



Foxborough Regional Charter School

Board Meeting

Published on March 8, 2024 at 12:02 PM EST

Date and Time

Tuesday March 12, 2024 at 6:00 PM EDT

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A.	Record Attendance		1 m
B.	Call the Meeting to Order		
C.	Privilege of the Floor	Kathleen Crawford	5 m

	Purpose	Presenter	Time
II. Leadership Report			6:06 PM
A. Leadership Report	Discuss	Kathleen Foley	10 m
<ul style="list-style-type: none"> • Science Fair Successes • Step Team Showcase • MCAS 2023 			
B. Personnel Update	FYI	Mallory St Brice	10 m
<ul style="list-style-type: none"> • Vacancies by Building • HR Board Dashboard 			
C. Enrollment Update	FYI	Heidi Berkowitz	5 m
<ul style="list-style-type: none"> • Enrollment Report 			
III. Board Business			6:31 PM
A. Administrative/Housekeeping	Vote	Heidi Berkowitz	5 m
B. Board Training	Discuss	Todd Tetreault	2 m
<ul style="list-style-type: none"> • Discuss any training Board Members have attended 			
C. Board Planning	Discuss	Kathleen Crawford	30 m
<ul style="list-style-type: none"> • Executive Director Search Update <ul style="list-style-type: none"> ◦ Welcome Toby Romer • Committee Assignments - Staff, Parents, Students • Student Representative to the Board of Trustees <ul style="list-style-type: none"> ◦ Video Review/ Discussion 			
IV. Board Committee Reports			7:08 PM
A. Academic Excellence	Discuss	Mia Ortiz	5 m
B. Appeals	Discuss	Kathleen Crawford	5 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • No enrollment appeals 			
C. Diversity, Equity and Inclusion	Discuss	Anissia Vixamar	5 m
D. Governance	Discuss	Kathleen Crawford	5 m
E. Finance and Facilities	Discuss	Matthew Yezukevich	5 m
V. Policy Review			7:33 PM
A. First Reading		Heidi Berkowitz	5 m
<ul style="list-style-type: none"> • Field Trip Policy 			
B. Second Reading	Vote	Heidi Berkowitz	5 m
<ul style="list-style-type: none"> • Bullying Intervention and Prevention Plan 			
VI. Community Groups			7:43 PM
A. FEA	Discuss	Heidi Berkowitz	2 m
B. Foundation	Discuss	Heidi Berkowitz	2 m
C. English Language Parent Advisory (ELPAC)	FYI	Heidi Berkowitz	2 m
D. Special Ed Parent Advisory (SEPAC)	FYI	Heidi Berkowitz	2 m
VII. Review Items			
<ul style="list-style-type: none"> • Review Board Calendar • Summary of Action items and next steps 			
VIII. Minutes of Meetings			7:51 PM
A. Approval of Minutes	Vote	Todd Tetreault	15 m
<ul style="list-style-type: none"> • October 10, 2023 			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • October 18, 2023 • November 14, 2023 • November 28, 2023 • December 12, 2023 • December 21, 2023 • January 9, 2024 • January 26, 2024 • January 29, 2024 • January 31, 2024 • February 5, 2024 • February 7, 2024 • February 12, 2024 • February 13, 2024 • February 15, 2024 • February 21, 2024 			

IX. Executive Session 8:06 PM

A. Adjourn to Executive Session	Vote	Kathleen Crawford	1 m
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- Adjourn to Executive session not to return to open session in accordance with the Open Meeting Law, M.G.L. c. 30A, Section 21(a), as the Chair has determined that an open session would have a detrimental effect.

