

## ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library  
R.J. Grey Junior High School

May 6, 2010  
6:30 pm Joint Executive Session  
7:30 pm Joint Open Meeting  
Followed by AB Regional Meeting  
Followed by APS Meeting

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### AGENDA with Addendum

- I. APS/AB JOINT MEETING – EXECUTIVE SESSION (6:30)  
  
APS/AB JOINT OPEN MEETING begins
- II. CALL TO ORDER (7:30)
- III. CHAIRPERSON’S INTRODUCTION
  - Thank you to ABRHS School Committee reps
  - Presentation of ABSAF Check – Nick Finamore
- IV. APPROVAL OF JOINT, AB, and APS MINUTES OF MARCH 25, 2010 (7:45)
- V. PUBLIC PARTICIPATION
- VI. UNFINISHED BUSINESS (7:55)
  1. Green Communities Program – *JD Head and Kate Crosby* (7:55 - 15 mins)
    - a. Fuel Efficient Vehicle Policy and Draft 20% Reduction Plan memo
    - b. Recommendation to Approve Criteria 3 Energy Baseline and 20% Reduction Plan – **VOTE** – *Sharon McManus*
    - c. Fuel Efficient Vehicle Policy (DRAFT)
    - d. School Vehicle Inventory
    - e. Recommendation to Approve New School Committee Policy on Fuel Efficient Vehicles (FILE: D Fiscal Management) – **FIRST READING** – **VOTE** - *Sharon McManus, Brigid Bieber, Maria Neyland*
    - f. Mass. Dept of Energy Resources (DOER) revised program instructions/guidelines
    - g. Powerpoint slides (*addendum*)
  2. Superintendent’s Recommendation to the School Committee regarding an Anti-Bullying policy and procedure – *Steve Mills and Liza Huber* (*addendum*) (8:10 – 20 mins)
    - Bullying Prevention Memo
    - Anti-Bullying Prevention Task Force Powerpoint Slides
    - Massachusetts Bullying Legislation
    - Bullying Prevention Policy & Procedures
  3. SMART Goals update – *Steve Mills* (8:30 – 15 mins)
    - a. Goals Update
    - b. Embracing our Changing Demographics (Goal #1) – *Liza Huber* (*addendum*)
  4. Superintendent’s Evaluation (8:45 – 5 mins)
    - a. Process and Timeline
    - b. Job Description, 2009-2010 Goals, Evaluation Form – *see 3/25/10 packet*
  5. FY’10 Budget Update (oral) – *Steve Mills*
  6. FY’11 Budget Update (oral) – *Steve Mills*

7. District Attorney's Response to Open Meeting Law Complaint, 4/13/10 (8:55 – 10 mins)
  - a. Letter from D. Calandrella, C. Kadlec, A. Nitschelm, 5/4/10 (*addendum*)

VII. NEW BUSINESS (9:05)

1. Recommendation to Approve FY'11 TEC Bid – **VOTE** – *Tess Summers*

**APS is suspended – AB OPEN MEETING begins**

VIII. STATEMENT OF WARRANT

IX. UNFINISHED BUSINESS (9:10 – 10 mins)

1. Boxborough BLF Report –
  - Town Meeting is May 10, Elections are May 17
2. Health Insurance Trust Report – *John Petersen (addendum)*
3. Recommendation to Approve Revised 2010-2011 School Calendar – **VOTE** – *Steve Mills*  
(JH early dismissal days moved from December 2<sup>nd</sup> and 9<sup>th</sup> to 16<sup>th</sup> and 21<sup>st</sup>. HS early dismissal day moved from March 24<sup>th</sup> to 17<sup>th</sup>.)

X. NEW BUSINESS (9:20)

1. Recommendation to Approve ABRHS Trip to National Speech Competition in Omaha, NE, May 27 - 30, 2010 – **VOTE** – *Steve Mills*
2. Recommendation to Approve ABRHS International Trip to St. Germaine en Laye, France, February 19 – March 5, 2011 – **VOTE** – *Steve Mills (revision in addendum)*
3. Recommendation to Approve RJGJHS Trip to Canobie Lake Park in Salem, NH, June 16, 2010 – **VOTE** – *Steve Mills*
4. Recommendation to Accept Donation from Mercury Computer Systems for the National Science Olympiad Trip - **VOTE** – *Steve Mills*
5. Recommendation to Accept Donation from the ABRPTSO in support of Enrichment Programs - **VOTE** – *Steve Mills*
6. Recommendation to Accept Donation from Community Education - **VOTE** – *Steve Mills*
7. Recommendation to Approve Admission of Boxborough Staff Child to R.J. Grey Junior High School – *Marie Altieri and Steve Mills*

XI. FOR YOUR INFORMATION (9:30)

1. ABRHS Information
  - a. Discipline Reports – March 2010 (*packet*) and April 2010 (*addendum*)
  - b. Online Learning for High School Students – *Priscilla Kotyk*
  - c. **Gifts from** Twin Seafood (Community Service), Ray and Caroline Tripp (National Science Olympiad), William Shaw (National Science Olympiad), Peter and Patricia Babcock (Community Service Program), Adam Maio and Lining Wu (Academic Decathlon), and Heart of Stone in Sandwich (AB Fine and/or Performing Arts Programs) –*packet*  
**Gifts from:** French in Acton (Academic Decathlon Team), Concord Primary Care (National Science Olympiad), Billy and Lisa Soo (National Science Olympiad), Xiuai Wang (National Science Olympiad) –*addendum*
  - d. Senior Interns 2009-2010 (*addendum*)
  - e. ABRHS Math Team (*addendum*)
  - f. Art Awards (*addendum*)
2. RJGJHS Information
  - a. Discipline Reports – March 2010 (*packet*) and April 2010 (*addendum*)
3. FY'10 Monthly ABRSD Financial Reports

- a. Object Summary
  - b. SPED Financial
- 4. ABRSD ELL Student Population – April 1, 2010
- 5. Dismissal Times for Last Day of School – June 17, 2010
- 6. Student Enrollment, April 2010
- 7. Online Article: *The Best Schools for your Housing Buck*, Christina Settimi, 4/6/10,  
<<http://www.forbes.com/2010/04/05/best-schools-for-your-housing-buck>>
- 8. Letter to House Education Chair, Marty Waltz, in Support of H.481, “An Act Relative to Special Education” – *Liza Huber*
- 9. Letter of Thanks and Commendation to ABRHS and RJGJHS Counselors and Psychologist – *Liza Huber*
- 10. Top 10 Open Meeting Law Changes, effective July 1, 2010 – Boxborough Seminar 4/15/10
- 11. All-Staff Retirement Party – June 10, 2010, 3:00-5:00, Wedgewood Pines Country Club in Stow

**AB MEETING is adjourned – APS MEETING continues**

- XII. UNFINISHED BUSINESS (9:45)
  - 1. Conant Principal Search Update
- XIII. NEW BUSINESS
  - 1. Response to Parent Email regarding 3/25/10 School Committee meeting
- XIV. EXECUTIVE SESSION (if needed)
- XV. NEXT MEETINGS:
  - May 10 – Boxborough Town Meeting begins
  - May 20 – Acton Public at 7:30 PM at Conant School
  - June 3 – Acton-Boxborough Regional School Committee at 7:30 PM
- XVI. ADJOURNMENT (10:00)

*Office of the Superintendent*  
Acton Public Schools  
Acton-Boxborough Regional School District  
<http://ab.mec.edu>  
(978) 264-4700 x 3211

TO: Acton Public School Committee Members  
Acton-Boxborough Regional School Committee Members

FROM: Stephen Mills

ON: May 6, 2010

RE: **ADDENDUM**

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**JT MEETING:**

**VI. UNFINISHED BUSINESS –**

1. Green Communities Program – *JD Head and Kate Crosby*
  - g. Powerpoint slides (*addendum*)
2. Superintendent's Recommendation regarding an Anti-Bullying policy and procedure – *Steve Mills and Liza Huber*
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  - Anti-Bullying Prevention Task Force Powerpoint Slides
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3. SMART Goals Update
  - b. Embracing our Changing Demographics (Goal #1) – *Liza Huber*
7. District Attorney's Response to Open Meeting Law Complaint, 4/13/10
  - a. Letter from D. Calandrella, C. Kadlec, A. Nitschelm, 5/4/10

**AB MEETING:**

**IX. UNFINISHED BUSINESS**

2. Health Insurance Trust Report – *John Petersen*

**X. NEW BUSINESS**

2. Recommendation to Approve ABRHS International Trip to St. Germaine en Laye, France, February 19 – March 5, 2011 – Updated form from packet
7. Recommendation to Approve Admission of Boxborough Staff Child to R.J. Grey Junior High School – *Marie Altieri and Steve Mills*

**XI. FOR YOUR INFORMATION**

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  - a. *i.* Discipline Report – April 2010

- c. Gifts from: French in Acton (Academic Decathlon Team),  
Concord Primary Care (National Science Olympiad), Billy and Lisa Soo (National Science Olympiad), Xiuai Wang (National Science Olympiad)
- d. Senior Interns 2009-2010
- e. ABRHS Math Team
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Pines Country Club in Stow

# Green Community criteria

1. As-of-right siting for RE mfg--complete
2. Expedited permitting for RE mfg--complete

**3. Baseline energy inventory  
with energy reduction plan**

**4. Fuel-efficient vehicles**

5. Stretch Energy Code---complete

**3/25: Initial SC presentation**

**4/6: Acton Town Mtng approval**

**4/21: Preliminary submission**

**4/26: BoS approval**

**5/6: Final SC presentation**

**5/14: Application deadline**

**5/28: Grant deadline**

### **3. Baseline energy inventory with 20% energy reduction**

- **Baseline “benchmark” FY2009**
- **20% reduction over next 5 years**
- **3 focus areas:**
  - **Retrocommissioning RJGrey—HVAC focus**
  - **End user education project—ongoing**
  - **Lighting retrofit Admin Building**

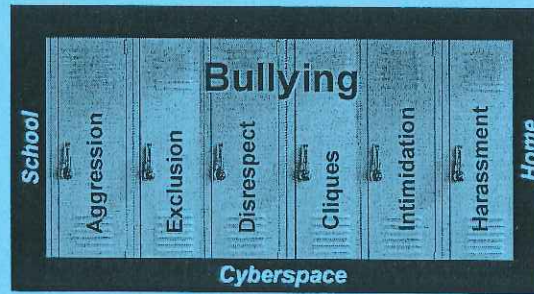


## **4. Fuel-efficient vehicles**

- **Model policy received March 25**
- **Streamlined for School Committee approval by Policy Subcommittee**
- **Essentially in compliance at present**

VI.2.

