access to the Internet has to be filtered to limit access to inappropriate material and is not intended to censor information for educational purposes. Students shall not attempt to bypass any blocked sites or circumvent the filter in any manner including through the use of hot spots and personal devices. Filtering rules include limiting access to:
 - Any site displaying sexually explicit or pornographic content of any kind
 - Any site containing on-line games including, but not limited to, gambling, lotteries, sweepstakes, and other games of chance
 - Any site promoting violence, hate, the use of controlled substances, or other illegal activities

- Any site promoting a multi-level marketing, home based business or other money- making scheme, mass solicitations (colloquially known as “spam”), chain letters. The use of district assets for financial gain of any type (including cryptocurrency) is unlawful and forbidden.

However, if a student would like to request access to digital resources that are needed for academic use but are blocked by the school firewall, they may submit a request which will be reviewed by the Educational Technology department.

- The use of personal or district-owned technology to create, access, download, edit, view, store, send or print materials that are illegal, offensive, harassing, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene or otherwise inconsistent with the values and general standards of the school is prohibited.
- Each user bears full responsibility for his, her, or their actions. Users shall assume full liability (legal, financial, or otherwise) for their actions. In addition, the school system takes no responsibility for any information or materials that are transferred through the Internet.

Student Accounts, Email and Google Applications

Acton Boxborough Regional School District uses Google Workspace for Education for students to use for email, creation of documents, spreadsheets, presentations, and storage of student work. All students will be issued an email account in the ABSchools domain (@abschools.org) to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members, and peers. It is important to note that internet and email messages are public communication and not considered private.

- Any password issued to a user is for their personal use. Each user must protect their password and must not allow anyone else to use the password or their account.
- Students shall not impersonate or attempt to use someone else’s accounts on any device. Students shall not delete or tamper with anyone else’s files, folders, or work including “shared drives.”
- Use of this service must be in full compliance with the Acton-Boxborough Regional School District Anti-Bullying Policy, which among other things, prohibits bullying through the use of any district and/or non-district technology resource/service where such bullying creates a hostile environment or infringes upon the rights of the victim at his/her school. Remember, all electronic mail messages and other use of electronic resources by students are property of Acton-Boxborough Regional School District and may be disclosed to law enforcement, where appropriate, without prior consent of the sender or receiver.

Students who withdraw will have access to their ABSchools Google account (including Gmail and Drive) until the day after they leave the district, at which point accounts will be suspended. Students who graduate will have access to their ABSchools Google account (including Gmail and Drive) until the end of August of the year they graduate, at which point accounts will be

suspended. Should the family/student want to maintain any items from the ABSchools account, it is their responsibility to export items contained in the account prior to the suspension date.

Personal Devices & Equipment

- Personally owned devices and equipment are to be connected only to the district's guest network, AB-Guest. All other networks are prohibited.
- Students bear responsibility for any damage, theft or loss of personal equipment brought into school.
- The use of personally owned devices (computer, mobile device, hot spot or other) to gain unauthorized access, "hack", or subvert in-place restrictions will result in the immediate and permanent ban of said device from the Acton-Boxborough network.

Etiquette/Online Safety/Plagiarism

- Students' online communications are expected to avoid use of profane language and other offensive means of communication. Be mindful of your digital footprint, understanding that anyone may conduct online "searches" of you. Poor judgment could negatively impact future opportunities.
- Students should never give out personal information (i.e. name, phone number, address, credit card information, etc) over the school's network or when using a school-provided account or device.
- Students shall not photograph or record other individuals on any device without their consent.
- Students should not distribute digital material or work that is not their own unless given permission by the author.
- Students should assume that all materials available on the Internet are protected by copyright. When using on-line resources (text, graphics, multi-media files, etc) for school papers or projects, students are required to cite sources. Students should consult with their teachers to determine proper format for citations.
- When completing school assignments, students must not submit someone else's work as their own, whether it is information from the Internet or from another source.
- Students are expected to behave in accordance with the other guidelines listed in the [ABRHS Code of Netiquette](#).

Cyber-Speech Outside of School

Discipline may be imposed on a student if cyber-speech occurring in or outside of school:

- Constitutes a threat--an immediate, unconditional threat of violence directed at a person(s), and where conduct is directly linked to school; or

- Creates or was reasonably expected to cause a material and substantial disruption to the school's operation or environment.

Accountability

Violation of this Responsible Use Agreement may result in the loss of computer privileges, disciplinary action, and/or legal consequences. Specifically, the Acton-Boxborough Regional School District reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension or expulsion, for violations of this Agreement. The district will advise appropriate law enforcement agencies of illegal activities conducted through the district's Internet service, cooperating fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the service. Simply put, access is a privilege subject to regulation, not an absolute right. Access necessitates responsibility.

SECTION IV GENERAL INFORMATION

ABRHS Website

Information about the school and school activities can be found on the high school website: <https://abrhs.abschools.org>

Academic Support Centers (ASC I, ASC II, ASC III)

There are three Academic Support Centers which provide students with varying levels of extra help with class work and reinforcement of course content. Effective study skills, time management, and work habits are taught in conjunction with assigned work. The programs are staffed by teachers and peer tutors, who have a wide range of skills and experience. Assistance is offered in almost every subject throughout the school day. Students are scheduled into ASC I, ASC II, or ASC III by counselors' referrals.

Advisories

Students will each be assigned to an advisory group, led by a staff member of the school. Students are expected to attend all advisory group meetings.

After School Hours

The school does not provide supervision for students after school hours unless they are participating in a school-sponsored activity or event. Therefore, when the school day is over and after school obligations and activities are completed, students are not to loiter in the high school or on high school grounds. If a student needs to stay after school for a later activity we ask that they wait in the front lobby.

Alternative Programs

Acton-Boxborough Regional High School offers several alternative education programs. Students enrolled in these programs are expected to follow the same rules and procedures outlined in the student handbook. Any additional expectations specific to the alternative program will be distributed in writing by that program.

Announcements

Each morning daily announcements are read over the public address system. Students should listen to these announcements since they often contain important information. Announcements can read announcement information in the daily “Good Morning AB” email.

Bell Schedule

The Bell Schedule is the listing of different schedules or the periods and times for the school day based on the type of day it is. For example, we have a regular day bell schedule for a standard day that starts at 8:00 am and dismisses at 2:47, but we have a separate bell schedule for an early release day. To further understand how bell schedules work and for a complete listing of all the different bell schedules, please visit the school website <http://abrhs.abschools.org/>.

Calendars

For detailed calendars of both district and high school events, please visit the district website for the district calendar at <https://www.abschools.org/calendar> or for the high school calendar visit the high school website main page at <https://abrhs.abschools.org/>

Campus Support Staff

Campus Support Staff are paraprofessionals whose role is to provide supervision in large gathering areas, hallways and the immediate school grounds. Their primary function is to help ensure that students are safe and making safe choices. In addition, they provide support to the administration during emergency situations.

Student Handbook violations or any other incidents of concern that are observed by Campus Support Staff are reported to the administration for follow-up.

Conferences

Teachers, administrators and counselors welcome the opportunity to have individual conferences with students and/or their parents/guardians. Appointments should be made in advance to assure a mutually convenient time.

Extra Help Priority Days

Teachers are available a minimum of one day per week after school for students who need extra help. Teachers will announce their extra help schedule at the beginning of each academic year in each class. If you need extra help, please be sure to confirm the day and time with your teacher.

Field Trips

Occasionally students are invited to participate in field trips to supplement the academic classroom experience. Students are expected to use discretion when deciding on attending trips as they are responsible for all content taught and work missed while away. Students participating liberally in field trips lose valuable classroom instruction. Students should be in good academic standing and maintain a solid attendance record to participate in field trips, unless granted special permission from the Principal or Associate Principal. For all day trips, refunds will not be issued after one week prior to the trip.

Health Services

Nurse

The school nurse will be available from 8:00 A.M. to 2:47 P.M. each day. Permission to see the nurse during class should be secured from a teacher.

Screenings

The following state mandated health screenings will occur during the school year: Postural screenings for students in grade 9 will be conducted during 4th term Fitness for Living class. Hearing, vision, height and weight screenings for students in grade 10 will be conducted during PE classes. According to the state's BMI screening regulation, schools must now calculate the student's Body Mass Index. The health office will use the heights and weights from the annual screenings to do this calculation. Student's BMI results are available from the health office upon request. A parent/guardian may choose to opt out of any of the mandated screenings by providing a written request to the health office.

Medication Procedures

Whenever possible, prescription medicines should be administered at home. When a physician specifies that medicine must be administered during the school day, the guidelines for supervision of medication are:

1. All medicine must be brought to the health office by a parent or designated adult.
2. Medications that need to be administered daily or emergency medications need to include the following information:
 - • the prescription label and number
 - • the name of the drug
 - • directions for administration including times of administration and dosage
 - • the patient's full name and written authorization from a physician
3. Prescription medications that need to be administered for limited/short duration need to include the following information
 - the prescription label and number
 - the name of the drug
 - directions for administration including times of administration and dosage
 - the patient's full name
 - a note from the parent/guardian giving permission for the school nurse to administer medication with authorization from a physician with a start date indicated.
4. Non-prescription medicines may not be brought in or used by any student on school premises. Occasionally, a student may require acetaminophen and/or ibuprofen. These over-the-counter medications will be dispensed by the nurse to students only when a parent/guardian has completed the online emergency information card giving permission (see PowerSchool Access.)