X. Closing Items 8:07 PM

A. Adjourn Meeting	Vote	Kathleen Crawford	1 m
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The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Personnel Update

Section: II. Leadership Report
Item: B. Personnel Update
Purpose: FYI
Submitted by:
Related Material: HR Update 3.12.24.pdf

Jobs - Location	Jobs - Title
District	District Wide K-12 Substitute Teachers Pool [SY23-24]
District	Long Term Substitutes needed SY 23-24
District	School Nurse, Per Diem SY23-24
Elementary School	Kindergarten Teacher Assistant Long Term Sub [SY23-24]
Elementary School	.5 Physical Education .5 Visual Arts Long Term Substitute Teacher
Elementary School	Teacher's Aide, Kindergarten, Elementary K-4 [SY23-24]
Elementary School	Administrative Assistant, Elementary School 10- Month Employee
High School	Principal, High School 9-12 [SY24-25]
Middle School	School Based Building Substitute Teacher, Middle School 5-8
Middle School	Reading Specialist Special Education SY 23-24
Middle School	Middle School STEM Teacher [SY23-24]
Middle School	Teacher, Physical and Health Education, Middle School 5-8 [SY 23-24]
Middle School	7th Grade Science Teacher [SY23-24]
Middle School	Paraprofessional, Substantially Separate Classroom, Middle School 5-8 [SY23-24]
Middle School	Middle School Science Long Term Substitute [SY23-24]

District	3
Elementary School	4
Middle School	7
High School	1
TOTAL	15

**Multiple long-term sub postings due to leaves of absence*

**Total includes three rolling hiring pools*

Coversheet

Enrollment Update

Section: II. Leadership Report
Item: C. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: March Board Update.docx.pdf
FY25_Enrollment_Recommendation_-_March_2024.docx



Enrollment Update March 7, 2024

SY 23-24 Enrollment

Grade	Enrollment Goal	Enrollment Total as of 3/7/24	Withdrawals to Date
K	145	125	7
Grade 1	145	142	25
Grade 2	145	136	28
Grade 3	145	145	23
Grade 4	145	141	29
Grade 5	130	129	25
Grade 6	130	113	44
Grade 7	130	117	27
Grade 8	110	105	22
Grade 9	105	89	40
Grade 10	105	90	12
Grade 11	94	85	8
Grade 12	88	85	4
Total	1617	1502	294

Withdrawals by Grade/Town

	Attleboro	Brockton	N. Attleboro	Mansfield	Foxborough	Norton
Kindergarten	0	3	1	0	0	1
Grade 1	5	4	3	0	1	1
Grade 2	3	7	4	0	5	1
Grade 3	6	4	5	0	0	0
Grade 4	8	5	5	1	1	1
Grade 5	7	2	5	0	3	5
Grade 6	7	10	5	4	4	0
Grade 7	2	6	1	1	0	2
Grade 8	4	9	1	1	0	1
Grade 9	11	8	2	1	1	1
Grade 10	3	3	0	2	0	0
Grade 11	1	2	0	0	0	2
Grade 12	0	2	0	0	0	0
Total	57	66	30	10	16	15

SY 24-25 Enrollment

Enrollment Lottery

Our annual March enrollment lottery was held on Wednesday, March 6, 2024. 603 students were processed through the lottery. 164 Kindergarten offers of enrollment were extended directly following the lottery. All other grade levels were placed on the waitlist. We will extend offers to siblings and students in grades 1-9 in the coming weeks.

Spring 2024 Registration Schedule

March 18-26, 2024	Kindergarten Registration
March 27-April 3, 2024	Data Entry
April 4-12, 2024	Sibling and Grades 1-9 Registration
April 15-19, 2024	April Vacation Week
April 22-26, 2024	Data Entry
April 29-May 7, 2024	Sibling Round 2 Registration
May 8-10, 2024	Data Entry

Re-Opening the Enrollment Application

At this time, the admissions team plans to re-open the SY 2024-2025 enrollment application from April 1, 2024 through May 1, 2024 in an effort to obtain additional candidates. We will hold a secondary lottery shortly after the application period closes and additional offers will be extended to fill any open seats. The remaining students will be placed on the waitlist and offers would be extended to them should additional seats open before February 15, 2025.



