

PLEASE POST

Posted: Friday, February 7, 2020

Amended agenda posted: Monday, February 10, 2020

Tuesday, February 11, 2020 at 4 p.m.

Southern Berkshire Regional School District

SCHOOL COMMITTEE MEETING #1,576 - Amended

Date: Thursday, February 13, 2020

Time: 6:00 p.m.

Location: Mt. Everett Library, 491 Berkshire School Road, Sheffield, MA 01257

A g e n d a

All interested members of the public are invited to attend.

[The listing of matters is those reasonably anticipated by the Chairman which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.]

1. **Call to Order**
2. **Executive Session**

Pursuant to M.G.L. c. 30A, s. 21(a) (2) to conduct contract negotiations with nonunion personnel (Superintendent of Schools) and to reconvene in Open Session.
Roll Call Vote.
3. **Standing Reports**
 - a. Approval of Minutes of School Committee Meeting #1575 of January 30, 2020
 - b. Enrollment
 - c. Miscellaneous Correspondence
4. **Student Representative Report**
5. **Student Spotlight**
6. **Public Comment**
7. **New Business**
 - a. Vote to approve the FFA Overnight Field Trip to attend the Massachusetts State Convention (March 18 – 20, 2020)
 - b. Vote to Approve Lateral Movements on the Unit A Salary Schedule, Effective February 1, 2020
 - c. Calendar for school year 2020-2021
 - d. Excess & Deficiency Fund
 - e. Bullying Plan – Vote Required
 - f. Approval of Superintendent Contract
8. **Unfinished Business**
 - a. Student Representative to School Committee
9. **Business with District Member Towns**
 - a. Update on the Formation of the Regional School Planning Board
10. **Subcommittee Reports**
 - a. Policy Subcommittee – D. Sears
First Reading

- I. IC/ICA – School Year/School Calendar
- II. ID – School Day
- III. IE – Organization of Instruction
- IV. IGA – Curriculum Development
- V. IGB – Support Services
- VI. IGD – Curriculum Adoption
- VII. IHAM – Health Education
- VIII. IHB – Special Instructional Programs and Accommodations
- IX. IHBEA – English Language Learners
- X. JB – Equal Educational Opportunities
- XI. JC – Attendance Areas
- XII. JCA – Assignment of Students to School
- XIII. JEB – Entrance Age

Second Reading – Vote Required

1. BEDG – Minutes of Meeting
 2. EFD – Meal Charges
 3. JJF – Student Activities Fund
 4. JBB – Educational Equity
 5. JFABD – Homeless Students: Enrollment Rights and Services
 6. JFABE – Educational Opportunities for Military Children
 7. JFABEE – Admission of Children of Out of State Employees in SBRSD (Note: not really new, just renumbered because of a new MASC one that had the same number, JFABE)
 8. JFABF – Educational Opportunities for Children in Foster Care
- b. Building, Grounds & Technology Subcommittee – A. Batacchi
 - c. Finance Subcommittee – D. Sears
 - d. Curriculum Subcommittee – D. Travis
 - e. Executive Evaluation Subcommittee – D. Travis
 - f. Community Outreach and Input Subcommittee – B. Silvers

11. Chairman’s Report

12. Superintendent’s Report

13. Curriculum & Professional Development Coordinator’s Report

14. Director of Student Services Report

15. Business Manager’s Report

- a. Approval of Warrants: February 7, 2020
- b. Accept Grants and Gifts
- c. Budget Transfers

16. Future Agenda Items

17.

17. Adjourn

Next School Committee Meetings:

March 5, 2020

March 12, 2020

April 2, 2020 April 30, 2020

School Committee: Jonathan Bruno, Maryellen Brown, Dennis Sears, Bonnie Silvers, Danile Kelly, Jeffrey Blaugrund, Art Batacchi

Absent: Jane Burke, David Travis, Marcella Bush

Administrators: Superintendent Regulbuto, Charles Miller, Jesse Carpenter, Chris Desjardins

Press: CTSB TV; Ted Remsnyder, Berkshire Record

Others: John Hammill, Shira Sawyer, Mrs. Sayer, Mable Wheeler, Mrs. Wheeler, Austin Murray, Vicky Russell, Mr. Thieriot

1. **Call to Order**

Jonathan Bruno, Vice Chair, called meeting #1575 to order at 6:03 p.m.

2. **Standing Reports**

- a. Approval of Minutes of School Committee Meeting #1574 of January 9, 2020
 Motion to approve the minutes of meeting #1574 of January 9, 2020 as presented.
 By: Bonnie Silvers
 Second: Jeffrey Blaugrund
 Discussion: None
 Vote: Unanimous

- b. Miscellaneous Correspondence – Letter dated January 7, 2020 from the Town of Sheffield Board of Selectmen to the Superintendent, Chair and Vice Chair of the School Committee requesting that the District make every effort in developing a FY21 budget that achieves a zero percent change, or less, over last year’s budget.

3. **Student Representative Report**

Austin Murray gave an update on events that are happening at the school. Robotics are moving on to the next competition on February 15th. Grade 11 students are working on completing the cash calendars and they hope to have them out by the end of February. The middle school production of “Frozen, Jr.” will be held January 31 and February 1 at 7 p.m. and February 2 at 2 p.m. Carolyn Heist won Poetry Out Loud and Madeline Soudant came in second.

4. **Student Spotlight**

Odie Fields and 2 cast members from Frozen, Jr. invited the school committee to attend their production on the above stated dates.

Jesse Carpenter introduced Grade 8 students, Shira Sawyer and Mable Wheeler, and asked them to report on their participation in Project 351. Grade 8 students are selected from Massachusetts’ 351 cities and towns to participate. The concept of Project 351 reflected Governor Patrick’s belief in the community and the unlimited potential of young people. This led to the realization of Project 351 as a one-day celebration of Dr. Martin Luther King, Jr., statewide unity, and youth leadership. The students participated in a day of service in honor of Martin Luther King Day in Boston. They made valentine cards for the veterans and blankets for the homeless and packed food for those in need.

5. **Public Comment - None**

6. **New Business**

- a. Draft of School Year 2020-2021 Academic Calendar
Superintendent Regulbuto informed the school committee that included in the packet were three versions of the new calendar. These were just drafts and no decision had been made. The union were still reviewing the calendar and once a decision is made, the chosen calendar will be presented to school committee for final approval. Results of the survey (87 participants) were not to remove April vacation, take away Good Friday, and maybe a long weekend in February but the majority voted to keep February vacation. There was also discussion on whether to start on August 24 or August 31 because Labor Day is late next year.
- b. Implicit Bias and Diversity
Jesse Carpenter reported that the teachers in EK – Grade 12 are all involved in the Coordinated Program Review and looking at bias in everything we use.

John Hammill went to a training in mid-September put on by the ADL “A World of Difference” and came back to identify students in Grades 9-11 who would be viable choices to participate in the program.