**Bullying Prevention and Intervention Task Force Summary**  
**May 6, 2010**



We are aware of the pervasive and detrimental impact that bullying has within and on our schools. Coupled with ever-expanding technology, this important problem must be expediently addressed.

While we understand that the best way to prevent bullying is to focus on prevention and professional development, there are other elements to an effective bullying prevention model.

A litmus test for our bullying policy and procedures is the lessons learned from crisis communication from the airline industry. Schools learn from their business models and apply those principles from corporate experience to the operations of the schools. In this regard, I compared findings from the airline industry to bullying to determine if the standards are valid.

In the analysis of trends from air disasters, our school has operationalized the major principles learned from the airline industry:

- 1. Appointing a liaison (such as a counselor or psychologist) to the victim and his/her family to ensure direct and accurate information and support, as well as to ensure appropriate follow-up.**

*Corporate Model: Assigning one "caretaker" per "family" helped families cope.*

- 2. Immediate focus on providing care and support to the victim within the family and school context (see above) while concurrently investigating and responding to the bully and bystander(s).**

*Corporate Model: Family assistance teams are provided.*

- 3. Upholding the professional standards of confidentiality.**

*Corporate Model: Immediate notification to families.*

- 4. Notification of not only the family (parents and guardians), but also the staff members on a "need to know basis".**

*Corporate Model: Keeping families shielded from media is a protective act.*

- 5. The primary gain is safe schools. The secondary gain reduces the potential of conflict and distrust between school and home.**

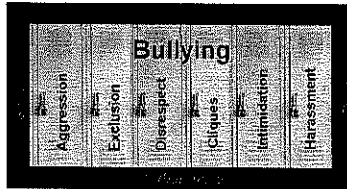
*Corporate Model: Reduction in litigation*

Similar procedures were developed for bullying – we utilized our already existing Crisis Intervention Teams; we notify the victim's family and immediately involve them in a solution; we protect confidentiality; we have a spokesman as "lead person" and liaison for the family.

The litmus test applied above gave us rich comparisons for our proposed policy and procedures for bullying prevention. We learn from business models that have experienced challenges and have applied these learned skills for our schools, in this case, bullying.

In our continued commitment to improving school safety, the District wanted to create practical guidelines so that all children, staff and faculty feel safe within the school and/or work environment. The mission reviews and significantly enhances our previous bullying policy and recommends practices for both the Acton Public Schools and the Acton-Boxborough Regional School District. The scope of our mission creates a safe and comfortable school and work environment that addresses bullying, hazing, and harassment in new ways.

# Bullying Prevention Task Force



May 6, 2010  
School Committee Update

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## Participants

**Facilitator:** Liza Huber, Director of Pupil Services, [lhuber@mail.ab.mps.edu](mailto:lhuber@mail.ab.mps.edu)  
**Alison Warren**, Assistant Principal, RJ Grey Junior High, [awarren@mail.ab.mps.edu](mailto:awarren@mail.ab.mps.edu)  
**James Mercolle**, Assistant Principal, ABKHS, [jmercolle@mail.ab.mps.edu](mailto:jmercolle@mail.ab.mps.edu)  
**David Krome**, Principal, McCarthy-Towne Elementary, [dkrome@mail.ab.mps.edu](mailto:dkrome@mail.ab.mps.edu)  
**Chris Whitbeck**, Principal, Douglas Elementary, [cwhitbeck@mail.ab.mps.edu](mailto:cwhitbeck@mail.ab.mps.edu)  
**Christine Price**, Principal, Connet Elementary, [cprice@mail.ab.mps.edu](mailto:cprice@mail.ab.mps.edu)  
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**Marie Alleri**, Director of Personnel, [malleri@mail.ab.mps.edu](mailto:malleri@mail.ab.mps.edu)  
**Sharon McManus**, APS School Committee, [smcmanus@ab.mpsd.net](mailto:smcmanus@ab.mpsd.net)  
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**Kateyn Chakarian**, School Counselor, RJ Grey Junior High, [kchakarian@mail.ab.mps.edu](mailto:kchakarian@mail.ab.mps.edu)  
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**Nancy Shemura**, ParentSpEd PAC Co-Chair, [nshemura@njpsd.pmsd.com](mailto:nshemura@njpsd.pmsd.com)  
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**Carol Lendino**, Parent, [clendino@ny1234.net](mailto:clendino@ny1234.net)  
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**Priscilla Kotys**, Director, Technology Integration & Innovation, [pkotys@mail.ab.mps.edu](mailto:pkotys@mail.ab.mps.edu)  
**Keith Campbell**, DAPE Officer, Aton Police, [kcampbell@mail.ab.mps.edu](mailto:kcampbell@mail.ab.mps.edu)  
**Mary Elmors**, Special Education Coordinator - Region, [melmors@mail.ab.mps.edu](mailto:melmors@mail.ab.mps.edu)  
**Debbie Syle**, Office Manager, Pupil Services, [dsyle@mail.ab.mps.edu](mailto:dsyle@mail.ab.mps.edu)  
**Maria Sheridan**, Meridian Teacher, [msheridan@mail.ab.mps.edu](mailto:msheridan@mail.ab.mps.edu)  
**Robin Kynoch**, McCauley-Towne Teacher, [rkynoch@mail.ab.mps.edu](mailto:rkynoch@mail.ab.mps.edu)

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## What is Bullying?

- Persistent
- Pervasive
- Chronic
- Intimidating
- Threatening
- Malicious
- Intentional
- Retaliatory
- Electronic
- Written
- Verbal
- Physical
- Mental
- Visual




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## Peer Conflict vs. Bullying

Disagreement and oppositional interactions:

- Situational
- Immediate
- Developmentally appropriate

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## Framework for Bullying Prevention and Intervention

- Responses to bully, bystander and victim
  - Immediate
  - Accurate
  - Complete
  - Concurrent
- Implementation of public relations strategies
- Adherence to professional standards of confidentiality
- Focus on new skills through professional development
- Investigation
- Reporting
- Determination of consequences (based on objective and fair findings)
- Individual school and systemic intervention

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## Learning From a Corporate Model

*Keys to Crisis Management*

- Concurrent and non-exclusionary practices:
- Protecting, caring and supporting families and victims
    - Highly personal
    - Individualized
  - Reaching out involves:
    - Assumption of responsibility
    - Personalization
    - Individualization
    - "Sympatico"
  - The role and involvement of a "CEO" and the school assignment of one person as lead person
  - Implementation of Public Relations Strategies
  - Addressing litigation concerns

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### Areas for Inclusion

- Annual notice to students, parents and guardians regarding:
  - Internet safety measures and acceptable use Policy/procedures
  - Bullying Prevention and Intervention Policy/procedures
- Annual faculty and staff training
- Relevant action items and duties of faculty and staff to be included in a school district or school employee handbook (focus on staff and faculty)
- IEPs that affect social skills development must address the skills and proficiencies needed to avoid and respond to bullying
- DESE to provide cost effective solutions for professional development
  - Pro-social, research based programs and/or curriculum promoting positive peer relations
  - On-going, age-appropriate bullying prevention instruction

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***Acton Public Schools and Acton-Boxborough Regional School District***

File: JICFB

**BULLYING PREVENTION AND INTERVENTION POLICY**

**Final Draft**

The Acton-Boxborough Regional School District (hereinafter referred to as "The District") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide and maintain safe learning and working environments for all students and all employees. It is the conviction of educators that all students have the right to participate confidently and fully in learning activities, both in and out of school, and contribute meaningfully to society by learning in a community culture where individual and developmental differences are acknowledged, appreciated and respected.

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is witness to or has reliable information about bullying is prohibited. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

The School Committees expect administrators and supervisors to make clear to students and staff that bullying behaviors (as defined above) in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Furthermore, the Districts will immediately investigate allegations of bullying, including cyberbullying, intimidation, and/or harassment. The Principal of each building, or his/her designee, will be responsible for responding to all complaints by students alleging harassment, including bullying, in accordance with harassment. If it is determined that bullying has occurred, the District will take appropriate action to end the bullying and ensure that it is not repeated. In this regard, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

All schools in Acton and Acton-Boxborough will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention program and/or curriculum that include the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include

school based teams responsible for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

- Consist of members of the already existing Crisis Intervention Team appointed by the Principal representing the following constituents: Building Principal or Assistant Principal, Teacher representatives, Counselor/Psychologist/SPED.
- Additional collaboration from Pupil Services administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By October 1<sup>st</sup> of each year:
  - Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
  - Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the Districts' implementation of the Bullying Prevention and Intervention Policy.

File: JBA, ADA  
CROSS REFS.: AC, Nondiscrimination  
ACAB, Sexual Harassment  
JICFA-E, Hazing

***Acton Public Schools and Acton-Boxborough Regional School District***

File: JICFB

**BULLYING PREVENTION AND INTERVENTION POLICY**

**Procedures and Guidelines**

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone who is perceived as weaker and vulnerable. Specifically, bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is witness to or has reliable information about bullying is prohibited. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

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

All schools in Acton and Acton-Boxborough will include a bullying prevention and intervention plan that is proactive and educational. Major components include:

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

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

- A. Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,



B. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the victim,

C. Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,

D. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer,

E. Infringing on the rights of the other student, school volunteer or school employee at school, or

F. Materially and substantially disrupting the education process or the orderly operation of a school.

#### **Reporting Requirements:**

A culture of openness is considered the most effective means for countering this behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that such reports will be listened to and taken seriously.

A. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the administration. This includes custodians, cafeteria workers, recess and bus monitors.

B. Each school is required to have a procedure for the administration to promptly investigate in a timely manner and determine whether or not bullying has occurred.