Library and Information Services

The Acton-Boxborough Regional High School library exists to support students and teachers in their learning and teaching, to create lifelong learners by encouraging critical thinking, curiosity and exploration, and to foster a love of reading in all formats. This mission is accomplished by:

- Providing intellectual and physical access to information resources in all formats;
- Providing instruction to foster independence in finding and using information and ideas;
- Collaborating with other educators to develop their own and students' information
- Fostering skills in preparation for college and career pursuits;
- Creating a welcoming and inclusive atmosphere that supports academic inquiry

Reading and Study

Students choose to come to the library to seek assistance, research, study, or read. The library has an excellent collection of young adult materials and staff is eager to hear your suggestions for books that should be purchased.

Circulation

A detailed explanation of the student circulation policy can be found on the library website. Students who have significantly overdue materials will have their library accounts frozen, and will not be able to check anything else out until those materials have been returned, replaced, or paid for. Students who withdraw, transfer or otherwise leave the district must return any borrowed library materials prior to leaving or will be held responsible for the replacement cost.

Hours:

Hours can be found on the library website:

<https://sites.google.com/abschools.org/abrhslibrary/home>

Library Access for 9th Graders

9th grade students may access the library before and after school, and during their lunch. They may stop in from their directed study to print, take a picture of a textbook, or check out/return library materials.

Library Technology Access and Use

Students may come to the library to check out loaner technology materials, print in black and white, make copies, or scan documents.

Behavioral Guidelines

The library is a community learning space and must serve multiple purposes. All students are expected to conduct themselves with consideration and thoughtfulness for the rights of others and will be treated with dignity and respect by library staff. Students who consistently demonstrate disregard for the library community may have their library privileges revoked for a period of time. Students are not allowed to take phone or video calls on their cell phones in the library. However, personally owned devices used for communication (including but not limited to cell phones and portable music devices) are permitted providing they do not distract other students. Headphones are required to

access anything that makes noise (videos, music, etc.) in the library. In accordance with school policy, food and covered drinks are only allowed in the cafeteria

Lost and Found

Books and personal items that are left around the building are stored in a large box located at the entrance to the Student Center South. Wallets, jewelry and other items of value are kept in the safe in the Administrative Office. If you believe that an item may have been stolen, report this to the administration and complete a *Theft Report Form*.

Make-Up Work

When students miss a class or an entire school day for an authorized reason (e.g. sickness, dismissal, death in the family, etc), they are allowed time to make up the work missed. Students, not the teacher, are responsible for making sure that they make up all the work missed, including tests and quizzes. All tests and quizzes should be made up after school. See teachers for the correct testing room.

The amount of time students are given to make up missed work and assessments is proportional to how much time is missed. If students miss between 1-2 days, they have that number of days to make up the work. If students miss between 3-5 days, they have a minimum of 5 days to make up the work. If students miss more than 5 days, it will be necessary to meet with each teacher to discuss how long they will have to make up the work. Students should feel free to meet with a counselor if they are having difficulty making up the work.

It is expected that students and their families will plan vacations during school breaks. However, should you take a vacation while school is in session, it is the student's responsibility to notify teachers in advance, obtain assignments, and arrange with teachers a mutually agreeable time frame for completion of any missed work, tests and quizzes. It is not the responsibility of teachers to provide individual tutoring to review missed work for students returning from vacation. Remember the student, not teachers, are responsible for making sure that all work missed is made up and submitted. Remember also to keep track of your absences (Rules and Regulations: Attendance).

If, because of legitimate tardiness, a student misses a test or quiz or fails to hand in assignments, they are expected to make up that work that day or to receive permission that day from their teacher for an alternative make-up date. Failure to do this will result in a zero on the assignment.

If students miss a test or fail to hand in assignments due to participation in a field trip they are expected to notify the teacher in advance to arrange any make-up requirements.

The above rules apply to students who have missed school or class for an authorized reason, including suspension (see Out of School Suspension and Student Responsibility below). Students who have missed work for unauthorized reasons will not be allowed to make up work.

PowerSchool Access

Parents and guardians have access to attendance, historical grades, student schedules and course registration through the web-based PowerSchool Public Portal at <https://powerschool.abschools.org>. A link is provided on the ABRHS website. User ID's and passwords are mailed to parents and guardians. They do not change during a student's enrollment at ABRHS. Questions regarding access can be addressed to high school front office at 978-264-4700 x3404. Emergency medical and contact information and permissions must be updated annually in August on the website in order to access other student information.

School Dances

School sponsored dances are for Acton-Boxborough students only. Student ID may be required. Under unusual circumstances the administration may waive this requirement. However, any request for a waiver must be submitted to the Associate Principal at least 10 days in advance.

No backpacks or outside beverages are allowed into dances.

School Store

The school store is open from 8:15 am to 3:15 each day. Students may sign up to work in the school store through the course selection process. They will receive 990 credit and Community Service credits for hours worked. Students and parents/guardians can purchase snacks, drinks, school supplies, gifts, clothing and many other items. Photo supplies, agenda books, calculus answer books, and chemistry supplies are sold in the store all year long. Visit the School Store or find a link to the School Store website under shortcuts on the ABRHS website.

Instructional Support Team

The Instructional Support Team (IST) is available for staff who would like to refer a student who appears to be struggling in any areas in the life of the school. This can include but is not limited to areas of social, emotional and/or academic life. Problems might include failure to meet academic requirements, alcohol or drug abuse, severe depression, child abuse, eating disorders and school phobia, among others. The Team's role is to develop an understanding of the nature of the problem and to make appropriate recommendations. It is not punitive.

Led by the Counseling Chairperson, the team consists of a school psychologist,, school counselors, Special Education representative, representatives of the alternative programs including ASC, STAR, and ACC programs, and an Assistant/Associate Principal. Teachers are encouraged to share any and all student concerns with counselors who will refer the student to IST. All inquiries, reports and referrals will be kept strictly confidential.

As mandated by federal and state Special Education Regulations, a student experiencing significant academic difficulty or significant attendance issues may be brought to the

attention of the Instructional Support Team as part of a pre-referral process. A parent/guardian is entitled under the law to refer their student directly for a special education eligibility evaluation. School staff recommend that students experiencing difficulty be discussed first within the Instructional Support Team in order to respond quickly to concerns and gather relevant data.

All chemical health violations and school related drug and alcohol offenses are referred to the Team by the administration. In addition, school staff may present referrals to the Instructional Support Team without the student's prior knowledge.

Student Email

All students are issued an email account to be used for the purpose of communicating with teachers, administrators, counselors, librarians, school staff members and peers. Please check this account daily. Please note that emails are monitored for inappropriate language. See a librarian if you have difficulty accessing your account.

Summer School

Any student who fails an academic course for the school year may be eligible to attend summer school either through Acton-Boxborough Regional High School Summer School Program or through an approved, comparable summer school program. Any student wishing to attend summer school at a facility other than Acton-Boxborough, must get prior approval from the appropriate department leader. In order to be eligible to attend summer school, the student must have attended school and individual classes on a regular basis, at least 155 days per school year, or no more than 25 absences per school year.

Given medical or other serious issues, excessive absences may be excused. Any exception must be approved by the administration. Summer school grades and credit towards graduation will be recorded on the student's transcript. Summer school grades for students earning credit for summer courses will count toward their unweighted GPA.

Transportation

Transportation to and from school is available for ABRHS students. Additionally, there is a late bus that departs from the front circle at 4:45pm.

Unassigned/Free Time:

Students may have free periods during the week. During these open blocks, depending upon privileges, students have some choices about how to spend their time.

- Options include the three cafeteria areas adjacent to the kitchen in the North wing, the grassy area around the gazebo and outside the auditorium entrance, the counseling center, the lower gym when available and the three student centers (East, South and West). Please note: **At student request**, Student Center South is a quiet center.

- Students may choose to come to the library to conduct research, study, or read. The library is also maintained as a quiet study area.
- Students should not be in the front of the building, in the front lobby, in the parking lots or in the academic wings.
- Students should use their locker during passing time. Students are not to enter the academic wings during instruction periods.
- Students may not leave school during the school day unless they have an authorized dismissal slip or appropriate privileges. Students may not transport other students off school grounds unless they, too, are authorized to leave.
- Free time is not used responsibly, consequences will follow. This may include having to attend an assigned study.

EMERGENCY PROCEDURES/SAFETY

Fire drill: signal - - continuous ring

1. You should vacate the building quickly and quietly using the designated exits.
2. Walk quickly. Do not run.
3. Students and teachers should close all windows and doors and turn off lights before leaving. The first person through the exit should hold back doors until all have filed out and then proceed to designated area for the class you are attending. Check the wall by the door in that particular classroom to locate the specified exit.

In case of alarm between classes: Move slowly, without pushing, into the nearest side of a double line and pass through the nearest exit, unless otherwise directed by a faculty member.

In case of an alarm during lunch, students at lunch should move in orderly double lines and leave the building at the nearest door, unless otherwise directed by a faculty member.

ALICE:

In cases where students and/or faculty are alerted to an emergency situation or security issue, students and faculty are asked to follow the ALICE (alert, lockdown, inform, counter, and evacuate) protocol, and exercise one or more of the options to remain safe.

FACILITIES

Cafeteria

The Food Service Department now uses a Point of Sale System for payment in the cafeteria. Each student is issued a 4 digit lunch ID number upon enrollment that stays with them until they graduate. Students will enter their lunch ID number at the register. Parents/guardians have the ability to prepay for lunches. Please visit the Food Service

Website for details on the district website or contact the Food Service Department at [978-264-4700 x3221](tel:978-264-4700).