This program recognizes that attitudes and beliefs affect actions, and that each of us can have an impact on others, and ultimately, on the world in which we live. The origins of the A World of Difference Institute date back to 1985, when ADL and WCVB-TV in Boston initiated the A World of Difference campaign, a series of education and media-driven programs designed to combat prejudice and create effective tools to address these issues in the classroom and community.

This program is designed to help participants:

- recognize bias and the harm it inflicts on individuals and society
- build understanding of the value and benefits of diversity
- improve intergroup relations
- confront racism, anti-Semitism and all other forms of bigotry

The peer education program prepares middle and high school students to confront bias and create inclusive environments in the schools and communities. Peer training will begin February 4 -14th at Monument Mountain High School in conjunction with Lenox. The second training is February 13th and 27th. This training will enable them to gain necessary knowledge and skills to facilitate discussions on discrimination and prejudice. This will be implemented this school year in grades 6 – 12.

Jesse reported that they are working with the ADL to do a workshop this March or next year with the whole staff (teachers, bus drivers, ESPs).

Discussion and questions and answer session followed.

7. **Unfinished Business - None**

8. **Business with District Member Towns**

- a. 8 Town School Consolidation Committee request: (letter attached)
Jonathan Bruno stated that the 8 Town School Consolidation Committee had submitted a letter requesting a motion be made to create a Regional School District Planning Committee.

Motion: In accordance with M.G.L. ch. 71, section 14 and the vote of the board of selectmen of each of the five member towns of the SBRSD, the school committee votes to create a Regional School District Planning Committee for each of the towns of Sheffield, Monterey, New Marlborough, Alford and Egremont.

By: Jeffrey Blaugrund

Second: Bonnie Silvers

Discussion: None

Vote: Unanimous

9. **Subcommittee Reports**

- a. Finance Subcommittee – Mr. Sears reported that there have been no meetings.

Dennis Sears wanted to make a motion that funding for this program be added to the budget. Superintendent Regulbuto stated that this program was supported through a grant. Mr. Blaugrund stated that the Jewish Federation of the Berkshires had funded this program.

- b. Policy Subcommittee – Mr. Sears reported that the following policies were reviewed by the subcommittee and are being presented for first reading.

First Reading

1. BEDG – Minutes of Meetings
2. EFD – Meal Charges
3. JJF – Student Activities Fund
4. JBB – Educational Equity
5. JFABD – Homeless Students: Enrollment Rights and Services
6. JFABE – Educational Opportunities for Military Children
7. JFABEE – Admission of Children of Out of State Employees in SBRSD (Note: not really new, just renumbered because of a new MASC one that had the same number, JFABE)
8. JFABF – Educational Opportunities for Children in Foster Care

- c. Building, Grounds & Technology – Mr. Batacchi reported that BG&T subcommittee had met. Chris Thompson and Jeremy Wells had submitted reports of what is needed.

- d. Community Outreach and Input – Ms. Silvers is looking to hold a meeting either on February 5th or 11th. Superintendent Regulbuto suggested that the subcommittee develop a budget letter similar to last year.

- e. Executive Evaluation – Mr. Bruno reported that this subcommittee met last week and finalized the Superintendent's action steps. These will be updated and posted on the website soon.

- f. Negotiations – No meeting

- g. Curriculum – This subcommittee met. There were discussions on a variety of issues.

10. **Chairman's Report - None**

11. **Superintendent's Report** – Superintendent Regulbuto reported on the following:

- Alto Ego Magazine
- Budget Process – meetings with teachers, department heads and administrators.
- Focusing on school culture and adult culture

- The Administrative Team has and will continue to show tokens of appreciation to the staff every month
12. **Curriculum & Professional Development Coordinator's Report** - None
13. **Director of Student Services Report** – Report is attached.
- DESE Sped Director meeting – each district must designate a Secondary Transition Coordinator in the 2020-2021 school year
 - Continue to use Learning Ally on a regular basis
 - Looking at the Early Childhood screening process to include testing for dyslexia
14. **Business Manager's Report**
- a. Approval of Warrants – January 10 and January 24, 2020
Motion to approve the warrants of December 31, January 10 and 24, 2020 as presented
By: Jeffrey Blaugrund
Second: Art Batacchi
Vote: Unanimous
- b. Vote to Accept Grants and Gifts - None
- c. Budget Transfers – None
- Motion to approve payment of FY19 invoices in the amount of \$711.05 and \$576.97 for copier expenses. The invoices were originally sent to the wrong email address.
By: Dennis Sears
Second: Jeffrey Blaugrund
Vote: Unanimous
15. **Future Agenda Items** - None
17. **Adjourn**
Motion to adjourn the meeting at 7:15 p.m.
By: Bonnie Silvers
Second: Jeffrey Blaugrund
Vote: Unanimous

Documents presented at this meeting:

- *Agenda #1575*
- *Minutes of meeting #1574*
- *Letter from Town of Sheffield dated January 7, 2020*
- *Draft Calendar for 2020-2021 school year*
- *Letter from 8 Town School Consolidation Committee*
- *Policies for First Read*
- *Director of Student Services Report*
- *Warrant Report*
- *Preliminary FY21 Cherry Sheet Estimates*

ENROLLMENT 2019-2020

36

As of	8/1/2019	9/1/2019	10/1/2019	11/1/2019	12/1/2019	1/2/2020	2/1/2020	3/1/2020	4/1/2020	5/1/2020	#####
Undermountain											
Pre-K	24	24	21	-3	21	21	23	2			
Early K	11	13	16	3	16	17	17				
Kindergarten	28	29	29	0	29	29	29				
Grade 1	29	30	30	0	30	30	30				
Grade 2	28	29	28	-1	28	28	28				
Grade 3	37	38	37	-1	37	36	-1	35			
Grade 4	40	42	42	0	42	42	42				
Grade 5	46	45	44	-1	44	43	-1	43			
Total UME	243	250	247	-3	247	246	-1	245	-1	247	2
New Marlborough											
Pre K	11	11	11	0	11	11	10	-1	9	-1	
Early K	4	6	6	0	6	6	6				
Kindergarten	10	11	11	0	11	11	11	10	-1		
Grade 1	16	16	16	0	16	16	16				
Grade 2	4	5	5	0	5	5	5				
Grade 3	16	17	18	1	18	19	19	1	19		
Grade 4	10	12	12	0	12	11	-1	11			
Total NMC	71	78	79	1	79	78	-1	78	76	-2	
S. Egremont											
Early K	0	0	0	0	0	0	0				
Kindergarten	11	9	9	0	9	9	9				
Total S.Egremont	11	9	9	0	9	9	9	9	9	9	
Total Elementary	325	337	335	-2	335	333	-2	332	-1	332	
Mt Everett											
Grade 6	42	40	39	-1	39	39	39				
Grade 7	51	55	54	-1	54	55	1	56	1	56	
Grade 8	40	41	42	1	42	41	-1	41		41	
Grade 9	56	56	55	-1	55	55	55	55		55	
Grade 10	53	50	50	0	50	50	2	53	2	53	1
Grade 11	50	50	51	1	51	52	1	52		52	
Grade 12	55	57	57	0	57	57		56	-1	58	2
Total MSHS	347	349	348	-1	348	349	1	351	2	354	3
Total all Schools	672	686	683	-3	683	682	-1	683	+1	686	3



Southern Berkshire Regional School District

7a.