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

D. All confirmed bullying incidents must be reported to parents and guardians and must be documented. In addition the administrator must be aware that some acts of bullying may also be a crime and required to be reported to law enforcement.

#### **Investigative procedures:**

Each school is required to investigate in a timely manner and determine whether or not bullying has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, an investigation and outreach to the victim and family shall occur concurrently with a commitment to addressing the needs of the victim, identifying and educating bystanders, and providing

formative/educational consequences for bullies. Steps to be taken should include:

- A. Determine the nature, chronicity, and severity of the presenting situation.
- B. Identify bully(s), victim(s), and bystanders
- C. Provide a safety and comfort plan for the victim(s).
- D. Identify whether or not the bullying has occurred on or off campus.
- E. Immediately inform bullies/cyberbullies about the consequences for bullying or cyberbullying in or out of school.
- F. Have conversations with all parties.
- G. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- H. Establish a timetable for following up with parents, especially parents of victims
- I. Collection and documentation of data.

#### **Non-Classroom Supervision:**

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- A. Determine "hot spots" that bullying may more likely occur.
- B. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- C. Consider adult density in "hot spots" if necessary.

#### **Consequences from Findings:**

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

Consequences should take into consideration:

- A. Nature, severity, and chronicity of the behavioral impact on the victim
- B. Degree of physical, psychological, social harm on the victim
- C. Student's age, development and degree of maturity
- D. Surrounding circumstances and context in which the incident(s) occurred
- E. Prior disciplinary history and continuing patterns of behavior
- F. Relationship between and among the parties involved
- G. Context in which the alleged incident(s) occurred

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

- A. Verbal reprimand
- B. Temporary removal from the classroom
- C. Loss of privileges, including before and after school activities
- D. Time-out
- E. Notice to parent
- F. Supervised break times
- G. Detention

- H. In-school suspension
- I. Out-of-school suspension
- J. Reassignment of seats in lunch, bus, class, etc.
- K. Reassignment of classes
- L. Referral to an outside agency
- M. Reassignment to another school or another mode of transportation
- N. Expulsion
- O. Report to law enforcement

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

- A. Reparation to the victim (recognizing that direct apology may be contraindicated)
- B. Completion of curricular based assignment(s)
- C. Meeting with Civil Rights Coordinator
- D. Completion of community service designed to help the perpetrator understand and respect differences; written report required by the perpetrator
- E. Therapeutic support for both perpetrators and victims

### **Professional Development**

The District will provide a combined bullying prevention and intervention training each year for all employees to help them identify and respond to bullying, teasing and harassment. Continual on-going coaching for administrators will be provided to enhance the skill set of teachers and staff. In addition, schools are encouraged to offer education to parents about bullying prevention. This requires a common language to be presented.

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## Patrick signs sweeping antibullying law

May 3, 2010 01:49 PM

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(Pat Greenhouse/Globe Staff)

Backed by schoolchildren, public officials and advocates, Governor Deval Patrick signs antibullying legislation at the State House today. At right is Sirdeaner Walker, whose 11-year-old son, Carl Walker-Hoover, committed suicide last year after being bullied.

By Globe Staff

Governor Deval Patrick today signed into law a sweeping measure to crack down on school bullying across the state.

The law prohibits any actions that could cause emotional or physical harm to students, including text messages and taunting over the Internet. It also mandates antibullying training, for faculty as well as students, and requires that parents be informed of incidents at school.

It also requires every school employee, including custodians and cafeteria workers, report incidents of suspected bullying and that principals investigate each case.

"As governor and as a parent, I feel strongly that no child should feel threatened or unsafe in our schools," said Patrick, who was joined on the podium by third-graders from East Brookfield Elementary School, along with government and political officials.

The deaths of Phoebe Prince, a South Hadley High School student who hanged herself in

## Sounding Off

Columnist **Adrian Walker** hopes our embattled psyches get sorted out along with the water problem. [Read more](#)



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January amid relentless harassment from other students, and Carl Joseph Walker-Hoover, a Springfield 11-year-old who took his own life last year after being bullied, sparked a public outcry over school bullying and galvanized support for the legislation.

Patrick and lawmakers say the new rules, particularly those mandating that all bullying be reported, will help protect students who now feel they have nowhere to turn.

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## Senate, No. 2404

[Senate, Wednesday, April 28, 2010 -- Report of the committee of conference on the disagreeing votes of the two branches, with reference to the House amendments to the Senate Bill relative to bullying in schools (Senate, No. 2323) (*amended by the House* by striking out all after the enacting clause and inserting in place thereof the text of House document numbered 4571, printed as amended. ]



## The Commonwealth of Massachusetts

IN THE YEAR OF TWO THOUSAND AND TEN

### AN ACT RELATIVE TO BULLYING IN SCHOOLS.

*Be it enacted by the Senate and House of Representatives in General Court assembled,*

*And by the authority of the same, as follows:*

1       **SECTION 1.** Chapter 6 of the General Laws is hereby amended by inserting after  
2       section 15MMMMM the following section:-

3       15NNNNN. The governor shall annually issue a proclamation setting apart the fourth  
4       Wednesday in January as No Name Calling Day to increase public awareness of the devastating  
5       effects of verbal bullying, to encourage students to use positive dialogue and pledge not to use  
6       hurtful names on this designated day, to promote tolerance and respect for differences and to  
7       reaffirm the commitment of the citizens of the commonwealth to basic human rights and  
8       dignity.



9           **SECTION 2.** The third paragraph of section 1D of chapter 69 of the General Laws, as  
10 appearing in the 2008 Official Edition, is hereby amended by striking out the fourth sentence  
11 and inserting in place thereof the following sentence:- The standards may provide for  
12 instruction in the issues of nutrition, physical education, AIDS education, violence prevention,  
13 including teen dating violence, bullying prevention, conflict resolution and drug, alcohol and  
14 tobacco abuse prevention.

15           **SECTION 3.** The first paragraph of section 37H of chapter 71 of the General Laws, as  
16 so appearing, is hereby amended by inserting after the third sentence the following sentence:-  
17 The policies shall also prohibit bullying as defined in section 37O and shall include the student-  
18 related sections of the bullying prevention and intervention plan required by said section 37O.

19           **SECTION 4.** The third paragraph of said section 37H of said chapter 71, as so  
20 appearing, is hereby amended by inserting after the first sentence the following sentence:- The  
21 student handbook shall include an age-appropriate summary of the student-related sections of  
22 the bullying prevention and intervention plan required by section 37O.

23           **SECTION 5.** Said chapter 71 is hereby further amended by inserting after section 37N  
24 the following section:-

25           Section 37O. (a) As used in this section the following words shall, unless the context  
26 clearly requires otherwise, have the following meaning:-

27           "Approved private day or residential school", a school that accepts, through agreement  
28 with a school committee, a child requiring special education pursuant to section 10 of chapter  
29 71B.

30 "Bullying", the repeated use by one or more students of a written, verbal or electronic  
31 expression or a physical act or gesture or any combination thereof, directed at a victim that: (i)  
32 causes physical or emotional harm to the victim or damage to the victim's property; (ii) places  
33 the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a  
34 hostile environment at school for the victim; (iv) infringes on the rights of the victim at school;  
35 or (v) materially and substantially disrupts the education process or the orderly operation of a  
36 school. For the purposes of this section, bullying shall include cyber-bullying.

37 "Charter school", commonwealth charter schools and Horace Mann charter schools  
38 established pursuant to section 89 of chapter 71.

39 "Cyber-bullying", bullying through the use of technology or any electronic  
40 communication, which shall include, but shall not be limited to, any transfer of signs, signals,  
41 writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a  
42 wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited  
43 to, electronic mail, internet communications, instant messages or facsimile communications.  
44 Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator  
45 assumes the identity of another person or (ii) the knowing impersonation of another person as  
46 the author of posted content or messages, if the creation or impersonation creates any of the  
47 conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-  
48 bullying shall also include the distribution by electronic means of a communication to more  
49 than one person or the posting of material on an electronic medium that may be accessed by one  
50 or more persons, if the distribution or posting creates any of the conditions enumerated in  
51 clauses (i) to (v), inclusive, of the definition of bullying.



52 “Collaborative school”, a school operated by an educational collaborative established  
53 pursuant to section 4E of chapter 40.

54 “Department”, the department of elementary and secondary education.

55 “Hostile environment”, a situation in which bullying causes the school environment to  
56 be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter  
57 the conditions of the student’s education.

58 “Plan”, a bullying prevention and intervention plan established pursuant to subsection  
59 (d).

60 “Perpetrator”, a student who engages in bullying or retaliation.

61 “School district”, the school department of a city or town, a regional school district or a  
62 county agricultural school.

63 “School grounds”, property on which a school building or facility is located or property  
64 that is owned, leased or used by a school district, charter school, non-public school, approved  
65 private day or residential school, or collaborative school for a school-sponsored activity,  
66 function, program, instruction or training.

67 “Victim”, a student against whom bullying or retaliation has been perpetrated.

68 (b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to  
69 school grounds, at a school-sponsored or school-related activity, function or program whether  
70 on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or  
71 used by a school district or school, or through the use of technology or an electronic device  
72 owned, leased or used by a school district or school and (ii) at a location, activity, function or

73 program that is not school-related, or through the use of technology or an electronic device that  
74 is not owned, leased or used by a school district or school, if the bullying creates a hostile  
75 environment at school for the victim, infringes on the rights of the victim at school or materially  
76 and substantially disrupts the education process or the orderly operation of a school. Nothing  
77 contained herein shall require schools to staff any non-school related activities, functions, or  
78 programs.

79         Retaliation against a person who reports bullying, provides information during an  
80 investigation of bullying, or witnesses or has reliable information about bullying shall be  
81 prohibited.

82         (c) Each school district, charter school, approved private day or residential school and  
83 collaborative school shall provide age-appropriate instruction on bullying prevention in each  
84 grade that is incorporated into the curriculum of the school district or school. The curriculum  
85 shall be evidence-based.