In addition to lunch, the cafeteria operates a snack bar that is open daily 8:00 AM to 2:00 PM and serves breakfast and snack items. Students may go to the snack bar if they have an unassigned study period. A variety of vending machines with healthy choices are also available in the cafeteria.

Financial aid is available for school lunches. Information and the application for [Free and Reduced Meals Program](#) is available on the district website.

Students may only eat and drink in the cafeteria or designated areas outside. All students are responsible for their own trash. Students are not to eat in the main entry hall, the academic hallways, the student centers, classrooms, library, or the auditorium foyer.

There are two recycling stations in the cafeteria. Students are expected to dispose of all lunch materials as described at these stations.

Elevator

If, because of injury, you need to use the elevator rather than negotiate the stairs, you are permitted to borrow an elevator key. When use of the elevator is no longer necessary, you should return the elevator key to the Main Office.

Lockers

All lockers remain school property. The school retains the master key to all lockers, private locks are prohibited, and all lockers are subject to search by authorized school personnel. You are expected to follow these rules:

1. Lockers are to be kept neat at all times and must be kept locked. Please do not add shelving as this can cause the locker to jam.
2. No decorations are allowed on the outside of the locker. Please note that any permanent **marking on a locker is considered vandalism**. Please do not put stickers on the locker, inside or out.
3. Locks and lockers are not to be exchanged except with the permission of the Administration. You are responsible for the lock and locker assigned to you.
4. Valuables should not be left in your locker **or on top of your locker**. The school will not assume responsibility for lost articles.

- Report all locker damage or missing property to the Associate Principal immediately.
- If you lose your lock, a new one may be purchased from the School Store.
- All lockers should be cleaned at the end of the year. Any stickers or writing must be removed.
- If you are not using your locker please turn in your lock to Locker Central in Room 179N.

Parking

Parking Is Available For Seniors Only.

Parking Is Available For Seniors Only. Bringing a vehicle to school and parking it on campus are privileges. Students are required to pay for and display a parking sticker (to be placed by staff on the car window). Parking tags cost \$200.00 for the year. Applications for parking stickers are available in the Campus Support Office in 102N or online. The student must show their registration and driver's license, at the time of purchase. Students with any outstanding school fines will not be granted a parking sticker.

In addition, you and your parent/guardian/owner of the car will be ~~requested~~ required to sign a release form giving the school administration and/or Acton Police permission to search your vehicle while on school property, if sufficient cause exists for them to believe that a violation of rules and regulations of this handbook exists. The ~~primary~~ purpose of this authorization is to search for prohibited materials (drugs, drug paraphernalia, weapons, gambling devices, stolen property, etc.). The student's consent is not required for the search.

Leased vehicles must be registered. All stated conditions and rules apply.

Rules:

1. Obey posted speed limits of **not more than 15 mph on campus**
2. Seniors should only park in designated spaces in the west parking lot. Students parking in assigned faculty/staff parking spaces will be fined.
3. Do not park in fire lanes. Violators will be fined.
4. Keep doors locked.
5. You and the owner of the vehicle are responsible for any violations involving your car, whether or not you are in the car at the time.
6. Stop and identify yourself to the campus monitors as requested.
7. If you leave early for work or an appointment, go immediately. Do not loiter in the parking lot.
8. Obey all traffic signs.
9. Students may not leave school during the school day unless you have an authorized dismissal slip or appropriate privileges. You may not transport other students off school grounds unless they too are authorized to leave.

Failure to comply with these conditions and rules may result in disciplinary action including the potential loss of parking privileges. Tickets are issued for failure to obey parking rules. Fines start at \$20.00.

Obey all traffic and safety rules. Always use caution when driving. Don't be distracted (that includes using cell phones) and drive within the posted speed limit. Remember to stop for and do not pass school buses with lights flashing. Stay safe! And remember, State Law requires that you and your passengers wear seatbelts.

Student Centers

Students are allowed to gather in the Student Centers during their free periods.

SECTION V ADDITIONAL INFORMATION

Change of Address and Other Pertinent Information

You must contact the Counseling Department immediately for any change in address or custody/guardianship. For changes to other contact information, please update the Emergency Information section of the PowerSchool Parent Portal (see PowerSchool Access).

CORI (Criminal Offender Record Information) Checks

The law requires schools to obtain all available criminal offender record information about any and all volunteers and employees, including all students 18 years and older, who “may have direct and unmonitored contact with pupils” under the schools’ supervision. Forms are available in the Administrative Office.

Driver’s Permit/License - Obtaining School Documentation

Students requiring a transcript and/or letter verifying current enrollment at ABRHS for the purposes of obtaining a driver’s permit or license should request the documents through their counselor or the school registrar in the Counseling Department.

Guests

On certain occasions, it is appropriate to have a guest at school. In order to have a guest during the academic day, students must obtain permission in advance from an administrator. Students should pick up the Visitors Procedures Form from their AP. This must be completed and approved in advance. If approved, guests must sign in at the Main Office and wear a visitor’s pass while in the building. Students are not to bring guests during testing periods or any day prior to a holiday or vacation.

No School

In case of a school closing or delayed opening, we will initiate a BrightArrow call generally by 6AM. In addition, major radio and television stations will be notified for “no school” and “delayed opening” announcements. Information will be posted on our website, as soon as possible.

Residency

Students are required to live in Acton or Boxborough in order to attend ABRHS. Exceptions are made through School Choice, homelessness, and special circumstance as approved by the Principal and the School Committee. All students are expected to maintain accurate home address information through the registrar.

Social Security Applications

Most employers require that employees have social security cards when reporting for work. An application for a social security number may be made to Social Security

Administration, 10 Kearney Square, Lowell, MA. Application cards may be obtained from the Counseling Department.

Soliciting From the Staff

Requests to staff members for donations of food and money as well as the purchase of tickets and chances by representatives of the various classes, teams, and outside organizations shall be made by the organization's president, secretary, or authorized representative to the Teachers' Association President, or to the Principal. Students are not to solicit donations directly from teachers or other school department employees. This includes fundraising for the school or any related activities.

Withdrawing from School

Should a student decide to leave school, either for work or any other reason, they must get a withdrawal form from the Administrative Office. This form must be signed by the principal, the student's counselor, all of the student's teachers, the nurse, the librarian, and returned to the Administrative Office. All class and library books must be returned. Any student withdrawing from school must be at least 16 years old and have written permission from parents if under 18 years old.

Work Permits

Under Massachusetts law a certificate showing the applicant's age and education is required for employment of a person under age 18. Work permits may be obtained from the Counseling Department.

APPENDIX 1

ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL

PREAMBLE

This agreement, among students, their parents or guardians and the Acton-Boxborough Regional Schools, is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is also designed:

- To help ensure the physical and mental health of students.
- To enable student athletes and leaders to set an example of responsible behavior.
- To promote zero-tolerance of under-age (21 years) drinking, as defined by **federal and state laws**, as well as of the use of illegal and harmful chemical substances among our youth.
- To bind the community together in support of its students.

This agreement was first developed by the Massachusetts Interscholastic Athletic Association (MIAA), and was created pursuant to the rules of the MIAA. Our high school and junior high school membership in this association allows our athletic teams to compete in the Dual-County League. To maintain membership, we must adhere to and enforce the MIAA policy.

RULE

During the school year or from the first day of practice, if earlier, a student shall not, regardless of the quantity, use or consume*, possess, buy, sell or give away any beverage containing alcohol**, any tobacco product, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing." This policy includes products such as "NA or near beer" and e-cigarettes.

*It is in a student's best interest to take a breathalyzer to show proof that the student has not consumed or used a controlled substance. Refusing to take a breathalyzer when presented with the opportunity to do so could or may impact the school's investigation of an incident.

**The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

PENALTIES

FIRST VIOLATION

When the coach and/or athletic director and/or school administration find that a student has violated the above rule, the student shall lose eligibility to participate in his or her particular athletic activity. The student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the

student, these penalties will be determined by the season during which the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 25% of the interscholastic contests in that season. Parents(s)/guardians(s) and counselors will be notified of such finding and the resulting action as soon as possible.

A student charged with violation of the above rule will first be given the opportunity to be heard and to present evidence in his or her defense before a finding for or against a student is made.

A student may appeal a finding against him or her by following the procedure outlined in Section III of the ABRHS Student Handbook.

LEADERSHIP RULE

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

SECOND AND SUBSEQUENT VIOLATIONS

If a student is found to have violated the above rule a second or subsequent time, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season during which the violation occurs. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating 60% of the interscholastic contest in that season. Parents(s)/guardian(s), counselors and the ABRHS Student Assistance Team will be notified of such finding as soon as possible.

Upon the finding of a second or subsequent violation, the student may of his/her own volition become a participant in an approved chemical dependency program or treatment program. The student may be certified for reinstatement in MIAA activities after a minimum of 40% of the interscholastic contests in that sport. The director or a counselor of a chemical dependency treatment center must issue such certification. Such a program and certification must be confirmed and approved by the ABRHS Student Assistance Team. All decimal parts of an event will be truncated i.e. all fractional parts of an event will be dropped when calculating the 40% of the interscholastic contest in that season. Penalties shall be cumulative each academic year.

If the penalty period is not completed during the season of violation, the penalty shall carry over to the students next season of actual participation, which may affect the eligibility status of the student during the next academic year.

It is recommended that the student be allowed to remain at practice.

The first time a student athlete signs this agreement, he or she is considered to be bound by the agreement for his or her entire athletic career at the Acton-Boxborough Regional School System. However, each year the student athlete and parent/guardian must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement can be obtained from the principal's office of the Acton-Boxborough Regional High School or the R.J. Grey Junior High School.