OVERNIGHT FIELD TRIP

Teacher in Charge: Tanya Michaud Principal: Jesse Carpenter

Trip Location: Sturbridge host Hotel & Conference Center, Sturbridge, MA Grade Level of Students: 10-12

Departure Date: March 18th Departure Time: 7 a.m.

Return Date: March 20th Return Time: 8 p.m.

Purpose of Trip:

- Approach to a unit of work
- Enrichment experience related to curriculum framework
- Culminating activity to a unit
- Research for unit
- Enhancement of student learning in fine arts, world language
- Athletic event

Objectives of Trip: To attend the Massachusetts FFA State Convention. The goal is for our students to participate in skill based competitions, engage in leadership development opportunities, build relationships, and participate in service learning activity.

(Provide specific description of objectives and details.)

How will student learning be assessed? Students will participate in leadership workshops, seminars, team building activities, hear from State Convention leaders, and learn about career options in the agriculture industry. Students will come back to school with the knowledge to improve our FFA chapter.

Description of Itinerary: Wed (3/18) students will display their agricultural exhibit, participate in a service learning project, leadership workshop, compete in a Quiz Bowl competition, attend a general session. Students will be busy from 9am until 10pm. On Thur (3/19) students will attend leadership meetings, participate in a team demonstration from 10am-9pm. Friday they will attend the second general session.

Overnight accommodations:

Facility: Sturbridge Host Hotel & Conference Center Phone # 508-347-7393

Address: 366 Main Street, Sturbridge, MA

(O V E R)

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT
FIELD TRIP PERMISSION FORM**

Transportation: Mt. Everett Van

Meal Plan: Wednesday lunch is provided. On Thursday, breakfast and dinner are provided.

On Friday, breakfast is provided.

Funding Source Eagle Fund, FFA Activities fund, and students.

Overnight trips are asked to provide 1 chaperone for every 6 students.

Names & phone #'s of chaperones:	CORI
<u>Tanya Michaud (413)854-3565</u>	<u>X</u>
<u>Mary Hoover (413)717-0076</u>	<u>X</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
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(Attach additional sheet of paper, if necessary)

Emergency Contact (SBRSD Administrator): Jesse Carpenter


(Parents' names and phone numbers are to be provided to the emergency contact to be used in case of an emergency.)


Number of students attending: 7

Names of student participants (listing to be attached to this slip)

.....

Principal's Approval:  Date: 2/7/20

Superintendent's approval:  Date: 2/7/20

Nurse's Approval:  Date: 11-7-20

School Committee approval date: _____

Comments: _____

List of students attending 2020 FFA State Convention

1. Thomas Netzer
2. Hailey Theriot
3. Ivan Rodriguez
4. Eduardo Rodrigues
5. Savanna Tinker
6. Justin Wald
7. Jason Hamm

2020 Massachusetts State FFA Convention

Tuesday March 17, 2020

6:00 - Nominating Committee
10:00 PM Southbridge

1:00 - Marketing Plan
2:30 PM Executive

5:00 - Creed Speaking LDE
6:00 PM Abington

Wednesday March 18, 2020

8:00 - Breakfast * Tues night attendees only
9:00 AM Courtyard

9:00 - Registration
11:00 AM Commons Foyer

1:00 - College Fair
3:00 PM Exhibit Hall

5:00 - Demonstration - Division IV
7:00 PM Danforth

2:00 - FFA Quiz Bowl - Division I
2:30 PM Phase I
Seminar I & II

5:00 - Employment Skills LDE
9:00 PM Dudley, Oxford & Webster

2:30 - Business Session
3:00 PM Grand Ballroom

5:00 - Novice Employment Skills LDE
9:00 PM Dudley, Oxford & Webster

9:00 - Luggage Storage
4:30 PM Exhibit Hall

2:30 - FFA Quiz Bowl Division II
3:00 PM Phase I
Seminar I & II

6:00 - Service Learning Project
9:00 PM Commons

9:00 - Exhibit Setup
8:00 PM Exhibit Hall & Exhibit Hall Foyer

2:30 - Nominating Committee
11:00 PM Southbridge

6:00 - Extemporaneous Public Speaking
7:30 PM Abington

10:30 - Service Learning Project
11:30 AM Commons

2:30 - First General Session
11:00 PM Grand Ballroom

** Speech writing in Executive
Room at 5:30 PM **

10:30 - Leadership Workshop I
11:30 AM Seminar I & II

3:30 - Opening Ceremonies
4:30 PM Roll Call of Delegates

6:00 - Book Judging
8:00 PM Governor's Suite

11:00 - Delegate Orientation
11:30 AM Grand Ballroom

Welcome by Hannah Medeiros
State FFA President

6:00 - FFA Quiz Bowl - Division I
8:00 PM Phase II
Brookfield, Seminar I & II

11:30 - Coaches Meeting
12:00 PM Seminar I & II

Greetings from National FFA
Convention Guidelines

6:00 - Demonstration Division III
8:30 PM Boardroom III

11:45 - Lunch
12:45 PM Courtyard

New Chapter Chartering Ceremony
Bay State Degree Ceremony
Introduction of State Officer
Candidates

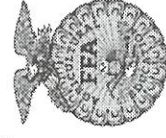
6:00 - Team Demonstration - Division III
8:30 PM Cheshire

12:45 - Service Learning Project
1:45 PM Commons

MA FFA Alumni Presentation
Room Check In
Dinner on your own

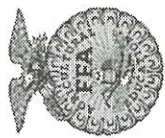
7:30 - Prepared Public Speaking
9:00 PM Abington