FY25 Enrollment Recommendation

Grade	Current FY24 Enrollment	Recommended FY25 Enrollment
Kindergarten	125	120
Grade 1	142	130
Grade 2	136	140
Grade 3	145	135
Grade 4	141	145
Grade 5	129	140
Grade 6	113	130
Grade 7	117	110
Grade 8	105	115
Grade 9	89	90
Grade 10	90	80
Grade 11	85	81
Grade 12	85	77
Total	1502	1493

- Pre-Enrollment Report Submitted to DESE 1525 (Due to DESE March 15)
- Enrollment Goal 1493
- Budget Number 1450

Coversheet

Administrative/Housekeeping

Section: III. Board Business
Item: A. Administrative/Housekeeping
Purpose: Vote
Submitted by:
Related Material: 2023-2028 Accountability Plan DRAFT- January 10 2024.pdf
Key Dates Calendar FY25 - January 2024.docx

FOXBOROUGH REGIONAL CHARTER SCHOOL ACCOUNTABILITY PLAN

Foxborough Regional Charter School (FRCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Foxborough
Regional or Non-Regional	Regional	Districts in Region	Attleboro, Avon, Brockton, Canton, Easton, Foxborough, Mansfield, Medfield, Medway, Millis, Norfolk, North Attleboro, Norton, Norwood, Plainville, Sharon, Stoughton, Walpole, West Bridgewater, Wrentham
Year Opened	1998	Year(s) Renewed	2003 2008 2013 2018 2023
Maximum Enrollment	1700	Chartered Grade Span	K-12
<p>Mission Statement:</p> <p>Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.</p> <p>Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.</p> <p>Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our teachers and Staff to perform to the best of their potential in a collegial atmosphere that recognizes unique talents and the commitment to excel</p>			

Key Design Elements

- 1.** Preparing all students to be successful in college and career *(Page 3)*
- 2.** Providing a rigorous academic program and global learning experience to all students *(Page 4)*
- 3.** Providing comprehensive professional development for teachers and staff to ensure ongoing highly engaged highly qualified and innovative instructional practices *(Page 6)*

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	January 26, 2024
Date of Board Approval:	
Date of Department Approval:	

January 10, 2024 - Final approved January 26, 2024

Objectives and Measures related to Mission and Key Design Elements (required):

<p>Objective (KDE 1: Preparing all students to be successful in college and career)</p> <p><i>Foxborough Regional Charter School will enhance student academic performance to meet college and career success standards, as evidenced by an increase in overall student proficiency in District Determined Measures.</i></p>	
<p>Measure: <i>By the end of each academic year, students in grades 4, 8, and 10 will demonstrate a 3% growth in their student growth percentile (SGP) in mathematics MAP assessment.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Beginning, Middle, End of Year MAP results</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>The Director of Teaching and Learning will oversee collection and analysis.</i> ● <i>The school will use academic assessment grades and daily attendance data to monitor individual student progress.</i> ● <i>Attendance and academic data will be collected and stored in the Panorama database.</i>
<p>Measure: <i>By the end of each academic year, students in grades 4, 8, and 10 will demonstrate a measurable academic advancement of 3% growth in their student growth percentile (SGP) in English Language Arts (ELA) MAP assessment.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Beginning, Middle, End of Year MAP results</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>The Director of Teaching and Learning will oversee collection and analysis.</i> ● <i>The school will use academic assessment grades and daily attendance data to monitor individual student progress.</i> ● <i>Attendance and academic data will be collected and stored in the Panorama database.</i>

<p>Measure: <i>Annually, there will be a 5% reduction in discipline referrals reflecting the effectiveness of classroom learning environments that are supportive, culturally responsive, and emphasize the cultivation of community and relationships.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Number of referrals in previous year</i> ● <i>Number of referrals in current year</i> ● <i>Percentage decrease from data</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Director of School Climate and Culture will oversee SEL program implementation and monitoring.</i> ● <i>The school will conduct student survey assessments to help measure and support each student's soft skills (growth mindset, self efficacy, social awareness and self management)</i> ● <i>Assessments will be conducted 2X/year to collect student data (BIMAS/ Panorama)</i> ● <i>Data will be stored in the Panorama database and SchoolBrains SIS</i>
<p>Objective (KDE 2_Providing a rigorous academic program and global learning experience to all students):</p> <p><i>Foxborough Regional Charter School will enhance students' sense of identity, community, and ethics, and foster the ability to define and advance equity and justice with respect to human systems through core instruction.</i></p>	
<p>Measure: <i>Annually, 100% of FRCS students will learn about and participate in a celebration of cultural holidays and traditions; collaborate, connect, or communicate with students from international schools and classrooms, and/or travel abroad on international service-learning trips.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Events recorded on the school calendar</i> ● <i>Local, state, regional, national, and international collaborations</i> ● <i>Trip itineraries</i> ● <i>Suspension data</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Outreach team will document holidays and celebrations on the district-wide calendar</i> ● <i>Principals will document collaborations with partner schools</i> ● <i>Chaperones and advisors will document itineraries of field trips and local/international travel</i>