SIGNATURES

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS SENIOR HIGH SCHOOL.

Date

Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRACURRICULAR AGREEMENT - ATHLETICS - SENIOR HIGH SCHOOL. I further certify that I am the legal guardian of the above-named student and that I am a legal resident of the Town of _____.

Date

Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL - and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

Date

Captain's Signature

Date

Coach's Signature

Reviewed by School Committee June 15, 1995, Revised June 6, 1996; March 24, 1997;
February 1999; February 2000; June 2005

APPENDIX 2
ACTON-BOXBOROUGH REGIONAL SCHOOLS
EXTRACURRICULAR AGREEMENT - Senior High
To Be Used For Any School-Sponsored Activity *

TO THE STUDENT:

This agreement between you, your parent(s)/guardian(s), and the Acton-Boxborough Regional Schools is designed to serve several purposes. It is intended to influence students to make wise and legally sound decisions. It is designed:

- To help ensure the physical and mental health of students;
- To enable participating students and student leaders to set an example of responsible behavior;
- To promote zero-tolerance of under-age (21 years) drinking, as well as the use of illegal and harmful chemical substances among our youth;
- To bind the community together in support of its students' health.

RULE

During the school year, or from the first meeting of an extra-curricular activity, a student involved in this activity shall not, regardless of quantity, use or consume**, possess, buy, sell or give away any beverage containing alcohol***, marijuana, steroids or any controlled substance as defined under Mass. General Laws, Ch. 90D, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like, sometimes referred to as "huffing". This policy includes products such as a "NA or near bear" and e-cigarettes. Students using tobacco products within 100 feet of the school property (as described by Mass. General Laws, Ch. 71 Section 2A and 37H) will be subject to penalties of this agreement. Smoking or any use of tobacco products is also prohibited during all school activities off school property.

* Students involved in athletics should see "Extracurricular Agreement – Athletics."

** It is in a student's best interest to take a breathalyzer to show proof that the student has not consumed or used a controlled substance. Refusing to take a breathalyzer when presented with the opportunity to do so could or may impact the school's investigation of an incident.

*** The use of wine or an alcoholic beverage for religious observances does not violate this agreement.

CONSEQUENCES

FIRST VIOLATION:

When the extracurricular activity's advisor or director and the school administration find that a student has violated the above rule, the student shall lose eligibility to participate in any and all activities for a period of two weeks. Activity advisors, parent(s)/guardians(s), counselors and the Acton-Boxborough Regional High School Student Assistance Team will be notified of such finding and the resulting action as soon as possible

LEADERSHIP RULE

If a student is serving in a leadership position at ABRHS at the time of a violation, the student will be immediately removed from that position for the remainder of the term of service. If that student would like to be eligible for a future leadership position at any time during his/her high school career, he/she must receive permission from the principal prior to the election or nomination. The principal (or his/her designee) will schedule a hearing to determine eligibility. During the hearing, the student will need to explain what he/she has learned from the experience, how he/she will prevent other students from engaging in this behavior, and why despite the infraction he/she should still be considered. In making the decision, the principal (or his/her designee) will consider the nature of the violation, the overall discipline record, reports from other school personnel, and the student's level of reflection. No student who has been in violation of the chemical health agreement may enter an election or nomination process without explicit, written permission of the principal.

SECOND AND SUBSEQUENT VIOLATIONS:

When the advisor or director and school administration confirm that a second or subsequent violation has occurred, and following an opportunity for the student to be heard, the student shall lose eligibility to participate in all extra-curricular activities for the next twelve (12) weeks. Parent(s)/guardian(s), counselor and the Acton-Boxborough Regional High School Student Assistance Team will be notified as soon as possible.

If the student, on her/his own volition, becomes a participant in an approved chemical dependency treatment program, the student may be certified for reinstatement in her/his extra-curricular activities after a minimum period of six (6) weeks. Such a program must be recommended and approved and the subsequent certification confirmed by the Student Assistance Team.

Consequences shall be cumulative only during one academic year. A period of consequences will extend into the next academic year if the consequences are not met during the current school year.

It is recommended that a student involved in Proscenium Circus, Band, and Academic Teams be allowed to attend rehearsals or practices in a non-participatory fashion while he/she is meeting the consequences of his/her violation.

The first time a student signs this agreement, he/she is considered to be bound by the agreement for the rest of his/her involvement in the extra-curricular activities offered in the Acton-Boxborough Regional School system. However, each year the student, parent/guardian, and activity advisor must sign the agreement as reaffirmation of acceptance of the terms of the agreement.

This agreement is reviewed yearly by the Local Alcohol and Drug Abuse Task Force of the Acton-Boxborough Regional Schools. A copy of the agreement

can be obtained from the principal's office of the Acton-Boxborough Regional High School.

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
SENIOR HIGH EXTRA CURRICULAR AGREEMENT**

SIGNATURES

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS' EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL.

Date

Student's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences for my child's failure to comply with them. By signing my name below I indicate that I agree to be bound by the provisions, terms and consequences of the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL. I further certify that I am legal guardian of the above-named student and that I am a legal resident of the Town of _____

Date

Parent or Guardian's Signature

I have read the ACTON-BOXBOROUGH REGIONAL SCHOOLS EXTRA-CURRICULAR AGREEMENT - SENIOR HIGH SCHOOL and I understand its provisions, terms and consequences. By signing my name below I agree to support this student in her/his effort to understand and comply with this agreement.

Date

Faculty Advisor/Director

Reviewed by School Committee June 6, 1996. March 24, 1997; February. 1999; February 2000.

APPENDIX 3
MASS GENERAL LAWS CHAPTER 71, SEC. 37 H
SCHOOL POLICIES AND DISCIPLINE
(INCLUDING REGULATIONS ON STUDENT HANDBOOKS, WEAPONS,
SMOKING, EXPULSION)

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, Associate Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Mass. General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 (the Education Reform Act), and further amended by Section 1 of Chapter 380 of the Acts of 1993.

APPENDIX 4
MASS GENERAL LAWS CHAPTER 71, SEC. 37 H 1/2
FELONY COMPLAINT OR CONVICTION OF STUDENT; SUSPENSION;
EXPULSION; RIGHT TO APPEAL Section 37H1/2. Notwithstanding the
provisions of section eighty-four and sections sixteen and seventeen of
chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The

superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

APPENDIX 5
Combining Files: ACAB, GBA

PROHIBITION OF HARASSMENT

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.

APPENDIX 6 **SEXUAL HARASSMENT**

The school district is committed to providing an educational environment that is free of sexual harassment. Sexual harassment compromises professional relationships and undermines the quality of the education environment. Sexual harassment is completely unacceptable and will not be tolerated in any form in the school systems.

The condoning of sexual harassment or the retaliation against an individual because he or she complains of sexual harassment or because he or she assists in the investigation of a complaint of sexual harassment is also prohibited.

A. Sexual Harassment

Employees, volunteers, contractors and students are prohibited from making unwelcome sexual advances or requests for sexual favors and from engaging in any other verbal or physical conduct of a sexual nature when those advances, requests or conduct have a purpose or effect of unreasonably interfering with the education of a student or the working environment of any employee of the school by creating an intimidating, hostile, humiliating or sexually offensive educational or working environment. Prohibited behaviors include, but are not limited to, leering, pinching, grabbing, suggestive verbal comments, off-color jokes, and pressure for sexual activity.

B. Sexual Conduct Toward Students

It is also a violation of the school district policy for any school employee, volunteer or contractor to make any sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature toward a student, whether or not unwelcome.

It is the policy of the School Committee to have all complaints of sexual harassment promptly and fully investigated and to take any steps necessary to remedy the situation. These steps or procedures are designed to correct, remedy and discipline violations of the policy.

COMPLAINT AND INVESTIGATION PROCEDURES

If any student, employee, volunteer or contractor believes that he/she has been subjected to any form of sexual harassment, the individual should report the incident as promptly as possible (but no later than six months from the time of the incident.) A student should report the matter to a teacher or administrator with whom the student feels comfortable. An employee or volunteer should report the matter to the immediate supervisor or another administrator. A contractor should report to an administrator. The report should be written down immediately.

A complaint of sexual harassment by a student, or by a parent/guardian on the student's behalf, may also be made to any counselor or teacher. The report should be in writing. A counselor or teacher who receives such a complaint will notify the appropriate administrator to initiate an investigation.

At the conclusion of the investigation, the administrator will prepare a report, which will be shared with both the complainant and the person or persons accused of harassment. Either party may discuss the issue directly with the Superintendent.

The Title 9/622 Coordinator or Superintendent's designee will thereafter investigate the complaint and present findings to the Superintendent and the complainant within 15 days of receipt of the written complaint.

If the complainant is not satisfied with the response, he/she may submit a written appeal to the Superintendent within five days. The appeal should contain the specific reason why the complainant is dissatisfied with the response. The nature of the complaint, the parties involved, and the relief sought should also be delineated in the appeal. The

Superintendent will consider the appeal and respond to the complainant after receipt of the appeal, normally within 15 days of receipt.

DISCIPLINARY ACTION

Any employee, volunteer, contractor or student found to have engaged in any form of sexual harassment will be subject to disciplinary action. In the case of a student, disciplinary action may include suspension and/or exclusion from school. In the case of an employee, disciplinary action may include suspension and/or dismissal. In the case of a volunteer or contractor, his/her services may be terminated.

Victims of sexual harassment are encouraged to find relief and closure through counseling service provided by the school district. Individuals who have been found to have engaged in sexual harassment may be required to seek counseling and provide documentation of involvement in a therapeutic intervention program as part of the disciplinary action.