12:45 - Leadership Workshop II
1:45 PM Seminar I & II



2020 Massachusetts State FFA Convention

		Friday March 20, 2020	
7:30 - 9:30 PM	Demonstration - Division II <i>Danforth</i>	10:30 - 12:00 PM	Team Demonstration - Division I <i>Seminar I & II</i>
10:00 PM	FFA Member Enrichment Activity <i>Grand Ballroom</i>	10:30 - 12:00 PM	Team Demonstration - Division II <i>Southbridge</i>
Midnight	Good Night!	11:00 - 12:00 PM	Leadership Workshop III <i>Brookfield</i>
Thursday March 19, 2020			
7:00 - 8:00 AM	Breakfast Buffet <i>Courtyard</i>	1:00 - 3:00 PM	FFA Quiz Bowl - Division II <i>Brookfield, Seminar I & II</i>
8:00 - 2:00 PM	Agricultural Sales <i>Brookfield, Dudley, Oxford, Webster</i>	2:00 - 4:00 PM	Chapter & Science Exhibit Judging <i>Exhibit Hall Foyer, Exhibit Hall</i>
8:00 - 4:00 PM	Contest Headquarters <i>Executive</i>	2:00 - 4:00 PM	Nominating Committee <i>Southbridge</i>
8:30 - 10:00 AM	Demonstration Division I <i>Seminar I & II</i>	5:00 - 6:00 PM	School Administrators & FFA Advisor Reception <i>Brookfield</i>
8:30 - 2:00 PM	Floriculture <i>Brookfield, Exhibit Hall</i>	6:00 - 9:00 PM	Banquet <i>Exhibit Hall</i>
8:30 - 2:00 PM	Nursery/Landscape <i>Abington, Exhibit Hall</i>	9:30 - Midnight	Dance <i>Exhibit Hall</i>
10:00 - 2:00 PM	Service Learning Project <i>Commons</i>	10:00 - Midnight	Nominating Committee <i>Southbridge</i>
		12:30 AM	Good Night!
		7:00 - 9:30 AM	Nominating Committee <i>Southbridge</i>
		8:00 - 9:00 AM	Breakfast <i>Courtyard</i>
		8:00 - 12:30 PM	Luggage Storage <i>Exhibit Hall</i>
		9:30 - 12:30 PM	Second General Session <i>Grand Ballroom</i>
			Opening Ceremonies Roll Call of Delegates Keynote Address by Lyle Logemann - <i>National FFA Western Region Vice President</i> Courtesy Corps Appreciation Best Dressed Chapter Award Membership Growth Acknowledgements Highlights of 2019 - 2020 Retiring Address by <i>Hannah Medeiros</i> <i>State FFA President</i> Remarks by <i>Kimberly LaFleur</i> <i>State FFA Advisor</i> Nominating Committee Report Election of 2020 - 2021 State FFA Officer Team Installation of Officers Closing Ceremonies
		4:00 - 6:00 PM	State Officer Training <i>Southbridge</i>



7b.

Lateral moves on the Unit A Salary Schedule, Effective February 1, 2020								
Teacher		From	Step	Salary		To	Step	Salary
Christine Foster		B	19	\$60,010.00		B15	19	\$64,586.00
Timothy Schwartz		M	19	\$66,846.00		M9	19	\$69,855.00

Southern Berkshire Regional School District 2020-2021 Calendar

| (Approved by the School Committee on) Draft – Version A

nc.

24 Staff Orientation
25 PD – Teachers and ESPs

26 First Day for Students

4 Days of School

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 Presidents' Day
15-19 February Break

15 Days of School

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

4 Half Day for students
PD for Teachers
7 Labor Day-No School

21 Days of School

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12 Half day for Students
PD Teachers and ESPs?

23 Days of School

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9 Half Day for Students
PD Teachers and ESPs
12 Columbus Day

21 Days of School

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

02 Half Day Good Friday
19-23 April Break

17 Days of School

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

3 County Wide PD
Teachers & ESPs
11 Veterans Day
25-27 Thanksgiving Day

16 Days of School

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

28 Half Day for Students
PD -Teachers
31 Memorial's Day

20 Days of School

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

23-31 Winter Break

16 Days of School

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 Last day (180 days) with no snow days
Half Day for Students
24 Last Day with 10 snow days

8 Days with no snow days

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 New Year's Day-No School
15 Half Day for Students
PD - Teachers
18 M.L. King Day

19 Days of School

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Teachers = 183 Days **ESPs = 181 Days**
8/24 Full Day – All Staff
8/25 Full Day – Teachers & ESPs
9/4 Half Day- PD Teachers Only
10/9 Half Day-PD Teachers & ESPs
11/3 Full Day PD Teachers & ESPs
1/15 Half Day PD Teachers Only
3/12 Half Day PD Teachers & ESPs
5/28 Half Day PD Teachers Only

Dismissal on Half Days=11:40 a.m.

7d

Gagnon, Lynette

From: Regulbuto, Beth
Sent: Friday, January 31, 2020 2:56 PM
To: Gagnon, Lynette
Subject: FW: EXCESS AND DEFICIENCY - Southern Berkshire
Attachments: E&D Calculation Forms.pdf

From: dlssupport@dor.state.ma.us <dlssupport@dor.state.ma.us>
Sent: Friday, January 31, 2020 8:11 AM
To: bcostello@melansonheath.com; lsartorihobgood@gmail.com; monterey@erickinsherfcpa.com; accountant@egremont-ma.gov; tarabw@verizon.net; twhite@newmarlboroughma.gov; rlong@newmarlboroughma.gov; don@montereyma.gov; offices@townofalford.org; kenn@montereyma.gov; tegremont@egremont-ma.gov; ppuciloski@townofalford.org; steve@montereyma.gov; nyohalem@newmarlboroughma.gov; Regulbuto, Beth <bregulbuto@sbrsd.org>; Thompson, Harvey <hthompson@sbrsd.org>; Regan, Christine <cregan@sbrsd.org>; Business Manager <businessmanager@sbrsd.org>; dlsgateway@dor.state.ma.us
Cc: podolakj@dor.state.ma.us
Subject: EXCESS AND DEFICIENCY - Southern Berkshire

Massachusetts Department of Revenue Division of Local Services

Kevin W. Brown, Commissioner

Sean R. Cronin, Senior Deputy Commissioner of Local Services

Southern Berkshire
1/31/2020

Re: EXCESS AND DEFICIENCY - Southern Berkshire

Based upon the unaudited balance sheet submitted, I hereby certify that the amount of excess and deficiency or "E & D" as of July 1, 2019 for Southern Berkshire is:

General Fund \$469,389.00

This certification is in accordance with the provisions of G. L. Chapter 71, §16B½, as amended. The unencumbered funds certified above in excess of five percent of the operating budget and budgeted capital costs for the succeeding fiscal year must be applied to reduce the current fiscal year's assessment. For your district, this excess amount equals \$0.00.

This certification letter will also be e-mailed to the school superintendent, the board of selectmen in each member town and the city council in each member city immediately upon approval, provided an e-mail address is reported in DLS' Local Officials Directory. Please forward to other officials that you deem appropriate.

Sincerely

Mary Jane Handy

Mary Jane Handy

Director of Accounts
Massachusetts Department of Revenue

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this mail in error please notify the postmaster at dor.state.ma.us.

SOUTHERN BERKSHIRE
BULLYING PREVENTION/
INTERVENTION AND
EDUCATION PLAN

Revised 1/22/2020

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DISTRICT MISSION STATEMENT

To prepare our students for the challenges of global citizenship in a rapidly changing and increasingly competitive world, the Southern Berkshire Regional School District is committed to creating an environment for learning that advances intellectual growth, creative thinking, relationships, and ethical behavior.