86         (d) Each school district, charter school, non-public school, approved private day or  
87 residential school and collaborative school shall develop, adhere to and update a plan to address  
88 bullying prevention and intervention in consultation with teachers, school staff, professional  
89 support personnel, school volunteers, administrators, community representatives, local law  
90 enforcement agencies, students, parents and guardians. The consultation shall include, but not  
91 be limited to, notice and a public comment period; provided, however, that a non-public school  
92 shall only be required to give notice to and provide a comment period for families that have a  
93 child attending the school. The plan shall be updated at least biennially.

94        Each plan shall include, but not be limited to: (i) descriptions of and statements  
95 prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff,  
96 parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of  
97 bullying or retaliation may be made anonymously; provided, however, that no disciplinary  
98 action shall be taken against a student solely on the basis of an anonymous report; (iv) clear  
99 procedures for promptly responding to and investigating reports of bullying or retaliation; (v)  
100 the range of disciplinary actions that may be taken against a perpetrator for bullying or  
101 retaliation; provided, however, that the disciplinary actions shall balance the need for  
102 accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a  
103 sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for  
104 protecting from bullying or retaliation a person who reports bullying, provides information  
105 during an investigation of bullying or witnesses or has reliable information about an act of  
106 bullying; (viii) procedures consistent with state and federal law for promptly notifying the  
107 parents or guardians of a victim and a perpetrator; provided, further, that the parents or  
108 guardians of a victim shall also be notified of the action taken to prevent any further acts of  
109 bullying or retaliation; and provided, further, that the procedures shall provide for immediate  
110 notification pursuant to regulations promulgated under this subsection by the principal or person  
111 who holds a comparable role to the local law enforcement agency when criminal charges may  
112 be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false  
113 accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for  
114 providing counseling or referral to appropriate services for perpetrators and victims and for  
115 appropriate family members of said students. The plan shall afford all students the same  
116 protection regardless of their status under the law.

117 A school district, charter school, non-public school, approved private day or residential  
118 school or collaborative school may establish separate discrimination or harassment policies that  
119 include categories of students. Nothing in this section shall prevent a school district, charter  
120 school, non-public school, approved private day or residential school or collaborative school  
121 from remediating any discrimination or harassment based on a person's membership in a legally  
122 protected category under local, state or federal law.

123 The plan for a school district, charter school, approved private day or residential school  
124 and collaborative school shall include a provision for ongoing professional development to  
125 build the skills of all staff members, including, but not limited to, educators, administrators,  
126 school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to  
127 extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying.  
128 The content of such professional development shall include, but not be limited to: (i)  
129 developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally  
130 appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii)  
131 information regarding the complex interaction and power differential that can take place  
132 between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on  
133 bullying, including information about specific categories of students who have been shown to  
134 be particularly at risk for bullying in the school environment; (v) information on the incidence  
135 and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The  
136 department shall identify and offer information on alternative methods for fulfilling the  
137 professional development requirements of this section, at least 1 of which shall be available at  
138 no cost to school districts, charter schools, approved private day or residential schools and  
139 collaborative schools.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

(e)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

61 (3) The plan shall be posted on the website of each school district, charter school, non-  
162 public school, approved private day or residential school and collaborative school.

163 (f) Each school principal or the person who holds a comparable position shall be  
164 responsible for the implementation and oversight of the plan at his school.

165 (g) A member of a school staff, including, but not limited to, an educator, administrator,  
166 school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an  
167 extracurricular activity or paraprofessional, shall immediately report any instance of bullying or  
168 retaliation the staff member has witnessed or become aware of to the principal or to the school  
169 official identified in the plan as responsible for receiving such reports or both. Upon receipt of  
170 such a report, the school principal or a designee shall promptly conduct an investigation. If the  
171 school principal or a designee determines that bullying or retaliation has occurred, the school  
172 principal or designee shall (i) notify the local law enforcement agency if the school principal or  
173 designee believes that criminal charges may be pursued against a perpetrator; (ii) take  
174 appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv)  
175 notify the parents or guardians of the victim, and to the extent consistent with state and federal  
176 law, notify them of the action taken to prevent any further acts of bullying or retaliation.

177 (h) If an incident of bullying or retaliation involves students from more than one school  
178 district, charter school, non-public school, approved private day or residential school or  
179 collaborative school, the school district or school first informed of the bullying or retaliation  
180 shall, consistent with state and federal law, promptly notify the appropriate administrator of the  
181 other school district or school so that both may take appropriate action. If an incident of  
182 bullying or retaliation occurs on school grounds and involves a former student under the age of

21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

(j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

**SECTION 6.** Said chapter 71 is hereby further amended by adding after section 92, added by section 8 of chapter 12 of the acts of 2010, the following section: -

Section 93. Every public school providing computer access to students shall have a policy regarding internet safety measures to protect students from inappropriate subject matter

and materials that can be accessed via the internet and shall notify the parents or guardians of all students attending the school of the policy. The policy and any standards and rules enforcing the policy shall be prescribed by the school committee in conjunction with the superintendent or the board of trustees of a commonwealth charter school.

**SECTION 7.** The sixth paragraph of section 3 of chapter 71B of the General Laws, as appearing in the 2008 Official Edition, is hereby amended by inserting after the third sentence the following sentence:-

Whenever the evaluation of the Individualized Education Program team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the Individualized Education Program shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

**SECTION 8.** Said section 3 of said chapter 71B, as so appearing, is hereby amended by inserting after the word "proficiencies", in line 154, the following words:- ; the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.

**SECTION 9.** Section 43 of chapter 265 of the General Laws, as so appearing, is hereby amended by striking out subsection (a) and inserting in place thereof the following subsection:-

(a) Whoever (1) willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury, shall be guilty of the crime of stalking and shall be punished by imprisonment in the



227 state prison for not more than 5 years or by a fine of not more than \$1,000, or imprisonment in  
228 the house of correction for not more than 2 ½ years or by both such fine and imprisonment. The  
229 conduct, acts or threats described in this subsection shall include, but not be limited to, conduct,  
230 acts or threats conducted by mail or by use of a telephonic or telecommunication device or  
231 electronic communication device including, but not limited to, any device that transfers signs,  
232 signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in  
233 part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but  
234 not limited to, electronic mail, internet communications, instant messages or facsimile  
235 communications.

236 **SECTION 10.** Section 43A of said chapter 265, as so appearing, is hereby amended by  
237 striking out paragraph (a) and inserting in place thereof the following paragraph:-

238 (a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series  
239 of acts over a period of time directed at a specific person, which seriously alarms that person  
240 and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of  
241 the crime of criminal harassment and shall be punished by imprisonment in a house of  
242 correction for not more than 2 ½ years or by a fine of not more than \$1,000, or by both such fine  
243 and imprisonment. The conduct or acts described in this paragraph shall include, but not be  
244 limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication  
245 device or electronic communication device including, but not limited to, any device that  
246 transfers signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in  
247 whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system,  
248 including, but not limited to, electronic mail, internet communications, instant messages or  
249 facsimile communications.

50           **SECTION 11.** Subsection (3) of section 13B of chapter 268 of the General Laws, as so  
251 appearing, is hereby amended by striking out the second sentence and inserting in place thereof  
252 the following sentence:- Such act shall include, but not be limited to, an act conducted by mail  
253 or by use of a telephonic or telecommunication device or electronic communication device  
254 including but not limited to any device that transfers signs, signals, writing, images, sounds,  
255 data, or intelligence of any nature transmitted in whole or in part by a wire, radio,  
256 electromagnetic, photo-electronic or photo-optical system, including, but not limited to,  
257 electronic mail, internet communications, instant messages or facsimile communications.

258           **SECTION 12.** Chapter 269 of the General Laws is hereby amended by striking out  
259 section 14A, as so appearing, and inserting in place thereof the following section:-

260           Section 14A. Whoever telephones another person or contacts another person by  
261 electronic communication, or causes a person to be telephoned or contacted by electronic  
262 communication, repeatedly, for the sole purpose of harassing, annoying or molesting the person  
263 or the person's family, whether or not conversation ensues, or whoever telephones or contacts a  
264 person repeatedly by electronic communication and uses indecent or obscene language to the  
265 person, shall be punished by a fine of not more than \$500 or by imprisonment for not more than  
266 3 months, or by both such a fine and imprisonment.

267           For purposes of this section, "electronic communication" shall include, but not be  
268 limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any  
269 nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or  
270 photo-optical system.

271       **SECTION 13.** The department of elementary and secondary education shall periodically  
272 review school districts, charter schools, approved private day or residential schools and  
273 collaborative schools to determine whether the districts and schools are in compliance with this  
274 act.

275       **SECTION 14.** The department of elementary and secondary education shall issue a  
276 report detailing cost-effective ways to implement the professional development requirements in  
277 subsection (d) of section 370 of chapter 71 of the General Laws; provided, further, that the  
278 report shall: (i) include an option available at no cost to school districts, charter schools,  
279 approved private day or residential schools and collaborative schools; (ii) explore the feasibility  
280 of an option for a "train-the-trainer" model, so-called, with demonstrated success and an option  
281 for online professional development; and (iii) include any other options which may be cost  
282 effective; provided, further, that the report shall include a cost estimate for the professional  
283 development; and provided, further, that the report shall be provided to the clerks of the senate  
284 and house of representatives not later than August 31, 2010; and provided, further, that the  
285 clerks of the senate and house of representatives shall forward the report to the chairs of the  
286 house and senate committees on ways and means and the house and senate chairs of the joint  
287 committee on education.

288       **SECTION 15.** School districts, charter schools, approved private day or residential  
289 schools and collaborative schools shall establish a bullying prevention and intervention plan in  
290 compliance with this act and shall file the plan with the department of elementary and secondary  
291 education on or before December 31, 2010; provided, however, that school districts, charter  
292 schools, approved private day or residential schools and collaborative schools shall establish  
293 and have in place the professional development provisions of the fourth paragraph of subsection

(d) of section 37O of chapter 71 of the General Laws at the start of the 2010-2011 academic year. Non-public schools shall establish a bullying prevention and intervention plan in compliance with this act on or before December 31, 2010.

**SECTION 16.** The department of elementary and secondary education shall publish guidelines for the implementation of social and emotional learning curricula in kindergarten to grade 12, inclusive, on or before June 30, 2011. The guidelines shall be updated biennially. For purposes of this section, social and emotional learning shall mean the processes by which children acquire the knowledge, attitudes and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and constructively handle challenging social situations.