APPENDIX 7 **SEX EDUCATION PARENT NOTIFICATION POLICY**

Pursuant to Chapter 291 of the General Laws of Massachusetts, the School Committees direct 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 Committees want to encourage the flow of information while recognizing the rights of parents/guardians.

The following courses may contain human sexuality issues or human sexual education:

- Senior Seminar
- Fitness for Living
- Biology
- Biology AP
- Bioethics

Physical Education/Health

Parents with questions should contact the school nurse or Health Education Coordinator in order to review the material.

SEX EDUCATION

PARENT/GUARDIAN NOTIFICATION PROCEDURES

1. Central Office/Principals will notify parents/guardians in writing, through newsletters and posting, in advance, so that parents/guardians may review the materials that will be used. Parents/guardians should call the school nurse or Health Education Director in order to review the material.
2. Parents/guardians must write a letter to their child's Principal exempting them from participation.
3. No child exempted shall be penalized.
4. The school will determine which alternative experience will be offered.
5. Any appeal of decisions made should follow the Acton-Boxborough appeals process.

APPENDIX 8
MASSACHUSETTS GENERAL LAWS -CHAPTER 269

C.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 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 any 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 the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1995, c.536; amended by St. 1987, c.665.

C. 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. Added by St.1985.c.536, amended by St.1987, c.665.

C.269.5.19, Hazing Statutes to Be Provided: Statement of Compliance and Discipline Policy Required

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting

through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education 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 its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its' students. The board of regents and, in the case of secondary institutions, 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 report. Added by St. 1995, c.536; amended by St. 1987. c.665.

APPENDIX 9
ACADEMIC INTEGRITY PROCEDURE

Academic integrity is integral to a successful academic experience and important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire educational community. (Source: College Student Development and Counseling Program Handbook. MA: Northeastern University Bouve College of Health Sciences, 2013.)

In accordance with our mission statement, the Acton-Boxborough Regional High School believes in the academic, social, and ethical well being of our students. We expect our students to submit original work and to document sources appropriately. Attempted academic dishonesty, even if unsuccessful, will be treated as an academic infraction. While most students do adhere to the ethical practices discussed herein, the following procedure was developed in an effort to foster, teach, and encourage appropriate ethical behavior for all students.

I. Definitions of Academic Integrity Infractions

- A. **Cheating:** An act or attempted act by which a student deceives, acts dishonestly, or misrepresents work that he/she has produced on an academic exercise; or attempts to, or assists another to misrepresent his/her work.

Cheating *includes* but *is not limited to* the following examples:

1. Providing or receiving information about all or part of an exam, including answers (e.g., telling or texting someone in a subsequent period what was on your exam, or being told this information);
2. Copying from others;
3. Collaborating on a test, quiz, homework assignment, or project with others without authorization;
4. Using unauthorized materials to complete an exam or assignment;
5. Programming of notes, formulas, or other aids into a programmable calculator, electronic dictionary, or other electronic device without prior authorization;
6. Using a communication device such as a cell phone, pager, PDA, or electronic translator to obtain or share unauthorized information before, during, or after an exam;
7. Using online resources such as websites or e-mail while completing an online exam or in-class writing assignment without the permission of the teacher;
8. Copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own;
9. Taking an exam for another student or permitting someone else to take a test for you;
10. Allowing others to do research, writing, or completion of an assignment; e.g.,
 - a. Using the services of a commercial term paper company,

- b. Using the services of another person (family member, tutor, content expert, native speaker, etc.) inappropriately, without acknowledgement;
11. Submitting substantial portions of the same academic work for credit in more than one course without consulting the second teacher;
12. Using invented information or the falsification of research or other findings;
13. Submitting a paper or other academic exercise of false or fictitious data, or deliberately and knowingly distorting the true nature, origin, or function of such data;
14. Changing, altering, or being an accessory to the changing, or altering of a grade or an answer on a graded test or assignment;
15. Copying and pasting text from any internet source or copying from any non-internet source without proper attribution/citation/documentation;
16. Omission of a Work(s) Cited entry when citing any outside source;
17. Gaining or providing unauthorized access to examination materials.

B. **Plagiarism:** The inclusion of another's words, ideas, data, or artistic productions as one's own work. This covers unpublished as well as published sources.

Plagiarism includes but is not limited to the following examples:

1. Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
2. Utilizing another person's ideas, opinions, theory, or structure without acknowledgment of the source;
3. Using resources on a task that is to be completed without resources;
4. Listing sources in a bibliography not used in the academic exercise;
5. Submitting as your own any academic exercises prepared totally or in part by another, when collaboration is permitted; (The acceptable terms of the collaboration and expectations for each student in the collaborative group will be determined by the teacher.)

II. **ACADEMIC INTEGRITY POLICY**

Teachers are expected to report all Academic Integrity infractions to their Department Leader and the appropriate AP so that appropriate follow up may be done. ABRHS is piloting this method of capturing Academic Integrity infraction data for consistency in reporting and consequences for infractions.

- A. After the teacher speaks with the student, consults with the department leader, and contacts home, the range of consequences may include:
- A verbal warning to the student and a written warning from AP;
 - A grade reduction on the assignment or assessment; a written warning or violation form submitted to the AP (teacher will notify parent/guardian);
 - A grade of zero (0) for the assignment or assessment with no opportunity to make up the work in any way, including extra credit

work; a violation form submitted to the AP; teacher will notify parent/guardian;

- Student may forfeit membership to the National Honor Society.

III. **STEPS FOR STUDENTS TO SUBMIT AN APPEAL**

- A. If a student denies the charge or questions the consequence(s) of the Academic Integrity infraction, the student may request an appeal with the Administration. The due process rights of students will be ensured.
- B. The student must follow the steps below:
 1. The student must complete a letter of appeal explaining the circumstances surrounding the infraction/ incident.
 2. The student must submit the appeal form to the Associate Principal within two (2) weeks of receiving an infraction notification. **If the student chooses not to submit a written letter of appeal within two (2) weeks, the student forfeits the opportunity to appeal.**
 3. After the appeal is reviewed by the Associate Principal, the student will be called to meet. The student may be accompanied by parent/guardian or school counselor.
 4. After the hearing, the Associate Principal will determine if the conduct warrants an infraction, and if the infraction requires the filing of a warning or a violation. If the Associate Principal finds in the favor of the student, the infraction will be removed from the file, and there will be no record of the infraction on the student's temporary record.
 5. The decision of the Associate Principal may be appealed to the Principal within five (5) school days.

APPENDIX 10

JICFB 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 a 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.

M.G.L. c. 71, § 37O 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.

M.G.L. c. 71, § 37O 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. 37O 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:

- (i) *the creation of a web page or blog in which the creator assumes the identity of another person;*
- (ii) *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*
- (iii) *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/guardians 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:

- a. *Determine the nature, chronicity, and severity of the presenting situation.*
- b. *Identify aggressor(s), target(s), and bystanders.*
- c. *Provide a safety and comfort plan for the target(s).*
- d. *Identify whether or not the bullying has occurred on or off campus.*
- e. *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.*
- f. *Have conversations with all parties.*
- g. *Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.*
- h. *Establish a timetable for following up with parents/guardians, especially parents/guardians of target(s).*
- i. *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:

- a. *Determine “hot spots” that bullying and/or retaliation may more likely occur.*
- b. *Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.*
- c. *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/guardian 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:

- a. *Nature, severity, and chronicity of the behavioral impact on the target*
- b. *Degree of physical, psychological, social harm on the target*
- c. *Student's age, development and degree of maturity*
- d. *Surrounding circumstances and context in which the incident(s) occurred*
- e. *Prior disciplinary history and continuing patterns of behavior*
- f. *Relationship between and among the parties involved*
- g. *Context in which the alleged incident(s) occurred*
- h. *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:

- a. *Verbal reprimand*
- b. *Temporary removal from the classroom*
- c. *Loss of privileges, including before and after school activities*
- d. *Time-out*
- e. *Notice to parent/guardian*
- f. *Supervised break times*
- g. *Detention*
- h. *In-school suspension*
- i. *Out-of-school suspension*
- j. *Reassignment of seats in lunch, bus, class, etc.*
- k. *Reassignment of classes*
- l. *Referral to an outside agency*
- m. *Reassignment to another school or another mode of transportation*
- n. *Expulsion*
- o. *Report to law enforcement*

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

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

- d. *Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor*
- e. *Therapeutic support for both aggressor and targets*

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

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and

appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

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 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/guardians, 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

File: JBA, ADA

***CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JICFA-E, Hazing***

***Revised: 12/2/10
Approved: 4/30/15***

APPENDIX 11

Acton-Boxborough Regional School District
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Bullying Prevention and Intervention Plan
Acton-Boxborough Regional School District

December 2, 2010
Approved March 18, 2011
Updated August 2014 and March 2015

In June 2008, the Acton-Boxborough Regional School District established a Bullying Prevention and Intervention Task Force, including parents, guardians, teachers, administrators, counselors, and law enforcement. As a committee, our goal was to ensure ownership for our Bullying Prevention and Intervention Plan, reflecting a safe environment built on respect for differences and comprehensive in scope. The Acton-Boxborough Regional School District's Bullying Prevention and Intervention Plan applies to students and school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. This document is posted on the Acton-Boxborough Regional Schools website and was distributed to community partners for public access. The Acton-Boxborough Regional School District Bullying Prevention and Intervention Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 15

File: JICFB-R

Acton-Boxborough Regional School District
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 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, color, 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 and procedures, reviewed 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 is done with our community law enforcement agency.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyber-bullying, 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 M.G.L. 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 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:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. 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 M.G.L. 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 M.G.L., c.71, §§ 37H, 37H1/2, 37H3/4, M.G.L. 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 behaviors 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:

- a. 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,
- b. 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,
- c. Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,
- d. 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, school employee, or school volunteer,
- e. Infringing on the rights of the other student, school volunteer or school employee at school, or
- f. 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

A. Planning and Oversight:

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

- a. Receiving reports on bullying or retaliation;
- b. Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- c. 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;

- d. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- e. Implementing the ongoing professional development that is required by law;
- f. Identifying support strategies that respond to the needs of targets and student aggressors;
- g. Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- h. 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,
- i. Leading the parent or family engagement efforts and drafting parent/guardian information materials.