EXPECTATIONS FOR STUDENT LEARNING

Students will be able to demonstrate:

1. Effective communication
2. Critical and creative thinking skills
3. Critical and effective uses of information resources
4. Appropriate and effective uses of technology

STUDENT SOCIAL AND CIVIC EXPECTATIONS

Students will:

1. Practice the skills necessary for physical, social, and emotional well-being
2. Show respect for self, others, and the environment
3. Set goals and make informed decisions
4. Accept responsibility for their actions
5. Practice civic engagement
 - recognize that high standards apply to all students
 - develop exhibitions of his/her work
 - be involved in decisions relating to his/her course work, school governance, and policies
 - feel safe, both psychologically and physically

BULLYING PREVENTION/INTERVENTION AND EDUCATION VISION STATEMENT

Southern Berkshire Regional School District strives to create an emotionally and physically safe environment of courtesy, respect, and tolerance for all. We are committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that impedes the learning process.

The district recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating 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 a person who has or is perceived to have one (1) or more of these characteristics. The district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and will provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The district will promptly investigate all reports of bullying, cyberbullying, and retaliation, and will take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

PREFACE

Congruent with our district mission statement, this plan strengthens our continuing efforts to sustain a culture of security, acceptance, and support for all the members of our community. The strategies detailed herein built upon the initial work completed in 2007, long before such efforts were required by law. The objectives of M.G.L. c. 71 § 37O reflect the long standing resolve of our district to place values-driven education at the forefront of our thinking. Pursuant to this law, our School Committee adopted this anti-bullying intervention and education plan in 2011 and reviews and updates this on a biennial basis.

**SOUTHERN BERKSHIRE REGIONAL SCHOOL DISTRICT
BULLYING PREVENTION AND INTERVENTION PLAN**

- I. LEADERSHIP** - The intent of the Bullying Prevention/Intervention Law strongly resonates with the core values of our District's Vision Statement. In order for the ideals of these documents to make a meaningful difference in the lives of adults and children in our school district, the bullying prevention/intervention effort must be organized and communicated by those in leadership positions both inside and outside our schools.
- A. Organize a committee to assess the status of our current bullying prevention/intervention effort and make recommendations for improvement.
 - Review the current efforts and make revisions as necessary.
 - Revise/affirm the vision statement which has driven the effort.
 - Conduct a student needs assessment survey.
 - Make recommendations for and support professional development.
 - B. Raise the awareness and educate parents and the community at large about the Bullying Prevention/Intervention Law (M.G.L. c. 71 § 37O) and the steps our school district is taking to address it. The goal of this effort is to facilitate students, parents, staff, and community members to work together continuing to make expectations of civility, trust, and support essential components of our district culture.
 - C. Educate the community both inside and outside of school about the Southern Berkshire Regional School District efforts.
 - School committee presentation on the SBRSD Bullying Prevention/Intervention Plan.
 - Revision of Parent/Student Handbooks.
 - Revision of District Staff Handbook.
 - School Councils will provide input regarding the plan.
 - Faculty Meetings
 - School assemblies are conducted at both the elementary and secondary levels.
 - The website will be used to communicate updates about the Bullying Prevention/Intervention Plan.
 - We will work in partnership with the Berkshire County District Attorney's office and local police departments to provide ongoing educational experiences for students and staff.
 - D. The district will biennially update this plan. Additionally, at least once every four (4) years, the district will administer a student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. The district will report bullying incident data to the Department of Elementary and Secondary Education on an annual basis.
- II. WORKING VOCABULARY** - The law is very specific about the meaning and scope of definitions related to bullying. We must be consistent in the use and understanding of the following terms as described in the legislation.

- A. “Aggressor” - The aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, and advisor to an extra-curricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.
- B. “Bullying” - The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (1) causes physical or emotional harm to the victim or damage to the victim’s property; (2) places the victim in reasonable fear of harm to himself or of damage to his property; (3) creates a hostile environment at school for the victim; (4) infringes on the rights of the victim at school; or (5) materially and substantially disrupts the education process or the orderly operation of a school. For the purpose of this section, bullying shall include cyberbullying.
- C. “Cyberbullying” - Bullying through the use of technology or any electronic communication, which shall include, but shall 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. Cyberbullying shall also include (1) the creation of a web page or blog in which the creator assumes the identity of another person or (2) 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 in clauses (1) to (5), inclusive, of the definition of bullying. Cyberbullying shall also include 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 definition of conditions enumerated in clauses (1) to (5), inclusive, bullying.
- D. “Hostile Environment” - 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 the student’s education.
- E. “Retaliation” - 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.
- F. “Staff” - 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 para-professionals.
- G. “Target” - A target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

- H. “False Reporting” - A student who knowingly makes an untrue accusation of bullying, cyberbullying, or retaliation or misrepresents or fabricates information relative to bullying, cyberbullying, or retaliation; or perpetuates rumors or innuendos thereto.

III. PROHIBITION OF BULLYING, CYBERBULLYING, AND RETALIATION

Bullying Prohibited - Bullying in any form, including cyber-bullying, is absolutely forbidden. In addition, retaliation against another student who has brought forth a bullying complaint to the attention of the School District or who has cooperated in an investigation of a complaint under this policy is also prohibited and will not be tolerated by the Southern Berkshire Regional School District. It is a violation for anyone, including another student, to bully or intimidate a student through conduct or communication as defined in section II of this document. All students shall be afforded the same protection under this plan regardless of legal status.

Bullying is prohibited:

- On school grounds
- At school sponsored or school-related activities
- At functions or programs whether on or off school grounds
- At school bus stops
- During transit to and from school or school-related activities
- On school buses or other vehicles owned, leased or used by the school district
- Through the use of technology or an electronic device owned, leased or used by the Southern Berkshire School District.

Bullying and cyberbullying are prohibited 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 Southern Berkshire Regional School District if the act or acts in question:

- Create(s) a hostile environment at school for the target;
- Infringe(s) on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of the school.

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

To support efforts to respond promptly and effectively to bullying and retaliation, the District has established policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

1. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Anonymous reports may be made to school personnel by phone, mail, or any means available for contact.

Methods of Communication:

- Parents/Students - SBRSD Anti-Bullying Hotline:
 - Mount Everett Regional School 413-229-8734 #418
 - Undermountain Elementary 413-229-8754 #419
- A SBRSD web page link for comments regarding bullying, retaliation, or false reporting.
- District email – bullyingalert@sbrsd.org
- Middle/High School – Assistant Principal or designee.
- Elementary Schools - Assistant Principal or designee.