**SECTION 17.** The department of elementary and secondary education shall promulgate the rules and regulations required under the last paragraph of subsection (d) of Section 37O of chapter 71 of the General Laws on or before September 30, 2010.

**SECTION 18.** There shall be a special commission to consist of 7 members: 1 of whom shall be the attorney general or a designee who shall chair the commission; 1 of whom shall be a representative of the Massachusetts District Attorneys Association; 1 of whom shall be a representative of the Massachusetts Chiefs of Police Association; 1 of whom shall be a representative of the Massachusetts Sheriffs' Association; 1 of whom shall be a representative of the Massachusetts Association of School Committees; 1 of whom shall be a representative of the Massachusetts Association of School Superintendents; and 1 of whom shall be a representative of the Association of Independent Schools in New England who represents a Massachusetts school, for the purpose of making an investigation and study relative to bullying

16 and cyber-bullying. The commission shall review the General Laws to determine if they need  
317 to be amended in order to address bullying and cyber-bullying; provided, further, that the  
318 commission shall also investigate parental responsibility and liability for bullying and cyber-  
319 bullying. The commission shall report to the general court the results of its investigation and  
320 study and its recommendations, if any, together with drafts of legislation necessary to carry out  
321 such recommendations, by filing the same with the clerks of the senate and the house of  
322 representatives who shall forward the same to the chairs of the joint committee on education,  
323 the chairs of the joint committee on the judiciary, and the chairs of the house and senate  
324 committees on ways and means on or before June 30, 2011.

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THIS STORY HAS BEEN FORMATTED FOR EASY PRINTING

## Antibully law may face free speech challenges

The Boston Globe

By Jonathan Saltzman, Globe Staff | May 4, 2010

When Governor Deval Patrick signed Massachusetts' first antibullying law yesterday, supporters heralded it as the most far-reaching effort yet by a state to deter behavior that has driven youngsters to suicide.

But a number of civil rights lawyers and plaintiffs' attorneys across the country and in Massachusetts say the new law may go too far, limiting students' constitutionally protected free speech. They said it will almost certainly lead to legal challenges.

Fueled in large part by soaring recent complaints about "cyber-bullying," some 44 states, including Massachusetts, now have laws that prohibit bullying of students in school and online. But federal lawsuits have also increased because parents of students who have been disciplined are fighting back.

"The people who pass these laws want to make everything better, I understand that," said Evan S. Cohen, a Los Angeles lawyer. He won a federal lawsuit in November on behalf of his daughter after she was suspended by her Beverly Hills middle school for posting a video on YouTube that she shot of her friends making vulgar remarks about a classmate at a restaurant. "They want to protect children, I understand that, too. But that doesn't mean it's constitutional."

In the case involving Cohen's daughter, US District Court Judge Stephen V. Wilson ruled that schools cannot suspend a student "simply because another student takes offense to their speech, without any evidence that such speech caused a substantial disruption of the school's activities."

"The court cannot uphold school discipline of student speech simply because young persons are unpredictable or immature, or because, in general, teenagers are emotionally fragile and may often fight over hurtful comments," he wrote in his 57-page opinion.

In February, a federal appeals court in Pennsylvania ruled that a Mercer County district had no right to suspend a high school student for 10 days for creating a lewd phony MySpace profile of his principal. The court said the profile, in which the student referred to the principal as a "big steroid freak" and a "big whore," was protected free speech.

But in an illustration of how murky this area of evolving law is, a federal appeals court panel in Pennsylvania ruled the same day that a school in another county had the authority to suspend an eighth-grader who posted sexually explicit material along with her principal's photograph on a fake MySpace page.

The US Supreme Court has yet to take up a case involving student speech online, so many school districts are struggling to find the right balance between combating cyber-bullying and avoiding free speech violations, according to legal specialists.

State Representative Martha Walz, the primary sponsor of the antibullying bill passed last week by unanimous votes in the Massachusetts House and Senate, said she took pains to draft a bill that would address an epidemic of bullying — online and otherwise — and preserve the First Amendment rights of students. She pored over the laws of other states and read numerous federal cases.

"That was a very significant concern of mine — that we do not trample on the civil liberties of students," said Walz, a Boston Democrat and House chairwoman of the Joint Committee on Education.

Walz said the Massachusetts bill, which gained momentum after the January suicide of 15-year-old Phoebe Prince in South Hadley made international headlines, builds on what other states do right but is also unique.

For one thing, she said, she was unaware of any other state that requires, as Massachusetts now does, that every student from kindergarten through 12th grade participate in an antibullying curriculum every year.

"The way we're going to address the bullying problem is to fundamentally change the school culture," she said. "One of the ways to do that is to educate the students from a very early age about how to interact with one another, how to deal with conflict, and how to help classmates when they are being treated inappropriately."

Only Massachusetts, she said, requires that private schools, not just public schools, have bullying prevention and intervention programs. Moreover, antibullying laws in other states specifically ban bullying that targets individuals based on race, ethnicity, gender, religion, or other traits. The Massachusetts law deliberately eschewed that, Walz said, because bullies elsewhere have avoided discipline by claiming they never intended to target a member of a certain group.

"We look at the bully's actions, rather than the bully's intent," she said.

But some aspects of the law are so general that civil rights lawyers are concerned about how schools will apply it. The law, for example, defines one form of bullying as "repeated use" of a written, verbal, or physical act that "causes physical or emotional harm to the victim."

By that standard, said Gavi Wolfe, legislative counsel for the American Civil Liberties Union of Massachusetts, a student who calls another student "loser" twice on the school bus and hurts the youngster's feelings could qualify as a bully. A bus driver who heard the remarks would have to report them to school officials, who would then have to contact the parents of both children and take appropriate disciplinary action.

Harvey A. Silverglate, a well-known Boston civil rights lawyer, said, "School authorities are going to overreact, and we're going to have a firestorm of administrative actions against kids for saying things that are merely slightly unpleasant but do not qualify as bullying or harassment or stalking or any other such thing."

Wolfe also objected to a provision that requires school principals to notify the police if the administrator "believes that criminal charges may be pursued against a perpetrator." Although the law does not make bullying itself a new crime, Wolfe said he feared that the open-ended language will encourage more principals to go to the police.

"We already have a well-documented problem with a kind of funnel of schools into prisons," Wolfe said. "Mandatory reporting of children to the police is going to increase the flow of the school-to-prison pipeline."

Walz said she took such concerns seriously and added that the state Department of Elementary and Secondary Education will draft a policy for when schools should contact the police. But she expected the majority of bullying cases to stay school matters. She noted that law enforcement authorities were already able to charge egregious cases of bullying under existing criminal laws. Northwestern District Attorney Elizabeth Scheibel charged six teenagers in March with a variety of crimes in the alleged bullying of Prince, including criminal harassment and civil rights violations.

Champions of the new law, including the Anti-Defamation League of New England and the Massachusetts Gay and Lesbian Political Caucus, also expressed confidence that with training, school officials will do their best to staunch bullying and protect civil liberties.

*Saltzman can be reached at [jsaltzman@globe.com](mailto:jsaltzman@globe.com).* ■

**Embracing our Changing Demographics (Goal #1)**  
**An Educational Values and Interests**  
**Update**

*By Liza Huber, Director of Pupil Services*  
*May 6, 2010*

**Mission**

With the support of the Superintendent of Schools, the School Committees, parents and staff, a study group was commissioned in the Spring of 2008 to examine some emerging perceptions regarding changes in expectations, and/or competing goals. The study group was created to identify the values and educational goals of the community and its implications for curricular changes and budget. Tying in the views from the Summer 2009 Leadership Institute, the study group built on those initiatives and had several thought provoking discussions about values, common ground, differences, and disagreements with respect to another's perspective, etc. Race and ethnicity were important factors to discuss.

**History**

Through the survey process, we identified important issues for dialogue, conversation, planning, action and implementation. Through school committee discussion, we heard interest to look further at the issue of stress and wellness for our students, which we have identified as topics for more in-depth discussion and review in our overall discussions. This is one data point, but we have many to choose from and consider.

The content of the presentation was a beginning for developing a longstanding process - or dialogue – with our teachers and parents about these important issues that maximize the environment and landscape for learning, achievement, and well being of students. Our next step was the completion of a student survey, which complemented our other collected data.

As such, our process was defined by using dialogues, forums, conversations and discussions. Our survey data points were defined by factual issues like stress, race, standardized testing, etc. In sum, we looked at the hard data or content of the findings, identified trends and issues, then we allowed for dialogue and processing for ownership of the ideas that were generated at these forums and developed consensus building, an important goal for our community and schools to work together as partners.

**Take Away Messages (School Committee Presentation, 1-28-10)**

1. Parents and guardians live here because they value education with a high priority on achievement.
2. Most families are very pleased with the education provided in Acton and Acton-Boxborough.
3. The work of the Study Group can now be used to create an atmosphere for open dialogue in which values, culture, and diversity can be discussed in a respectful, thoughtful, and reflective way.
4. The “gift” to our community is the opportunity to move beyond stereotypes to enhance conversations openly and with a shared mission.
5. Creating a shared vocabulary for further exploring educational values and ideas is critical for continued dialogue.



## Next Steps

Our emphasis continues to be on a more lasting approach to consensus building, acceptance, and ownership. To achieve this goal requires a continual dialogue with our teachers and parents; not an action plan that has a finite beginning and end. It is in this way and through this kind of established process that attitudes are changed. It is through this kind of dialogue that change occurs that is lasting and is owned by each individual.

As noted within the SMART Goals (4-30-10), we have established a pilot project (student groups) which results will help the Study Group in establishing a meaningful student survey for a broader student audience in the Fall, 2010. Meanwhile, data points from the survey have been shared with the broader Acton and Acton-Boxborough faculties, including the issue of high stress levels for high school students and other students as well. In addition to strong therapeutic supports through our counseling centers and sensitivity from our teachers, all schools have raised awareness through professional development for staff and parents and guardians. A connectedness to our community through the collective efforts of the Acton-Boxborough Coalition for Healthy Youth (ABCHY), the Community Alliance for Youth (CAFY), the No Place for Hate Committee, SafetyNet, and the United Way, and the collection of data assist school staff in studying, analyzing, and taking action in the best interest of student behaviors.