B. 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/guardians to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.

- a. 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.
- 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.

C. 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:

- a. Determine the nature, chronicity, and severity of the presenting situation.
 - b. Identify aggressor(s), target(s), and bystanders.
- c. Provide a safety and comfort plan for the target(s).
- d. Identify whether or not the bullying has occurred on or off campus.
 - e. 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.
- f. Have conversations with all parties.
 - g. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- h. Establish a timetable for following up with parents/guardians, especially parents/guardians of target(s).
- i. 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:

- a. Determine “hot spots” where bullying and/or retaliation may more likely occur.

- b. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- c. 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/guardian support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

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

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:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student’s age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. 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:

- a. Verbal reprimand
- b. Temporary removal from the classroom
- c. Loss of privileges, including before and after school activities
- d. Time-out
- e. Notice to parent/guardian
- f. Supervised break times
- g. Detention
- h. In-school suspension
- i. Out-of-school suspension
- j. Reassignment of seats in lunch, bus, class, etc.
- k. Reassignment of classes
- l. Referral to an outside agency
- m. Reassignment to another school or another mode of transportation
- n. Expulsion
- o. Report to law enforcement

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

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

3. 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.

D. 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 of or retaliation against a student, the student’s parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student’s sense of safety. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target’s parent or guardian about any disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee’s role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

E. Problem Resolution System:

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

Collaboration with Families:

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

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 Acton-Boxborough Regional Schools utilize 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 Acton-Boxborough Regional Schools utilize a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as needed. In some cases, families/guardians of targets and student aggressors will be referred to appropriate counseling services outside the school. The District will have the utmost respect and sensitivity for families of targets and student aggressors and offer help for families to determine the appropriate service for them.

As required by M.G. L. 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:

- a. Using scripts, role plays, and social stories to develop skills;
- b. 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;
- c. Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful verbal and written communications; and,
- f. 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.

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;
- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. 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;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Ongoing Professional Development:

In general, professional development opportunities will establish a common understanding of 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 school based bullying prevention and intervention training each year for all employees to include staff duties under the Plan (found also in the District employee handbook and code of conduct), 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 on-going professional development will include:

- a. Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents,
- b. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying,
- c. 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 on the student on the autism spectrum or students whose disability affects social skill development.

- d. 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).
- e. 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.

APPENDIX 12

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 perform illegal activities and/or violate District rules 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 REFS: Employee Technology Acceptable Use Policy,
File: GBEE Empowered Digital Use Student
Contract, File: IJND - E
APPROVED: 6/23/16 (File: IJNDB was deleted)

APPENDIX 13

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/guardians 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 REFS: 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

APPENDIX 14

2023-2024 Student Academic and Course Change Key Dates

<u>Term 1</u>	<u>45 days</u>	
Term 1 begins		8/29/22
Sem course enrollment credit cutoff		9/27/22
Interim reports issued		10/7/22
Drop sem course w/ no W		10/31/22
Cutoff date to request to audit a course		10/31/22
Course change hold period*		11/1/22-11/16/22
Term 1 ends		11/7/22
Report cards and transcripts issued		11/21/22
<u>Term 2</u>	<u>45 days</u>	
7-Pt bump cutoff		11/30/22
Interim Reports issued		12/14/22
Change/drop year-long course w/ no W		1/18/23
Course change hold period*		1/19/23-1/31/23
Term 2 ends		1/24/23
Report cards and transcripts issued		2/6/23
Senior transcripts sent		2/6/23
<u>Term 3</u>	<u>45 days</u>	
Sem course enrollment credit cutoff		2/10/23
Interim Reports issued		3/3/23

Drop sem course w/ no W	3/28/23
Course change hold period*	3/29/23-4/13/23
Term 3 ends	4/4/23
Transcripts sent (if requested)	4/14/23
Report cards issued	4/25/23

<u>Term 4</u>	<u>45 days</u>
Senior Interims issued	5/3/23
Last day to withdraw from any class	5/2/23
Gr. 9-11 Interims issued	5/10/23
Senior Internships (tentative dates)	5/8/23 - 5/26/23
Seniors: Last Day Class	5/26/23
Graduation Day	6/2/23
Last day (Early Release)**	6/15/23
Report cards and transcripts issued**	6/27/23

*Students should follow a handwritten schedule until the new schedule is processed. Please note: course change deadlines are particularly important for seniors as term grades are reported on senior transcripts.

**End of year dates will advance by one day for each unscheduled no school day.

File: EEAEB

APPENDIX 15

SECURITY CAMERA SYSTEMS

I. PURPOSE

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.

II. GENERAL STATEMENT OF POLICY

A. Signage and Notification:

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.

B. 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.

C. 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 surveillance information. However, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel.
2. Security Camera System will be in operation and may be monitored by school personnel throughout the calendar year.

D. Data Storage:

1. All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no fewer than 30 days and appropriately destroyed/deleted.

Video that is used as evidence in a student discipline matter will be considered part of that student's record and will be retained in accordance with student record laws and regulations.

2. Information obtained through video surveillance may only 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 References:

Family Educational Rights and Privacy Act

State Laws and Regulations regarding Student Records

Reviewed 6/6/13

Approved 1/15/14

APPENDIX 16

Suicide Prevention and Awareness Education and Supports

Protecting the health and well being of all students is of utmost importance to the school district.

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends.
2. The secondary Counseling Chairperson is the suicide prevention coordinator for the high school and serves as a point of contact for students in crisis and to refer students to appropriate resources.
3. When students are identified as being at risk, they will meet with a school counselor, school psychologist, or school social worker, who, in collaboration with their families, will work to help connect them to appropriate local resources.
4. Students will have access to resources which they can contact for additional support, such as: The National Suicide Prevention Lifeline (1-800-273-8255 / www.suicidepreventionlifeline.org).
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes, please refer to the district's full suicide prevention procedures.

School Issues and People to Contact

Academic difficulty	Course Teacher, Counselor, Academic Support Centers
Athletics questions	Steve Martin, Director of Athletics
Attendance	Amy Molchan in the Main Office
College information	Counselor or Counseling Department
Computer assistance	Instructional Technologist in Library
Concerns about self or others	Counselor, Administrator
Course schedule	Counselor or Counseling Department
Daily announcements	Good Morning AB email
Driver education	Community Education Office, 978-266-2525
Elevator key	Main Office
Extracurricular activities	School Website: Student Activities - MelissaDempsey
Grade error	Course Teacher, Dept. Leader, AP (Asst/Assoc Principal)
Illness or injury	Health Office
Job information	Kathy Kennedy
Locker or lock problem	Ru Sweeney, Room 117N
Lost & Found	Student Center South or Admin Office
Medication questions, storage	Health Office
National Honor Society information	NHS Advisor
Parking	Campus Support
Issues with a teacher	Teacher, Department Leader, Counselor
Question about rules	Student Handbook or Associate/Assistant Principal

Research help	Library Staff
Sexual harassment	Teacher, Counselor or AP (Asst/Assoc Principal)
Suggestion for school improvement	Student Council, School Council, AP (Asst/Assoc Principal)
Supplies, pen, paper, etc.	School Store
Testing, make-up	Course Teacher
Theft	AP (Assistant/Associate Principal)
Transcript or student records	Jane Link, Registrar's Office in Counseling Center
Volunteer information	Melissa Dempsey, Counseling Center



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Acton-Boxborough Regional School Committee Meeting

June 22, 2023 Executive Session 7:00 p.m./ Open Meeting 7:30 p.m.

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

DRAFT OPEN MINUTES

Members Present: Ben Bloomenthal, Liz Fowlks, Adam Klein, Leela Ramachandran, Yanxin Schmidt, Andrew Schwartz, Rebecca Wilson

Members Absent: Tori Campbell, Lakshmi Kaja, Ginny Kremer, Vikram Parikh

Others: Marie Altieri, Peter Light, Beth Petr, Andrew Shen

1. **CALL TO ORDER** (7:00)

The ABRSC was called to order by Chairperson Adam Klein at 7:00 p.m.

EXECUTIVE SESSION

Adam Klein stated the need to meet in Executive Session pursuant to

- MGL Ch 30A, sec.21(a) Purpose 3: to discuss strategy with respect to collective bargaining with the Acton-Boxborough Office Support Association (ABOSA) and American Federation of State, County, and Municipal Employees (AFSCME) because an open meeting may have a detrimental effect on the bargaining position of the Committee.

Ben Bloomenthal made the motion and it was seconded by Leela Ramachandran. It was unanimously,

VOTED by roll call to enter executive session for the reason stated.

(Bloomenthal, Fowlks, Klein, Ramachandran, Schmidt, Schwartz, Wilson)

Adam stated that the Committee would return to Open Meeting at approximately 7:30 p.m.