Incident Reporting Form. Use of an Incident Reporting Form (IRF) is not required as a condition of making a report. The IRF is included in the Handbook for Students and Families, can be accessed online for anonymous reporting, and is available in paper form upon request. The IRF will be made available in the most prevalent language(s) of origin of students and parents or guardians. At the beginning of the school year, SBRSD will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the website, and in information about the plan that is made available to parents and guardians.

Reporting by Staff. A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures.

Reporting by Students, Parents or Guardians, and Others. The District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

2. Responding to a Report of Bullying or Retaliation

Safety. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. 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 additional steps to promote safety during the course of and after the investigation, as necessary.

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

3. Obligations to Notify Others:

- a. 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 of 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 at 603 CMR 49.00.
- b. Notice to Teachers and Education Staff.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify appropriate education staff and teachers of the target and the aggressor, and of the safety and response plans to prevent further bullying.
- c. Notice to another School or District.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- d. 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 aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency.

Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, and other individuals the principal or designee deems appropriate.

4. Investigation

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will 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.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

5. Determinations

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

The principal or designee will:

- determine what remedial action is required, if any
- determine what responsive actions and/or disciplinary action is necessary

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the 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.

6. Responses to Bullying

The District will utilize an array of skill building strategies and/or individualized interventions to remediate or prevent further bullying and retaliation, such as:

a. Teaching Appropriate Behavior Through Skills-building.

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, §37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental 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.

b. Taking Disciplinary Action.

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 accountability with the teaching of appropriate behavior.

Discipline will be consistent with the Plan and with the school's or district's code of conduct. Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

c. *Promoting Safety for the Target and Others.*

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

Background and Description of Legal Requirements

The law requires each school or district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Plans should include specific information about local priorities and approaches that will be used, and how schools and districts will integrate the Plan into the school's and/or district's curricula.

- a. ***Specific Bullying Prevention Approaches.*** Curricula will be informed by current research which, among other things, emphasizes the following approaches: Using scripts and role plays to develop skills; empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance; helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance; emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies; enhancing students' skills for engaging in healthy relationships and respectful communications; and engaging students in a safe, supportive school environment that is respectful of diversity and difference. Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.
- b. ***General Teaching Approaches that Support Bullying Prevention Efforts.*** The following approaches, captured within the District's Multi-Tiered System of Support (MTSS), underscore the importance of our bullying intervention and prevention initiatives, and are integral to establishing a safe and supportive school environment:

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

STRATEGY	APPROACH	IMPLEMENTATION	RESPONSIBLE PARTY
Effective Instruction	Professional Learning Communities, Collaboration Meetings, Department Meetings, Early Childhood Meetings	Ongoing PreK-12	Principal, AP, Director of Student Services, Teachers, Related Services
Whole School Initiatives	Morning Meeting, and Advisory	Daily PreK-5, Weekly 6-12	Teachers
Whole School Initiatives	Positive Sign Thursday	Bi-monthly Prek-5 Weekly 6-12	Principals
Tiered Approach	Good News Call Peer-Leadership Training Wellness Unit Civics SST SAT	Weekly K-5 Grade 5 6-10 th grade 8 th grade Weekly K-5 & 6-12 Weekly K-5 & 6-12	Principal Principal, AP, Teachers, and Support Staff Principal and Teachers Principal and Teachers Principal & SST Team (includes regular education teachers, SPED teachers, school psychologist, and related services as needed) Principal, AP, Dir. of Student Services & SACs
Evidence-Based Curriculum	Second Step	K5	Teachers
Activities/Athletics	Training on Anti-Hazing	6-12 th grade	Student Activities Teaches and Athletic Director

VI. COLLABORATION WITH FAMILIES

Background and Description of Legal Requirements

The District is committed to utilizing strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. Therefore, approaches to collaboration will take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

Information about bullying prevention and interventions used by the District will include:

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

Notification Requirements. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan and the District's internet safety policy. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. All 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 Bullying Prevention and Intervention Plan and related information will also be posted on the District website.

Parent education and resources. The school or district 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 school. The programs will be offered in collaboration with the PTO, PTA, School Councils, Special Education Parent Advisory Council, or similar organizations.

VII. PROFESSIONAL DEVELOPMENT

Background and Description of Legal Requirements

The Plan must reflect the requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The Plan should state the content and frequency of staff training and ongoing professional development as determined by the school's or district's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school or district community. Plans should also identify which trainings will be provided districtwide and which will be school-based.

1. Developmentally (or age-) appropriate strategies to prevent bullying;
2. Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
3. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
4. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
5. Information on the incidence and nature of cyberbullying; and
6. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

TYPE OF ACTIVITY	TAGET AUDIENCE	FREQUENCY	TOPICS
GCN Bullying Prevention Tutorial	All staff	Annually	See #1-6 above
Written Notice	All staff	Annually	Information about the policy and the plan, including sections related to staff duties in the school or district employee handbook and the student handbook.
Overview of Policy and Plan	All staff	Annually	<ul style="list-style-type: none"> • Staff duties under the plan. • An overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation. • An overview of the bullying prevention practices to be offered at all grades in the school. • Ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Plan (IEPs). This will include a particular focus on the needs of students whose disability affects social skill development.

APPENDIX A
SBRSD BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. **Name of Reporter/Person Filing the Report:** *This line may be left blank if an anonymous report is being made.*
(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior Reporter (not the target)

3. Check whether you are a: Student Staff member (specify role) _____
 Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY

9. Signature of Person Filing this Report: _____ Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

II. INVESTIGATION

1. Investigator(s): _____ Position(s): _____

2. Interviews:

Interviewed aggressor Name: _____ Date: _____

Interviewed target Name: _____ Date: _____

Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? Yes No

If yes, have incidents involved target or target group previously? Yes No

Any previous incidents with findings of BULLYING, RETALIATION Yes No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: YES NO

Bullying Incident documented as _____

Retaliation Discipline referral only _____

2. Contacts:

Target's parent/guardian Date: _____ Aggressor's parent/guardian Date: _____

District Equity Coordinator (DEC) Date: _____ Law Enforcement Date: _____

3. Action Taken:

Loss of Privileges Detention STEP referral Suspension Community Service

Education Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal: Date _____

Report forwarded to Superintendent: Date _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

SOUTHERN BERKSHIRE ELEMENTARY SCHOOLS BEHAVIOR REPORT FORM

Student Name: _____ Date: _____

Teacher: _____ Class: _____ Time: _____

Location:

- Recess Classroom
- Hallway Lunchroom
- Specials Field Trip
- PE Chorus
- Art Band
- Music

Individual Reporting: _____

Action Taken by adult before requesting assistance:

- Private Conference with Student
- Phoned Parents
- Parent Conference
- Other _____

Description of the Behavior(s) / Incident:

Continued on Back: Yes _____ No _____

How did student appear/present at the time of the behavior?
(agitated, disruptive, destructive, dangerous etc.)

As evidence by (pacing, teasing, shouting, punching, throwing):

Staff actions in response to behavior: _____

Student response to staff: _____

Additional actions taken by the adult (resolution/processing):

Was non-violent restraint necessary?