<p>Measure:</p> <p><i>Each year, as a result of targeted interventions implemented by the Student Intervention Team (SIT) for identified students, those students will achieve a minimum of a 5% improvement in their overall MAP ELA and/or math assessments and a 10% reduction in behavioral incidents, as measured by behavior tracking systems.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Beginning of year and end of year BIMAS results for grades 4, 8, and 12 will inform skills to work on throughout the year</i> ● <i>Attendance data</i> ● <i>Retention data</i> ● <i>Suspension data</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Teachers will conduct BIMAS assessments on students twice a year</i> ● <i>Attendance, retention and suspension data will be stored in Panorama</i>
<p>Objective (KDE 3 Providing comprehensive professional development for teachers and staff to ensure ongoing highly engaged highly qualified and innovative instructional practices):</p> <p><i>Foxborough Regional Charter School will strengthen educator effectiveness by using data driven instructional practices to drive instructional decision making and adjustments to instruction specifically in the area of culturally Responsive Teaching.</i></p>	
<p>Measure:</p> <p><i>Each year, 80% of teachers in their third year and beyond will score at least proficient or above on Indicator 2D, Cultural Proficiency, based on the criteria outlined in the DESE classroom teacher evaluation rubric.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Orientation week agendas</i> ● <i>Evaluation summaries</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>The Professional Development Coordinator will oversee the collection of the agendas and workshop summaries aimed at developing teachers' cultural proficiency.</i> ● <i>The data will be housed in the Vector professional development database.</i> ● <i>Evaluation Data to be submitted by Principals.</i>

<p>Measure: <i>Annually, 80% of teachers will affirm on an annual teacher survey that the professional development provided has enhanced their instructional practices, with a target survey response rate of 70%.</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Number and percentage of teachers respond that they agree that PD offered at the school improved their instructional practice</i> ● <i>Number and percentage of teachers who responded to the survey</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Conduct staff survey and analyze results</i> ● <i>The Professional Development coordinator will oversee the collection of the agendas and workshop summaries.</i> ● <i>The data will be housed in the Vector professional development database.</i>
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<p>Objective (DISSEMINATION Providing innovative models for replication and best practices to other public schools in the district where the charter school is located.):</p> <p><i>Foxborough Regional Charter School is committed to sharing best practices with the public school communities in our sending districts.</i></p>	
<p>Measure: <i>Each year through the charter term, Foxborough Regional Charter School will share its mentor and teacher induction programming with other local public schools in MA</i></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>List of schools that were contacted for collaboration</i> ● <i>Number of responsive and participating Districts</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Each year, the District Mentor Coordinator will contact all 20 sending districts to offer programming resources, materials and supports.</i>