OPEN MEETING

The ABRSC returned to Open Meeting at 7:30 p.m. Members of the public who wished to watch the meeting online were invited to use Acton tv's youtube channel. Adam stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

2. **NEW BUSINESS**

- a. Overview of Acton-Boxborough Office Support Association and AFSCME Contracts

Marie Altieri shared a brief overview of the three bargaining units that expire on June 30th. We keep them all on the same three year cycle. The ABRSC voted the ABEA contract in March. Liz Fowlkes, Amy Krishnamurthy and Kyra Cook were the Negotiations Team along with Marie and Andrew Shen. Over the past few months

Andrew and Marie met with a small group of ABOSA and a small group of AFSCME employees, and reported progress to Liz Fowles and Chair Adam Klein. The ABRSC has also discussed developments throughout the process. The proposed Agreements have been ratified by the two bargaining units. The cost of living (COLA) raises are the biggest piece.

The ABOSA Contract Updates include:

1. Add one experience step over two years at 1.75% each year
2. Cost of Living Adjustment 7.25% over 3 years (same as ABEA)
FY24 1.75% (\$28,000)
FY25 2.75% (\$44,000)
FY26 2.75% (\$44,000)
3. Minor language updates without financial impact

The AFSCME Contract Updates include:

1. Cost of Living Adjustment: 8% over 3 years
FY24 2.5% (\$65,000)
FY25 2.75 (\$72,000)
FY26 2.75% (\$72,000)
2. Increase vehicle allowance for Electrician, Plumber, HVAC and Mechanic by \$500
3. Minor language updates

Marie noted that after some salary comparisons with other districts and staff, a small equity adjustment was called for for ABOSA members which their additional experience step addresses.

- b. Recommendation to approve the Acton-Boxborough Office Support Association (ABOSA) contract - **POSSIBLE VOTE** - *Adam Klein*

Liz Fowlkes moved, Ben Bloomenthal seconded, and it was unanimously,

VOTED: to approve the collective bargaining agreement between the ABRSC and the Acton-Boxborough Office Support Organization as outlined in the attached Memorandum of Agreement and to be in effect from July 1, 2023 through June 30, 2026.

- c. Recommendation to approve the American Federation of State, County, and Municipal Employees (AFSCME) contract - **POSSIBLE VOTE** - *Adam Klein*

Andrew Schwartz moved, Yanxin Schmidt seconded, and it was unanimously,

VOTED: to approve the collective bargaining agreement between the ABRSC and the American Federation of State, County and Municipal Employees AFL-CIO, Massachusetts State Council 93 local #1703 as outlined in the

attached Memorandum of Agreement and to be in effect from July 1, 2023 through June 30, 2026.

Noting the “extraordinarily positive relationships with our employees and how it goes a long way to helping the kids”, Marie Altieri thanked the unions’ leadership for their collaboration and cooperation.

3. **ONGOING BUSINESS**

- a. Consent Agenda/Action Items - **VOTE** - *Adam Klein*
- i. Approval of ABRSC Meeting Minutes of 6/8/23
 - ii. Approval of \$1000 donation to the Student Assistance fund

Ben Bloomenthal moved, Leela Ramachandran seconded and it was unanimously, **VOTED**: to approve the consent agenda.

- b. Statement of Warrants and Recommendation to Approve - **VOTE** - *Adam Klein*
- Rebeccah Wilson moved, Liz Fowlkes seconded and it was unanimously, **VOTED**: to approve the warrants (see memo for motion).

The next meeting will be the July 19th ABRSC Workshop in room 3.

Mr. Light announced that an Assistant Director of Special Education has just been hired and the Administration is excited to welcome them soon. He thanked the staff and SEPAC reps who served on the hiring committee.

4. **ADJOURN**

Ben Bloomenthal moved, Rebeccah Wilson seconded and it was unanimously, **VOTED**: to adjourn the ABRSC at 7:48 p.m.

Respectfully submitted,

Beth Petr

List of Documents Used: agenda, agenda item summary pages, Negotiations Overview slides from M. Altieri, Recommendation to Ratify ABOSA and AFSCME memo from M. Altieri (6-22-23) including proposed ABOSA and AFSCME MOA drafts, Draft minutes of 6-8-23 from B. Petr, Donation memo from D. Verdolino (6-9-23), Warrant memo from D. Verdolino (6-16-23)



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE		AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Discovery Museum – Mystery Science Corporate Sponsorship Acceptance		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Vote Acceptance of 6,770.00 Corporate sponsorship payment for FY24 licenses		

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

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

APPROX AGENDA TIME	One minute
FOLLOW-UP	
ATTACHMENTS	



ORDER FORM

Subscriber: ACTON - BOXBOROUGH REGIONAL SCHOOL DISTRICT

Address: 15 CHARTER RD ACTON, MA 01720-2947

Term: 7/1/2023 to 6/30/2027

1. Pursuant to this Order Form, Subscriber shall receive the Services from Discovery Education, Inc. that are described in this Section 1 below. The total fees for the services are also detailed in this Section 1. As set forth in Section 2 below, a portion of such fees shall be paid by a corporate sponsor or Discovery Education, rather than the Subscriber. As set forth in Section 3, Subscriber shall be responsible for paying to Discovery Education the remaining portion of the total fees that are not funded by the Sponsor.

Services	Start Date	End Date	Qty - Unit of Measure	Prorated Price per Unit	Total
Mystery Science	7/1/2023	6/30/2024	6 - Site	\$1,295.00	\$7,770.02
Mystery Science	7/1/2024	6/30/2025	6 - Site	\$1,295.00	\$7,769.98
Mystery Science	7/1/2025	6/30/2026	6 - Site	\$1,295.00	\$7,770.02
Mystery Science	7/1/2026	6/30/2027	6 - Site	\$1,295.00	\$7,770.00

2. For clarity, a corporate sponsor has agreed to partially fund the Services described herein, as set forth in further detail below (the "Sponsorship"). Sponsor or Discovery Education shall fund the amounts described in Section 2 below and Subscriber shall pay to Discovery all fees described in Section 3 below. In consideration for the Sponsorship, Subscriber agrees that Discovery Education may disclose certain product, services, and website usage data ("Sponsorship Data") to the Sponsor. The Sponsorship Data shall be categories of de-identified, anonymized, and/or aggregated data, including, but not limited to, aggregate channel views of content channel by teachers, aggregate count of student log ins, aggregate count of administrator log-ins, school lists based on number of students using the Services, and top courses used by students. The Sponsorship Data shall not include confidential information, personally identifiable information or student education records as defined under applicable state or federal laws.

Services	Start Date	End Date	Qty - Unit of Measure	Prorated Funding per Unit	Total
Mystery Science	7/1/2023	6/30/2024	6 - Site	\$1,128.33	\$6,770.00
Mystery Science	7/1/2024	6/30/2025	6 - Site	\$961.67	\$5,770.00
Mystery Science	7/1/2025	6/30/2026	6 - Site	\$628.33	\$3,770.00

3. The Subscriber shall be responsible for paying to Discovery Education the remaining portion of the total fees as set forth in further detail below (the "Subscriber Fees").

Services	Start Date	End Date	Qty - Unit of Measure	Prorated Price per Unit	Total
* Mystery Science	7/1/2023	6/30/2024	6 - Site	\$166.67	\$1,000.02
Mystery Science	7/1/2024	6/30/2025	6 - Site	\$333.33	\$1,999.98
Mystery Science	7/1/2025	6/30/2026	6 - Site	\$666.67	\$4,000.02



Services	Start Date	End Date	Qty - Unit of Measure	Prorated Price per Unit	Total
Mystery Science	7/1/2026	6/30/2027	6 - Site	\$1,295.00	\$7,770.00
TOTAL:					\$14,770.02

This Order Form and the Discovery Education Standard Terms of Services and License available at discoveryeducation.com/terms-and-conditions ("Standard Terms") constitute the entire agreement between Subscriber and Discovery Education, Inc. for the Services. By signing below, the Subscriber and Discovery Education, Inc. agree to be bound by this Order Form and the Standard Terms as of the date of last signature below.

ACTON - BOXBOROUGH REGIONAL SCHOOL DISTRICT Discovery Education, Inc.

By: _____
(Signature Required)

By: Deborah E. Bookis
(Signature Required)

Title: _____

Title: Asst. Superintendent for Teaching & Learning

Printed Name: _____

Printed Name: Deborah E. Bookis

Date: _____

Date: 6/28/2023

Please return Exhibit A with the signed Order Form.