Yes ___ (report must be filed with this form)

No ___

Staff signature: _____

Behavioral Infractions
To be filled in by administrator

- Activating False Fire Alarm
- Cheating
- Computer Violation/Cyberbullying
- Defiance of Authority
- Disrespect
- Dress Code Violation
- Hitting/punching
- Inappropriate Touching
- Leaving Class/School without Permission
- Noncompliance
- Physical Aggression/ Fighting
- Possession/Use of Alcohol/Drugs/Cigarettes
- Possession of Stolen Property/ Theft
- Possession/Use of Weapon
- Profanity/ Obscene Gesture/Inappropriate Language
- Threatening/ Intimidating a Student/Teacher
- Vandalism (Deliberate)

Administrative Action:

- Spoke with Student
- Call Home
- Time out in office
- Recess Denied
- Written or verbal apology
- Internal Suspension
- External Suspension
- Other _____

Continued on back: Yes ___ No ___

Signature: _____

Date: _____

This section is to be completed by administrator

Anonymous Report of Bullying

Anonymous boxes are located outside high school and elementary libraries.

Who was involved?

Where did it occur?

What happened?

When did the bullying occur?

Was it cyberbullying?

(Text, Facebook, i.m.IM, online, email, etc.)

Coaching the Student Who Bullied

This coaching model (for use with students who bully) has five steps.

1. Identify the problem and diffuse reporting responsibility.

Ideas:

“I have been hearing that ...”

“Many students have reported that ...”

2. Ask questions and gather information.

Ideas:

“I’d like to hear from you about what happened.”

“How would you feel if this happened to you?”

3. Apply consequences.

Idea:

Review the school policy regarding bullying.

4. Generate solutions for the future.

Idea:

“What are some ways to prevent this from happening again?”

5. Follow up.

Ideas:

See how the plan is working.

Contact parents as appropriate.

Refer student for further discipline as appropriate.

Refer ore serious or chronic cases to an administrator or counselor.

Note: Be sure to coach the kids who have been bullied separately from those who bullied them. Bullied children are often frightened and may deny that there is any problem when face-to-face with children who have repeatedly harassed them.

**Mount Everett Regional School
Request for Administrative Assistance**

Student _____

Teacher _____

Date _____ Period _____

**Action Taken by Teacher before
Requesting Assistance**

- Private Conference with Student
- Phoned Parents
- Parent Conference
- Mailed Information to Parents
- Detention
- Other

Additional Information About Incident

Administrative Action:

Signature: _____

Behavioral Infractions

- Assault/Battery
- Bus Referral
- Cheating
- Damage to School
- Fighting
- Profanity/Inappropriate Language
- Rude/Discourteous

Attendance Violations

- Cutting a Class
- Excessive tardiness (3 or more) classes
- Leaving a class without permission
- Leaving school without permission
- Tardy to school
- Tardy to class
- Truancy

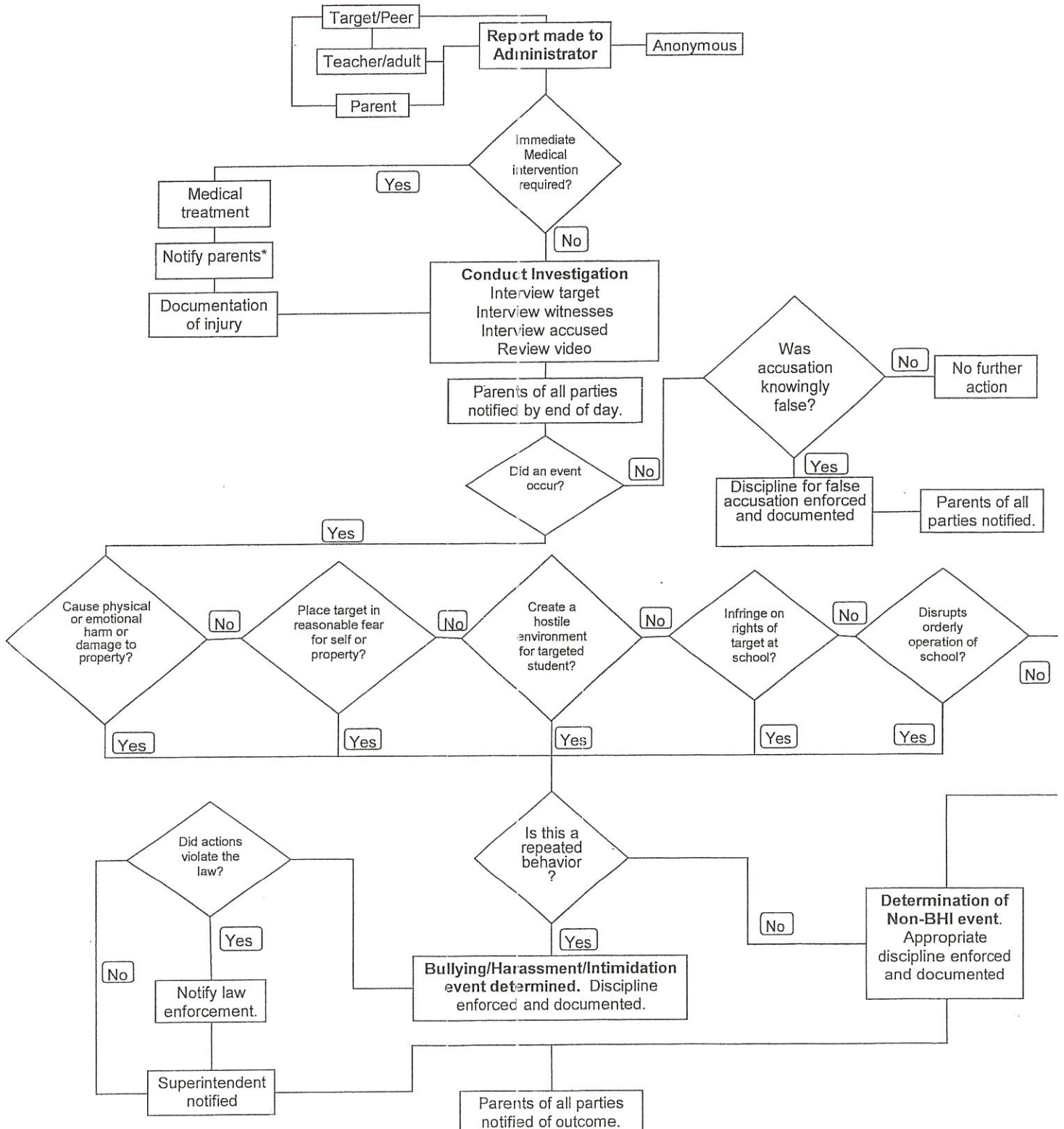
Handbook Violations/Other

- Computer Violation
- Distribution of controlled substance
- Dress code violations
- Driving violations
- Failure to serve detention
- Bullying/Harassment
- Possession of contraband
- Sexual impropriety
- Theft
- Other