Key Dates Calendar 2024-2025 School Year

July 1-5, 2024	Independence Week Shut Down
August 26, 2024	New Hire Orientation
August 27-30, 2024	Faculty and Staff Orientation
September 2, 2024	Labor Day
September 3, 2024	First Day of School for Kindergarten Students
September 4, 2024	First Day of School Grades 1-12
October 14, 2024	Indigenous People's Day
October 25, 2024	½ Day of School, Staff Professional Development
November 11, 2024	Veteran's Day
November 27-29, 2024	Thanksgiving Break
December 20, 2024	½ Day Before Winter Vacation
December 23- January 1, 2025	December Vacation
January 2, 2025	Return from December Break
January 17, 2025	½ Day of School, Staff Professional Development
January 20, 2025	Martin Luther King Day
February 17-21, 2025	February Vacation Week
March 14, 2025	½ Day of School, Staff Professional Development
April 18, 2025	Good Friday
April 21- 25, 2025	April Vacation Week
May 26, 2025	Memorial Day
June 18, 2025	Last Day of School (No Snow Days)
June 19, 2025	Juneteenth
June 25, 2025	Last Day of School (5 Snow Days)

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Key Dates Calendar 2024-2025 School Year

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August 26, 2024	First Day of School for Kindergarten Students
August 27, 2024	First Day of School Grades 1-12
August 30 - September 2, 2024	Labor Day Weekend
September 3, 2024	Return to School
October 14, 2024	Indigenous People's Day
October 25, 2024	½ Day of School, Staff Professional Development
November 11, 2024	Veteran's Day
November 27-29, 2024	Thanksgiving Break
December 20, 2024	½ Day Before Winter Vacation
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Coversheet

Finance and Facilities

Section: IV. Board Committee Reports
Item: E. Finance and Facilities
Purpose: Discuss
Submitted by:
Related Material: Feb 2024 - Budget to Actual (Summary).PDF
Feb 2024 - Budget to Actual (Comparative Summary).PDF
Feb 2024 - Balance Sheet (Summary).PDF

Financial Report - Budget to Actual (Summary)**Foxborough Regional Charter School**

For 2/29/2024

Run: 3/06/2024 at 10:44 AM

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	Budget	Actual	Budget - Actual	% of Budget
REVENUES				
Per Pupil Tuition	27,900,000.00	19,565,405.00	(8,334,595.00)	(70.13)
Federal Grants/Reimbursements	1,200,031.00	181,170.30	(1,018,860.70)	(15.10)
State Grants/Reimbursements	0.00	10.00	10.00	0.00
Other Grant Revenues	5,650.00	0.00	(5,650.00)	0.00
Food Service Program	650,000.00	512,691.64	(137,308.36)	(78.88)
Extended Day Program	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	698,325.95	8,325.95	(101.21)
Building Rental Revenue	60,000.00	36,000.00	(24,000.00)	(60.00)
Other Revenues	186,000.00	426,322.39	240,322.39	(229.21)
Total Revenues	30,691,681.00	21,419,925.28	(9,271,755.72)	(69.79)
EXPENSES				
Personnel				
Administration & Finance	1,258,452.39	782,014.92	476,437.47	62.14
Teaching & Learning	13,006,661.90	6,681,680.94	6,324,980.96	51.37
Student Activities	1,231,229.00	643,699.93	587,529.07	52.28
Operations	892,698.54	569,386.09	323,312.45	63.78
Grants	438,728.00	193,311.40	245,416.60	44.06
Subtotal Personnel	16,827,769.83	8,870,093.28	7,957,676.55	52.71
Operating Costs				
Administration & Finance	975,940.00	524,313.68	451,626.32	53.72
Teaching & Learning	718,971.59	209,257.62	509,713.97	29.11
Student Activities	3,575,675.00	2,060,533.10	1,515,141.90	57.63
Operations	2,361,151.00	1,496,601.50	864,549.50	63.38
Employee Benefits	2,460,076.00	1,396,548.19	1,063,527.81	56.77
Grants	671,247.00	129,582.16	541,664.84	19.30
Subtotal Operating Costs	10,763,060.59	5,816,836.25	4,946,224.34	54.04
Total Expenses	27,590,830.42	14,686,929.53	12,903,900.89	53.23
NET BUDGET FROM OPERATIONS	3,100,850.58	6,732,995.75	3,632,145.17	(217.13)
Capital Outlay	305,000.00	264,126.39	40,873.61	86.60
Debt Service	2,446,147.00	632,373.08	1,813,773.92	25.85
Depreciation	0.00	1,557,969.86	(1,557,969.86)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00
NET BUDGET RESERVED	349,703.58	4,278,526.42	3,928,822.84	(1,223.47)