**EXHIBIT A
LICENSED PRODUCTS**

Mystery Science		
SCHOOLS	START DATE	END DATE
BLANCHARD MEMORIAL SCHOOL - 493 MASSACHUSETTS AVE, BOXBOROUGH, MA. 01719-1504	07/01/2023	06/30/2024
BLANCHARD MEMORIAL SCHOOL - 493 MASSACHUSETTS AVE, BOXBOROUGH, MA. 01719-1504	07/01/2026	06/30/2027
BLANCHARD MEMORIAL SCHOOL - 493 MASSACHUSETTS AVE, BOXBOROUGH, MA. 01719-1504	07/01/2025	06/30/2026
BLANCHARD MEMORIAL SCHOOL - 493 MASSACHUSETTS AVE, BOXBOROUGH, MA. 01719-1504	07/01/2024	06/30/2025
C T DOUGLAS ELEMENTARY SCHOOL - 21 ELM ST, ACTON, MA. 01720-2421	07/01/2023	06/30/2024
C T DOUGLAS ELEMENTARY SCHOOL - 21 ELM ST, ACTON, MA. 01720-2421	07/01/2026	06/30/2027
C T DOUGLAS ELEMENTARY SCHOOL - 21 ELM ST, ACTON, MA. 01720-2421	07/01/2025	06/30/2026
C T DOUGLAS ELEMENTARY SCHOOL - 21 ELM ST, ACTON, MA. 01720-2421	07/01/2024	06/30/2025
GATES ELEMENTARY SCHOOL - 75 SPRUCE ST, ACTON, MA. 01720-2497	07/01/2023	06/30/2024
GATES ELEMENTARY SCHOOL - 75 SPRUCE ST, ACTON, MA. 01720-2497	07/01/2026	06/30/2027
GATES ELEMENTARY SCHOOL - 75 SPRUCE ST, ACTON, MA. 01720-2497	07/01/2025	06/30/2026
GATES ELEMENTARY SCHOOL - 75 SPRUCE ST, ACTON, MA. 01720-2497	07/01/2024	06/30/2025
LUTHER CONANT ELEMENTARY SCHOOL - 80 TAYLOR RD, ACTON, MA. 01720-4599	07/01/2023	06/30/2024
LUTHER CONANT ELEMENTARY SCHOOL - 80 TAYLOR RD, ACTON, MA. 01720-4599	07/01/2026	06/30/2027
LUTHER CONANT ELEMENTARY SCHOOL - 80 TAYLOR RD, ACTON, MA. 01720-4599	07/01/2025	06/30/2026
LUTHER CONANT ELEMENTARY SCHOOL - 80 TAYLOR RD, ACTON, MA. 01720-4599	07/01/2024	06/30/2025
MCCARTHY - TOWNE ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2023	06/30/2024



MCCARTHY - TOWNE ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2026	06/30/2027
MCCARTHY - TOWNE ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2025	06/30/2026
MCCARTHY - TOWNE ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2024	06/30/2025
MERRIAM ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2023	06/30/2024
MERRIAM ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2024	06/30/2025
MERRIAM ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2025	06/30/2026
MERRIAM ELEMENTARY SCHOOL - 11 CHARTER RD, ACTON, MA. 01720-2930	07/01/2026	06/30/2027



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-23	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	3D 4K UHD EIZO Monitor Donation from Vicarious Surgical Inc.		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Acceptance of 7 EIZO 3D monitors given from Vicarious Surgical Inc. in Waltham to the Acton-Boxborough School District to support our design engineering and other special applications courses.		

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

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

APPROX AGENDA TIME	One minute
FOLLOW-UP	
ATTACHMENTS	

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
15 Charter Road, Acton, Massachusetts 01720-2995 • (978) 264-4700 • Fax: (978) 266-2523

June 27, 2023

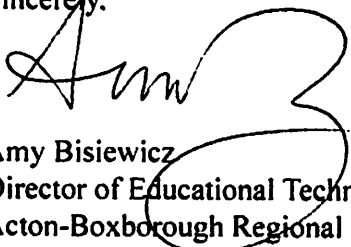
Dear Jeremy Tarca,

The Acton-Boxborough Regional Schools would like to thank you and the Vicarious Surgical Company for your generous donation of the following used computer equipment:

7 Ezio 3D Monitors

Your donation will help us create a learning environment where our students can thrive and reach their full potential.

Sincerely,



Amy Bisiewicz
Director of Educational Technology
Acton-Boxborough Regional Schools



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	2.b.v
AGENDA ITEM TITLE	Consent Agenda		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	New School Building Committee membership		

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

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

APPROX AGENDA TIME	2 mins.
FOLLOW-UP	
ATTACHMENTS	School Building Committee Membership List

Acton-Boxborough School Building Committee Members
Effective July 1, 2023
Pending School Committee Vote July 19, 2023

Acton-Boxborough Regional School District Staff

Peter Light, Superintendent
Alison Warren, Gates Principal
Sheri Matthews, Director of Finance and Operations

Acton-Boxborough Regional School Committee

Adam Klein, Boxborough

Town Leaders

Jason Cole, Acton Finance Committee
Gary Kushner, Boxborough Finance Committee
David Martin, Acton Select Board

Community Members

Mary Brolin, Boxborough, Chair
Peter Berry, Acton
Dennis Bruce, Acton
~~Bob Evans, Acton~~ (*resigned*)
Bill Hart, Acton
Katie Raymond, Acton
Mac Reid, Boxborough



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	2.c
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Chairperson		
SUMMARY OF TOPIC	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.		

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

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

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



Acton-Boxborough Regional School District

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

Finance Department
Sheri Matthews
Director of Finance & Operations
(978) 264-4700 x 14101
smatthews@abschools.org

July 14, 2023

To: School Committee Chair
From: Sheri Matthews /sm/
Re: School Committee Agenda - Warrants

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at the regular meeting on 7/19/2023.

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

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

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

Thank you for your consideration and cooperation with this request.



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Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$10,321,745.74.

AP Vendor warrant(s) as follows -

23-026B	dated	6/29/2023	in the amount of	\$	1,204,265.33
23-027	dated	6/30/2023	in the amount of	\$	142,103.70
24-001N	dated	7/3/2023	in the amount of	\$	4,851,335.82
24-001A	dated	7/6/2023	in the amount of	\$	68,708.25
24-001B	dated	7/13/2023	in the amount of	\$	32,899.48

Payroll Vendor warrant(s) as follows -

26-026PR	dated	6/29/2023	in the amount of	\$	1,740,360.83
23-027PR	dated	6/30/2023	in the amount of	\$	38,366.13
24-001PR	dated	7/13/2023	in the amount of	\$	102,653.99

Payroll warrant(s) as follows -

P2326	dated	6/29/2023	in the amount of	\$	1,398,666.63
P2327 & P2401	dated	6/30/2023 & 7/13/2023	in the amount of	\$	697,876.74

Student Activities warrant(s) as follows -

23-026BL	dated	6/29/2023	in the amount of	\$	445.00
23-026JH	dated	6/29/2023	in the amount of	\$	21,080.59
26-026SH	dated	6/29/2023	in the amount of	\$	22,983.25



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	7-19-2023	AGENDA ITEM NUMBER	3.
AGENDA ITEM TITLE	Annual Summer Workshop		
PRESENTER(S)	Tracy Novick, MASC		
SUMMARY OF TOPIC	Roles and responsibilities and operating protocols		

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

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

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	4 hours
ATTACHMENTS	ABR School Committee FY22 Operating Protocols



Acton-Boxborough Regional School Committee
FY22 Operating Protocols
10/7/2021

As elected members of the Acton-Boxborough Regional School Committee and ambassadors of the District, we are advocates for our schools and supporters of public education. We pledge to conduct our business in a professional, respectful, thoughtful and efficient manner, and commit to the following protocols in our work with the Superintendent, the Staff/Administration and the general public. We will:

**Support the educational welfare and well-being of ALL students
in a positive district climate and culture**

- Work collaboratively to support the adopted vision and mission of the School District.
- Create policies, develop budgets and ensure administrative accountability to sustain continuous improvement in teaching and learning.
- Support the Superintendent and staff and hold them accountable for their implementation of policies and operations that are inclusive and equitable.
- Prioritize student needs and interests above all else in the decisions we make.
- Work from a unified vision which defines success and accountability for the Committee, Superintendent, staff and students.
- Commit to the work of being an actively anti-racist community.

Demonstrate professional and collegial relations at all times

- Empower School Committee members to freely express their opinions, concerns and ideas in a climate of trust and mutual respect, even in times of disagreement.
- Be aware of our own unconscious biases, and actively work to value the diversity of lived perspectives that make up our communities.
- Base our decisions on available facts, vote our convictions, and strive to take anti-racist action.
- Once a decision is made, all members will uphold and support the Committee's decision.
- Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.
- Debate respectfully, effectively and efficiently so that meeting time is used wisely, being mindful of our large committee.

Dedicate ourselves to establishing and maintaining effective communication

- Channel requests for information, reports and data through the Superintendent and the Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information in a timely manner and that information will be shared to the extent possible.
- Welcome respectful, thoughtful input from the public and the School Committee in shaping Committee decisions.

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS EQUITY ENGAGEMENT



Acton-Boxborough Regional School Committee
FY22 Operating Protocols
10/7/2021

- While our meetings are open to the public, and we invite and encourage all citizens to join us, they are not public meetings. Public participation is subject to MA General Law Chapter 30A Section 20g and our School Committee policy BEDH.
- Address questions and concerns in the most efficient manner, by directing parent/guardians to the appropriate person within the district chain of communication via the Parent Communication Map found on abschools.org.
- Communicate questions/concerns as soon as possible, ideally before a meeting.
- Refrain from addressing issues that have not been previously brought to the attention of the Chair and/or Superintendent, except in emergency situations.
- Strive to make our meetings as efficient as possible:
 - Add meetings to address topics requiring lengthy discussion.
 - Recognize that discussion on certain issues may be delayed.
 - Limit the number of agenda items in order to keep meetings to a reasonable time frame.
 - Discourage use of meeting packet addendum items.
 - Come to meetings prepared by reviewing materials thoroughly ahead of the meeting.

All members are familiar with the Committee's Policy Section B: *School Board Governance and Operations* (posted on abschools.org) and agree to follow the policies and encourage fellow members to do the same.

Evelyn Abayaah-Issah

Benjamin Bloomenthal

Kyra Cook

Adam Klein, Chairperson

Ginny Kremer

Amy Krishnamurthy

Tessa McKinley

John Petersen

Nora Shine

Andrew Schwartz

Yebin Wang

Peter Light, Superintendent of Schools

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WELLNESS EQUITY ENGAGEMENT