Restraint was necessary _____

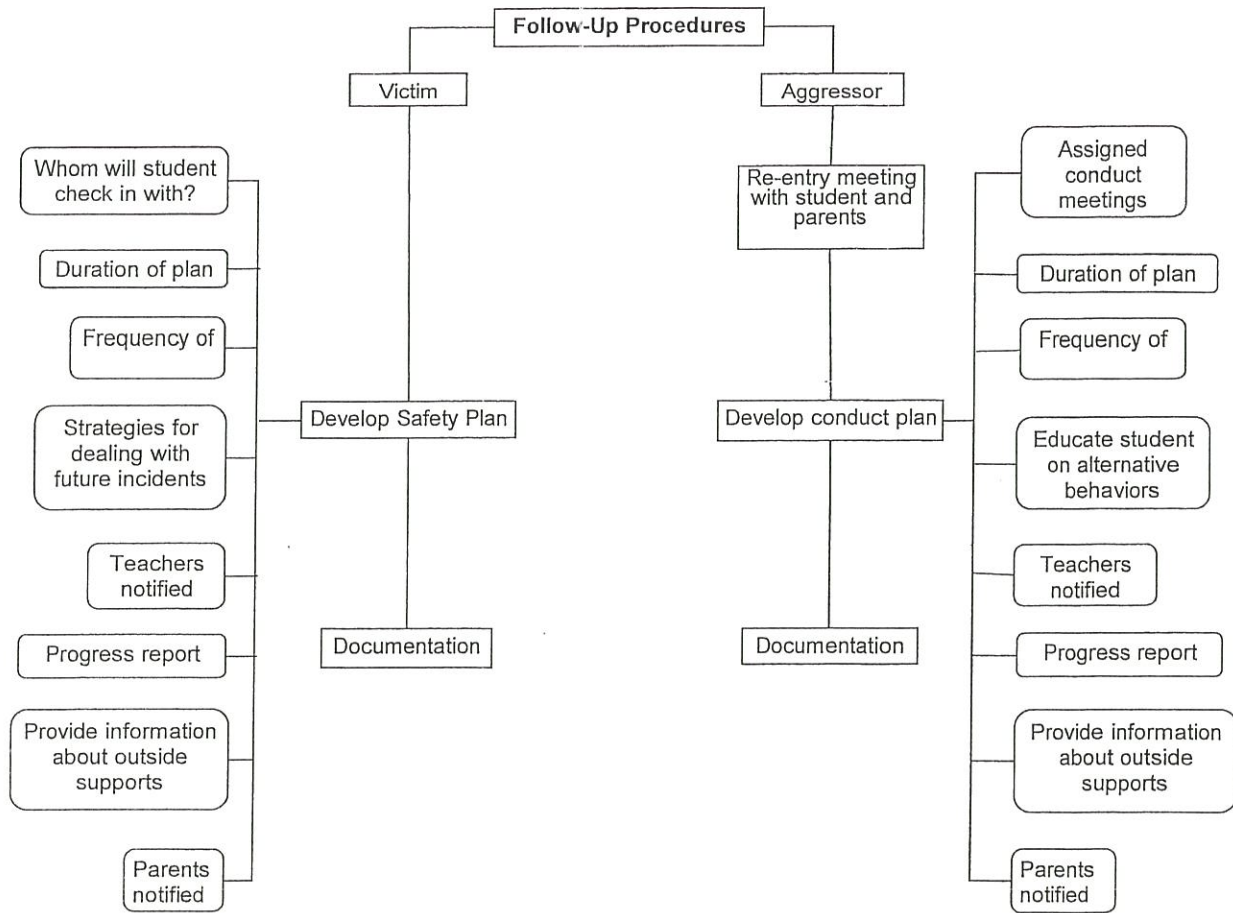
Restraint report filed _____

Bullying/Harassment/Intimidation Flowchart



*The term "parents" anywhere in this document refers to parents or legal guardians.

Bullying/Harassment/Intimidation Flowchart



MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. The date, time, place, the members present or absent, annotated as to arrival and departure times, if during the meeting, a summary of each subject, and a list of documents and exhibits used at the meeting,
2. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
3. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Minutes of all meetings shall be created and approved in a timely manner which is defined in regulation as within the next 3 meetings of the body or within 30 days, whichever is later.

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

SOURCE: MASC, July 2018

LEGAL REFS.: M.G.L. [30A:22](#); [66:10](#); 940 CMR 29.00

CROSS REF.: [KDB](#), Public's Right to Know; BEC, Executive Session

NOTE: Specific comments and/or discussion should only be included in the minutes as a result of a vote of the Committee. The minutes are not a transcript of the meeting. Documents used during a School Committee meeting become part of the official record and must be maintained, based upon their content, in accordance with the Commonwealth's Municipal Public Records Retention Schedule.

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

SOURCE: MASC July 2018

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC March 2018

LEGAL REFS: MGL 71:47

CROSS REFS: JJA – Student Organizations

NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

EDUCATIONAL EQUITY

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use districtwide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity, as reasonably practical, for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent, upon request, will periodically report to the Committee the progress of the implementation of this policy.

SOURCE: MASC

ADOPTED: September 12, 2019

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth 1 (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not

directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, 2 the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education 3. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.

- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC October 2019

ADMISSION OF CHILDREN OF OUT OF STATE EMPLOYEES IN SBRSD

Children of out-of-state employees of the Southern Berkshire Regional School District who are in good standing academically and behaviorally may attend school in the District, tuition free on a space available basis.

Children of out-of-state employees are subject to the same fees as those of in-District employees.

A student in good standing may continue with his or her education, regardless of the employment status of the parent or guardian or space availability.

This policy will be reviewed annually by the School Committee.

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records

or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC October 2019



**FY20 BUDGET TRANSFER REQUESTS
FEBRUARY 13, 2020 SCHOOL COMMITTEE MEETING**

FUNCTION	DESCRIPTION	TRANSFER OUT	TRANSFER IN	NOTES
2440	FIELD TRIPS - SO EGREMONT SCIENCE	(250)	250	ALL TRANSFERS LISTED REQUESTED TO FUND ADDITIONAL INSTRUCTIONAL SUPPLIES
2415	SCIENCE INSTRUCTIONAL MATERIALS - SE			
2440	FIELD TRIPS - NMC SCIENCE	(250)	250	
2415	SCIENCE INSTRUCTIONAL MATERIALS - NMC			
2440	FIELD TRIPS - ELEM SCIENCE (UME)	(1,200)	250	
2415	SCIENCE INSTRUCTIONAL MATERIALS - UME		1,200	

TOTAL TRANSFERS (1,700) 1,700

Prepared by:



Helping schools succeed

15 C