Demonstrated examples from the secondary schools are as follows:

- Stress committees that address, in an on-going format, curricular requirements, modification of testing requirements, and impact on student stress levels.
- Coordination of annual parent/guardian stress management forums at RJG and ABRHS
- ABRHS transitional curriculum for seniors that includes stress management topics.
- Twice a year parent group on stress issues sponsored by ABRHS Principal.
- Daily consultation with students and families around stress and its short and long term effects on academics and daily living, both in school and at home.

Finally, to ensure that our community has ample opportunities for discussion, a special community focus group will be scheduled prior to the end of the school year.

As we move forward with benchmarks every six months, we anticipate sharing summaries of our discussion themes, how they connect with the data, how our themes and data influence change and consensus, and what recommendations emerge from them. In the end, we anticipate having a common language for future discussions, and closure from our community, teacher, and student forums. We also anticipate student survey results to further guide our work. Given these elements, we will be able to discuss the impact of these statements on curriculum and achievement. Continual dialogue is necessary to consider curriculum changes.

TO: Acton School Committees  
FROM: Dick Calandrella, Charles Kadlec, Allen Nitschelm  
RE: Administrators' Benefits Manual and Open Meeting Law Violations  
DATE: May 4, 2010

We note that you have an agenda item for your May 6, 2010 meeting that addresses the violations of the Open Meeting Law (OML) found by the Middlesex District Attorney's office regarding eight Executive Session meetings held by your groups or subcommittees.

We ask you to take the following actions:

- (1) Vote to instruct the Superintendent to release all legal opinions received from your attorneys related to holding Executive Sessions for the review of the Administrator's Benefits Manual. This legal advice was referred to repeatedly as a justification for these illegal meetings;
- (2) Vote to accept the finding of the District Attorney's office, and charge the Superintendent to develop policies and procedures to ensure that violations of this type are not repeated;
- (3) Vote to re-open the review of the Administrators Benefits Manual. Provide an analysis of the potential costs of "grandfathering in" the retirement bonus for all current administrators, as well as the potential costs of this benefit if it is included in the contract with the teachers' union. Solicit and accept public input before making a final decision;
- (4) Ensure that there is ample time for public input and comment (at least two weeks) prior to ratifying any teacher's union contract that contains provisions similar to those approved for the administrators as a result of the illegal meetings. This recognizes the obvious connection between the two negotiations which have been alluded to by the school's attorney.

## **Acton Health Insurance Trust Report**

*To SC for meeting of 6 May 2010*

John Petersen

The Trust met on April 28<sup>th</sup> 2010

- Mr. Gowing is the new representative to the HIT from the Board of Selectmen.
- Cash Flow Report (April) Peter Savage reviewed the May cash flow report. YTD the cash flow shows a loss of \$96K after a favorable variance of \$66K in the current month. The cash flow projected loss for FY10 is \$127K. On an audited basis, I expect the trust to breakeven for FY10 assuming a modest or no loss in June.
- The trustees agreed to a reinsurance RFP that Mr. Savage will use to solicit bids. A variety of deductibles will be quoted starting at \$125K.
- Mr. Evans requested that Mr. Savage provide an updated estimate of the run-out expense of the trust to compare with the assumed run-out expense being used in the trust's financial analysis. Mr. Savage agreed to provide this information for discussion at the next trust meeting.
- Next Meeting – The trust will not meet in May. The next meeting of the trust will be Wednesday June 23rd at 8 AM in the Junior High School finance meeting room. At this meeting the trustees intend to select a re-insurance proposal for FY11.

Acton Public Schools  
Acton-Boxborough Regional School District  
Acton, MA

**OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE**  
**FIELD TRIP PERMISSION FORM**

Submit for Superintendent and School Committee approval

Please file at least four (4) weeks in advance for 1-3 day trips

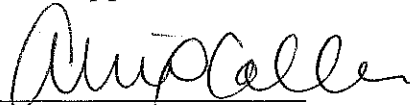
Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

**Please TYPE or use COMPUTER FORM**

- Name of Teacher(s): Debbie Leavitt and Cathy Hammond
- School: ABRHS
- # of Students going: 24? # of Chaperones (gender): 2 female chaperones  
possibly 3<sup>rd</sup> depending on number  
Names of Chaperones: Debbie Leavitt and Cathy Hammond
- Date(s) of Trip: 2/19/11 - 3/5/11 School Time Involved: 1 week
- Purpose of Trip/Destination: Exchange Program to France, see attached \*
- Have you taken this trip before? Yes
- Any special arrangements required (such as extra insurance, ADA accommodations)? travel insurance may be purchased individually by the students
- Cost per Student: (Please describe how the cost is determined.) approximately \$1600
- Who will pay for the trip? students' parents and/or students themselves
- Has any fundraising been done? No If so, what? \_\_\_\_\_
- Are any parents driving? No  
If so, have appropriate insurance forms been filled out? n/a
- Have you followed the procedure outlined in Policy IJOA? Yes \*
- Other comments:

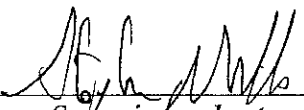
gmc

☒ Approved ☐ Not Approved

  
Principal

3/19/09  
Date

☒ Approved ☐ Not Approved

  
Superintendent

3/26/10  
Date

☐ Approved ☐ Not Approved

\_\_\_\_\_  
School Committee

\_\_\_\_\_  
Date

**ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL  
FIELD TRIP REQUEST FORM**

Day Trips: Please file at least two (2) weeks in advance

**\*\* International Trips, Overnight and Out of State Trips**

Please file at least four (4) weeks in advance for 1-3 day trips

Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Field trips should not be scheduled during the last week of the term or during the last three weeks of the school year.

=====

Date and Time of Departure 2/19/11

Date and Time of Return 3/5/11

Destination Saint Germain en Laye France

Address \_\_\_\_\_ Town Saint Germain en Laye France

Class n/a Number of students 24 Number of buses 0

(If you need more than 1 bus, please meet with Lani Derome on safety procedures.)

Number of Faculty Chaperones/ Supervisors 3

Number of Other Non-Faculty Chaperons (must be CORI checked) 0

Teacher Signature and Date: [Signature] 2/15/10

Emergency Cell Phone number (s): 781 526 5346

Please forward to the appropriate Department Leader, Athletic Director or Student/ Faculty Support Coordinator for approval prior to forwarding to Susan Atwater-Rhodes, Assistant Principal

Department Leader, Athletic Director or Student Faculty Support Coordinator:

Approval and Date: SARh. ✓

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Prior to your trip:

- Please be sure that all permission slips are signed
- **Review medical issues/medications with school nurse.**
- Turn in any money collected to the bookkeeper, Diane McSweeney
- Post List of students attending on ABRHS Folder

In addition, for Extended/Overnight, International Trips and Out of State\*\* forward the following to the Assistant Principal prior to departure:

- Complete itinerary for trip
- Emergency notification procedures
- Emergency medical procedures

**\*\*REMEMBER School Committee Approval Is Required. Be sure that all School Committee approval forms have been filed and approved.**

Assistant Principal Approval and Date: \_\_\_\_\_

c: Main Office  
Teacher

Dear School Committee Members,

The French teachers at ABRHS offered this biannual exchange from 1997 through 2004 and once again last year (2009). We were thrilled at the enthusiastic response we got from students last year and the fact that we received over 50 applications for 24 spots on the exchange. We are hoping to be able to offer the exchange again this year and bring another 24 students with three French-speaking chaperones.

Last year's exchange was conducted without incident and all students that participated stated upon their return that they had learned and grown immensely during their time in France. It is our belief as French teachers that this is the perfect opportunity for the students to see the language in action and realize just how much they have learned over their few years of study. It is amazing to see the progress that the students make in just 2 weeks of staying with a French family!

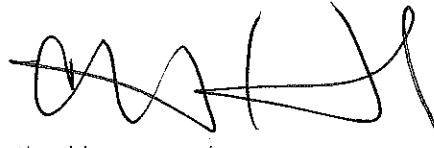
The dates we are proposing for next year's exchange are February 19, 2011 through March 5, 2011. During these two weeks, students will stay with French families in and around the Parisian suburb of Saint Germain en Laye. During the course of the two weeks we will visit many of the major tourist sites in France including but not limited to the Eiffel Tower, the Arc de Triomphe, the Louvre, the Musée d'Orsay, Normandy and Versailles.

Enclosed are copies of pages found on the Lycée's website to answer any questions you may have. In addition, you will find a copy of the itinerary we followed during last year's trip to give you a general idea of the sites we will be visiting and the activities we will be planning should the trip be approved. And of course, please feel free to contact Cathy Hammond ([chammond@mail.ab.mec.edu](mailto:chammond@mail.ab.mec.edu)) or Debbie Leavitt ([dleavitt@mail.ab.mec.edu](mailto:dleavitt@mail.ab.mec.edu)) with any further questions you may have as well.

Most sincerely,



Deborah Leavitt  
French Teacher  
ABRHS



Cathy Hammond  
French Teacher  
ABRHS

Acton Public Schools  
Acton-Boxborough Regional Schools

TO: Acton Boxborough Regional School Committee

DATE: May 6<sup>th</sup>, 2010

FROM: Marie Altieri & Steve Mills

SUBJECT: Admission of Boxborough Staff Child to R.J. Grey

We have received a request from a Boxborough Blanchard Elementary teacher, who does not reside in Boxborough but his daughter attends Blanchard as staff child according to the Boxborough Teacher's Contract. He is requesting admission for his daughter to R. J. Grey. This would not be a choice student, but a staff child. According to the Boxborough teacher's contract, supported by the Regional Agreement, his child can be admitted with the approval of the Regional Superintendent and a majority vote of the Regional School Committee. The text of the Boxborough teacher's contract is listed below.

We currently have a projection of 463 Acton and Boxborough seventh graders next year, plus five Boxborough choice and one staff child for a total enrollment of 469. This compares to a total enrollment of 475 in seventh grade this year.

Dr. Mills has reviewed this request and is recommending approval of this teacher's child as a staff child at R. J. Grey. If you agree, we recommend the following wording for your vote:

**VOTE:** "The Acton-Boxborough Regional School Committee agrees to enroll one student who is a non-resident child of a Boxborough Public Schools Teacher to the R. J. Grey 7<sup>th</sup> grade beginning in the 2010-2011 school year."

The context of the Boxborough Teacher's Contract is listed on the back of this page.



The Boxborough Teacher's Contract reads:

5.5.1 Any child of a Boxborough teachers' bargaining unit member who applies to enroll in the Regional Schools shall be subject to the recommendation of the Regional Superintendent and a majority vote of the Acton-Boxborough Regional School Committee. Each request shall be considered individually and, as such, the Committee reserves the right to accept or reject any placement if it is felt that such placement would not meet the best interest of the Towns and/or School District

5.5.2 Registration must be completed by March 15 preceding the September admission

5.5.3 Transportation of these students shall not be the responsibility of the School District

5.5.4 These provisions do not apply to placements in day or residential schools pursuant to Special Education Regulations. These provisions apply solely to regular education programs. Children requiring services pursuant to Special Education shall be admitted into the regular education program only if the Boxborough teachers' bargaining unit member or the town in which the child resides agrees to pay tuition for the special education services, and the Superintendent's recommendation.

5.5.5 There shall be a maximum of one such child per grade level in grades 7 and 8. If more than one child applies for admission, then one shall be selected by lottery administered by the Acton-Boxborough Regional School Committee. If a lottery is required, it shall take place as soon as possible after the registration deadline.

5.5.6 The students shall be subject to all the Acton-Boxborough Regional School Committee policies, procedures, and regulations governing student conduct.

To: Stephen Mills  
From: Larry Dorey  
Re: Discipline Report for April, 2010  
Date: April 30, 2010

There were 52 discipline referrals to the administration during the month of April. This total is up from 27 last year. 7 students were suspended this month, while 4 students were suspended during April, 2009.

#### Suspensions

<b>Infraction</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Abusive/Obscene Language				1	2
Alcohol Use					2
Computer Use Violation		1			
Disrespectful			1		
Disruptive Behav	1	1	2		
Drug Use			1		
Drug Possession				1	
Fighting			2		
Fire Alarm			1		
Harassment		2			1
Leaving			2		
Other			1		
Out of School Issue	1				
Physical Aggression				1	
Sexual Harassment			1	1	
Truancy Issues	1		1		1
Vandalism					1
Total	3	4	12	4	7

A list of all infractions for the month of April appears on the backside of this page.

c: Alixe Callen

### Other Infractions

<b>Infraction</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Abusive/Obscene Language	1			1	2
Computer use Violation	1	1			
Chemical Health - Alcohol	3				
Chemical Health - Drugs			1	1	
Disrespectful		1	1		3
Disruptive/Uncooperative Behavior	13	2	10	2	8
Drug Possession				1	
Drug Use			1		
Fighting			2		
Fire Alarm			1		
Forgery		1		1	1
Harassment	1	3	1		1
Leaving School Grounds	8	8	12	11	8
Non Compliance w/school rules	1	2		1	1
Other			1	3	5
Out of School Issue	2	1		1	4
Parking Violations				2	7
Physical Aggression				1	2
Sexual harassment			1	1	
Teasing					1
Threatening					1
Tardy			1		
Truancy	2	2	4	1	7
Vandalism					1
Total	32	21	36	27	52

To: Stephen Mills  
From: Alixe Callen  
Subject: Donation to Academic Decathlon  
Date: April 30, 2010

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Please accept a donation of \$50 from French in Acton to the Academic Decathlon team. The donation will be used to support the balance of expenses the team incurred at the Nationals.

This donation will be deposited into the SHS Gift account (Fund 3305).

Thank you.

To: Stephen Mills  
cc: Brian Dempsey  
From: Alixe Callen  
Date: April 29, 2010  
Subject: Donation to Science Team

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Concord Primary Care has donated \$200 toward the Science Team's expenses to compete at the National Science Olympiad in May.

The donation will be deposited in Fund 3305 – SH Gifts.

To: Stephen Mills  
From: Alixe Callen  
Subject: Donation to Science Team  
Date: April 28, 2010

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Please accept donations to the Science Team to support their participation at the National Science Olympiad this month. Donations were received from:

Billy and Lisa Soo	\$100.00
Xiuai Wang	\$100.00

Thank you.

FINAL LIST OF SENIOR INTERNS: 2009-2010

update 4/27/10

\* Sites marked with an asterisk are new to our program this year.

1. Avery	Agle	AB Community Ed Preschool*	Early Childhood Education
2. Rahul	Alenchery	Valley Orthopedics*	Medical (Physician)
3. Chloe	Allard	Anytime Fitness*	Personal Fitness
4. Dolan	Anthony	Welch's	Sales and Marketing
5. Jess	Arouchon	ProSports PT	Physical Therapy
6. David	Brew	Edward Jones Investments*	Investments
7. Ellen	Burke	Town of Acton-Natural Resources	Environmental Science
8. Jessica	Cann	McGovern Physical Therapy*	Physical Therapy
9. Maeve	Carroll	RJ Grey Jr. High	Math Education
10. Marissa	Clairmont	Littleton Animal Hospital	Veterinarian
11. Wesley	Covey	A123 Systems*	Engineering
12. Bryce	Crumlish	A123 Systems*	Engineering
13. Jeff	Curley	Turbine, Inc.*	Computer Game Design
14. Irina	Dey	Nashoba Valley Children's Center*	Early Childhood Education
15. Alexandra	Diorio	Boston Breakers*	Sports Management
16. Sarah	Dolaty	Concord District Court	Social Work
17. Grace	Doncel	RJ Grey Junior High School	Music Education
18. Mike	Duffy	Teamworks	Sports Management
19. Kayla	Foley	Effective Marketing	Marketing
20. Charlyn	Friedman	Merriam School	Elementary Education
21. Brendon	Geoffrion	WROR*	Communications/Radio
22. T.J.	Gillispie	WheelsTV*	Technology
23. Tory	Hill	Acton Animal Hospital	Veterinarian
24. Kali	Hryniewicz	Family Friends Veterinary Hosp.*	Veterinarian
25. Meredith	Hughes	Cambridge Police Department*	Law Enforcement
26. Shannon	Joyce	Minute Man Arc EIP	Early Childhood Ed.
27. Jack	Kallas	SolidWorks*	Engineering
28. Brian	Kembel	Professional Ambulance*	Emergency Med. Services
29. Ilya	Khaykin	Teamworks	Sports Management
30. Kevin	Kononenko	US EPA New England Regional Lab	Environmental Science
31. Colleen	LaLiberte	TJX Corp.	Fashion Design
32. Doug	Lally	RF Micro-Devices*	Computer Technology
33. John	Lee	Office of Senator Eldridge	Law/Politics
34. Chris	LoPiccolo	Bluelight Recording Studio	Sound Recording
35. Julian	Lunger	Acquia*	Software Design
36. Vanessa	Maines	Effective Marketing	Marketing
37. Anupa	Manjunatha	RJ Grey Junior High School	Secondary Education
38. Kevin	McGovern	Newton Wellesley Hospital	Medicine (Physician)
39. Kelsey	McGovern	Achieve Physical Therapy*	Physical Therapy
40. Heather	Morse	Knowledge Beginnings*	Early Childhood Ed.
41. Eugene	Mundowa	Bluelight Recording Studio*	Sound Recording
42. Ally	Myers	Case Collaborative	Special Education
43. Nick	Naraghi	APPS Associates*	Information Technology
44. Chase	Osgood	Boston Breakers	Sports Management
45. Erin	Oxnard	RJ Grey Junior High School	Secondary Education
46. Netta	Porth	McCarthy-Towne School	Elementary Education

47. Hilary	Powell	Keller Williams Real Estate	Real Estate
48. Stephanie	Robinson	Douglas Elementary School	Elementary Education
49. Sean	Rossignol	Effective Marketing	Marketing
50. Michele	Russell	Conant Elementary School	Elementary Education
51. Kevin	Shirley	Professional Ambulance*	Emergency Med. Services
52. Emily	Siegel	Concord District Court	Social Work
53. Kyle	Soeltz	Nashoba Valley Medical Center	Nursing
54. Sarah	St. Armand	RJ Grey Junior High School	Secondary Education
55. Jess	Switzer	Moodz Day Spa and Salon*	Cosmetology
56. Evan	Tam	Geosyntec Consultants*	Environmental Science
57. Kat	Vaillancourt	Boxborough Fire Dept	Emergency Med. Service
58. Tony	Volpini	New England Wildlife Center*	Biological Science (Wildlife)
59. Meaghan	Whittier	Conant Elementary School	Elementary Education
60. Lexa	Williams	Nashoba Valley Medical Center	Nursing
61. Megan	Wynne	Blanchard Memorial School	Elementary Education
62. Michael	Yen	Midge Belcourt, CPA	Business
63. Ruthie	Yost	C. T. Douglas Elementary School	Elementary Education





XI.l.e.

Printed by: **Stephen Mills**  
Title: **math team : APS-ABRSD**

Monday, May 03, 2010 9:41:10 AM

Page 1 of 1

From:  **Bill Noeth**

Friday, April 30, 2010 7:51:43 PM 

Subject: math team

To:  **ABRHS**

Cc:  **Susan Horn**  **Marie Altieri**  **Stephen Mills**

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The ABRHS Math team took first place in New England among large schools this afternoon in the New England Association of Math Leagues competition.

Team members were: Danny Chiao, Mo Zhou, Bryan Yang, Xiaoyu He, Sinan Zhang, Martin Ma, Alan Chiao, and David Fink

ABRHS

Mary Murphy - Grade 11, Digital Imagery  
 Nathalie Gruet, Grade 11, Digital Imagery  
 Julie Merchant, Grade 9, Digital Imagery

Ashley Lin - Grade 10, *Hello Stairs*, Graphite and Colored Pencil  
 Kristina DeLeo – Grade 10 *Where Freedom meets Focus*, Colored Pencil  
 Esther Yan - Grade 10, *Rave*, Colored Pencil

Laura Bauer - Grade 11 – *Untitled* - Gelatin Silver Print  
 Emily Foster - Grade 10 - *The Boardwalk*, Gelatin Silver Print  
 Caitlin Klockner - Grade 10 – *Plum Island* – Inkjet Print

Ellie Mannherz, Grade 12, Monotype  
 Amy Jiang, Grade 11, Monotype  
 Aislinn Pallera, Grade 11, Monotype

RJG

Emily Hardy – Grade 8, *Untitled*, Colored Pencil Drawing  
 Mary Kurenkov – Grade 8, *Untitled*, Colored Pencil Drawing  
 Chelsea Borg – Grade 8, *Untitled*, Colored Pencil Drawing

Liam Mackin – Grade 7, *Untitled*, Drawing  
 Anna Meusel, Grade 7, *Untitled*, Drawing  
 Carolyn Zhou – Grade 7, *Untitled*, Drawing

Conant

Emily Jones - Grade 5, Mixed Media Oil Pastel and Relief Block Print  
 Neha Bhat - Grade 5, Relief Block Print  
 Nicole Wei - Grade 1, Tempera Print/Painting

Douglas

Sarah Bluhm - Grade 5, Landscape Watercolor  
 Stephanie Gardner - Grade 4, Collage  
 Ava Matarese - Grade 2, Stamp Painting

Gates

Jillian Clark – Grade 4, *Snowy New Hampshire White Mountains*,  
 Gloria Ho – Grade 4 - *Mountain Valley*  
 Sophia Larco – Grade 4 - *Sunset on the Meadow*

## ***R.J. Grey Junior High School***

To: Steve Mills  
 From: Allison Warren and Andrew Shen  
 Re: Discipline Report for April 2010  
 Date: May 3, 2010

There were 36 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of April. There were 6 suspensions this past month.

	<u><b>Apr-06</b></u>	<u><b>Apr-07</b></u>	<u><b>Apr-08</b></u>	<u><b>Apr-09</b></u>	<u><b>Apr-10</b></u>
<i>Total Discipline Referrals Reported</i>	<i>72</i>	<i>82</i>	<i>50</i>	<i>37</i>	<i>36</i>

	<u><b>Apr-06</b></u>	<u><b>Apr-07</b></u>	<u><b>Apr-08</b></u>	<u><b>Apr-09</b></u>	<u><b>Apr-10</b></u>
<b>Total Suspensions</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>6</b>
Alcohol Use					
drug-related incident					
fighting					
harassment (non-sexual)			4		2
inappropriate/disruptive/disrespectful behavior					
non-compliance with school rules	2				
physical aggression					2
sexual harassment					1
stealing					
threatening					1

	<u><b>Apr-06</b></u>	<u><b>Apr-07</b></u>	<u><b>Apr-08</b></u>	<u><b>Apr-09</b></u>	<u><b>Apr-10</b></u>
<b>Total Other Infractions</b>	<b>70</b>	<b>82</b>	<b>46</b>	<b>34</b>	<b>30</b>
abusive language/profanity	3	3			1
alcohol use/possession					
bus discipline	3	1		1	1
Academic Integrity	4		1		9
class/school truancies	3	4	4	2	
computer violation	1		1		1
vandalism	1				
disruptive behavior (classroom, cafeteria, hallway)	49	50	23	20	6
harassment (non-sexual)/bullying/teasing	2	3	2		

non-compliance with school rules	1	15	5	6	4
out of school issue					
physical aggression	1	3			1
Tardy to class					7
sexual harassment			2		
stealing					
threatening					
uncooperative/disrespectful behavior	2	3	8	5	
Other					

The referrals/concerns generally were quickly resolved and no further intervention was required.



**ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

16 Charter Road Acton, MA 01720-2995 Phone: 978-264-4700 x3211 Fax: 978-264-3340 Email: [smills@mail.ab.mec.edu](mailto:smills@mail.ab.mec.edu)

**Stephen E. Mills, Ed.D.**  
*Superintendent of Schools*

May 4, 2010

To Whom It May Concern –

The Acton and Acton-Boxborough School Districts support MASC-sponsored H.481, "An Act Relative to Special Education." Also, the amendment (Amendment 14 to the Proposed House Budget), assists the local districts both fiscally and programmatically to make decisions for students in Special Education.

The bill, if amended, would require the Department of Children and Family Services (DCFS) to pay for a residential placement mandated by them until the IEP team concludes that the lesser restrictive day placement no longer meet the needs of the individual child. Federal and State legislation have supported the authority, in its responsibility and accountability, of the IEP to define the unique needs of the child.

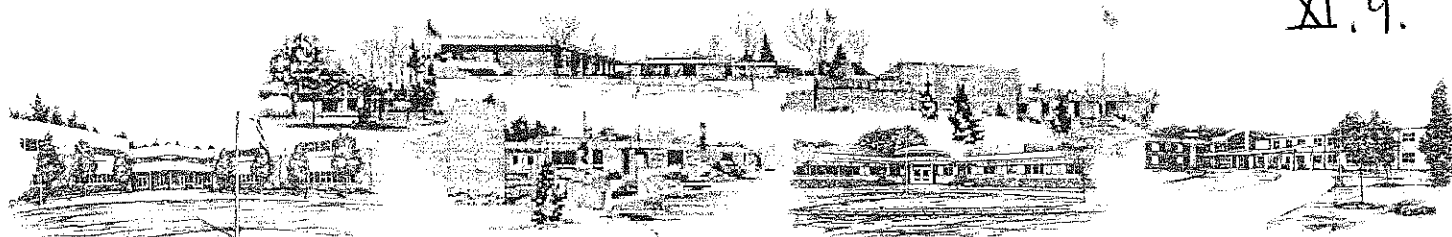
Although DCFS has broad authority over children and family services, they lack the necessary funding to support its decisions and thus, often seek the schools for financial relief.

This amendment will reiterate the authority of the school-home IEP process, adhering to IDEA regulations. If DCFS decides to place children beyond the scope of the IEP, that agency should remain responsible for funding.

This amendment would also clarify the sequence of decision-making for outside agencies. The current Team meeting process includes the parent, and school team members. Together, they make decisions regarding the student. The outside agency in and of itself does not make the decision on placement, but will often times seek relief from the schools. The former elicits a cooperative problem solving approach when all parties discuss the needs of the student and subsequent placement (FAPE, free and appropriate education in the least restrictive environment). The latter, if no amendment is approved, creates an adversarial relationship for seeking financial relief when DCFS resources are unavailable or if funds are exhausted.

Sincerely,

Liza Huber  
Director of Pupil Services



**ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

Administration Building, 15 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-264-3341

May 1, 2010

**Pupil Services**

Stephen Hitzrot, School Counselor, ABRHS  
Shannon Dandridge, School Counselor, ABRHS  
Caroline O'Brien, School Counselor, RJG JHS  
Cindy Sweeney-Adamchek, School Psychologist, ABRHS

Dear Stephen, Shannon, Caroline, and Cindy,

As a Pupil Services team member, you appreciate our departmental goal in both keeping our schools safe and as a place where students feel secure in learning from their mistakes. They can fail in a safe environment because there is support, respect, and acknowledgement of their uniqueness and differences. We work hard to make a difference with all students but we are never prepared when a student feels unsafe, alone, isolated, and does not turn to an adult for help.

Recently, that situation came to a sad reality in Concord-Carlisle when a student's life ended tragically. As our department's protocol demanded, you coordinated a crisis team and we were on-site within an hour. You were praised for your flexibility and your visibility in talking with groups of students by offering them support and empathy about losing their friend and peer in a sudden and tragic way.

You have trained for these events and put them into practice over the years. You were so remarkably professional that I could not have observed a better team in handling the range of emotions from students as you emphasized that there was no right or wrong way to feel. The collective clinical experience that the team demonstrated was beyond any school's expectation. Thank you for helping students grieve.

It goes without saying that you, as caretakers, may also need the opportunity to talk and discuss your personal and professional challenges with these issues. I am always available to **help the helpers** because I believe in your work and I am acutely aware of the front line support you provide each and every day.

Finally, this letter commends you for your extraordinary work with Concord-Carlisle for the quickness of response, your clinical outreach and active participation with the crisis management team there. Thank you for upholding our school goals and your high standards in your profession; your impeccable skills touched many lives this past week.

Respectfully yours,

Liza Huber  
Director of Pupil Services

C: Personnel File



## TOP 10 CHANGES IN THE NEW OPEN MEETING LAW

1. New requirements for all persons serving on "public bodies" to receive Attorney General's version of Open Meeting Law, regulations and educational materials; Town or City Clerk or designee shall maintain written certifications of receipt.
2. 48 hour notice – still required, but now cannot count Saturdays, Sundays or holidays. Example: Monday night meeting must be posted before Thursday night.
3. Notices must (1) include list of topics chair reasonably anticipates will be discussed, i.e., agenda, and (2) be posted in or on municipal building to be visible to public at all hours.
4. Emails are expressly included in definition of "deliberation," which is prohibited outside of open session; but distribution of agendas, scheduling information or reports to be discussed at next meeting is permitted.
5. Attendance by a quorum at a location is not a "meeting" if not intended to conduct business and no deliberation occurs – for example, attending a conference, social event, or a meeting of another municipal board.
6. Minutes must contain more detailed information; in addition to "date, place, time and matters discussed," shall include summaries of matters discussed, list of documents used, all decisions made/votes taken.
7. Documents and other exhibits, such as photographs, recordings or maps, used by the body at an open or executive session shall, along with the minutes, be part of the official record of the session.
8. Chairs required to periodically review executive session minutes and determine if they should be released, or if purpose for executive session is still ongoing to keep minutes confidential.
9. Attorney General will assume all interpretation and enforcement authority over Open Meeting Law, District Attorneys no longer involved. Attorney General has broader enforcement authority.
10. Citizens making complaints of OML violations must file written complaint with the governmental body first; body submits reply to complainant and Attorney General's office.

*Contact:*

*Brian Riley, Esq.*

617-654-1722

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4/15/10

Seminar in Buxton

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