Financial Report - Budget to Actual (Comparative Summary)

Run: 3/06/2024 at 10:46 AM

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Foxborough Regional Charter School For 2/29/2024

	Budget FY2024	YTD Actual 2/29/24	Current Year Budget - Actual	Current Year % of Budget	Budget FY2023	YTD Actual 2/28/23	Prior Year Budget - Actual	Prior Year % of Budget
REVENUES								
Per Pupil Tuition	27,900,000.00	19,565,405.00	(8,334,595.00)	(70.13)	27,462,500.00	18,370,576.00	(9,091,924.00)	(66.89)
Federal Grants/Reimbursements	1,200,031.00	181,170.30	(1,018,860.70)	(15.10)	1,278,261.00	435,320.30	(842,940.70)	(34.06)
State Grants/Reimbursements	0.00	10.00	10.00	0.00	0.00	20.00	20.00	0.00
Other Grant Revenues	5,650.00	0.00	(5,650.00)	0.00	0.00	3,000.00	3,000.00	0.00
Food Service Program	650,000.00	512,691.64	(137,308.36)	(78.88)	521,000.00	386,675.54	(134,324.46)	(74.22)
Extended Day Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation Program	690,000.00	698,325.95	8,325.95	(101.21)	901,072.00	628,953.11	(272,118.89)	(69.80)
Building Rental Revenue	60,000.00	36,000.00	(24,000.00)	(60.00)	60,000.00	45,250.00	(14,750.00)	(75.42)
Other Revenues	186,000.00	426,322.39	240,322.39	(229.21)	75,500.00	111,902.44	36,402.44	(148.22)
Total Revenues	30,691,681.00	21,419,925.28	(9,271,755.72)	(69.79)	30,298,333.00	19,981,697.39	(10,316,635.61)	(65.95)
EXPENSES								
Personnel								
Administration & Finance	1,258,452.39	782,014.92	476,437.47	62.14	1,327,446.00	744,813.27	582,632.73	56.11
Teaching & Learning	13,006,661.90	6,681,680.94	6,324,980.96	51.37	12,314,259.00	5,824,162.98	6,490,096.02	47.30
Student Activities	1,231,229.00	643,699.93	587,529.07	52.28	2,150,968.00	927,765.35	1,223,202.65	43.13
Operations	892,698.54	569,386.09	323,312.45	63.78	821,363.00	515,235.76	306,127.24	62.73
Grants	438,728.00	193,311.40	245,416.60	44.06	393,520.00	209,834.64	183,685.36	53.32
Subtotal Personnel	16,827,769.83	8,870,093.28	7,957,676.55	52.71	17,007,556.00	8,221,812.00	8,785,744.00	48.34
Operating Costs								
Administration & Finance	975,940.00	524,313.68	451,626.32	53.72	814,715.00	426,953.61	387,761.39	52.41
Teaching & Learning	718,971.59	209,257.62	509,713.97	29.11	762,878.00	164,185.51	598,692.49	21.52
Student Activities	3,575,675.00	2,060,533.10	1,515,141.90	57.63	2,798,457.00	1,824,304.37	974,152.63	65.19
Operations	2,361,151.00	1,496,601.50	864,549.50	63.38	2,093,130.00	1,434,552.76	658,577.24	68.54
Employee Benefits	2,460,076.00	1,396,548.19	1,063,527.81	56.77	2,592,646.00	1,305,192.04	1,287,453.96	50.34
Grants	671,247.00	129,582.16	541,664.84	19.30	814,741.00	269,873.68	544,867.32	33.12
Subtotal Operating Costs	10,763,060.59	5,816,836.25	4,946,224.34	54.04	9,876,567.00	5,425,061.97	4,451,505.03	54.93
Total Expenses	27,590,830.42	14,686,929.53	12,903,900.89	53.23	26,884,123.00	13,646,873.97	13,237,249.03	50.76
NET BUDGET FROM OPERATIONS	3,100,850.58	6,732,995.75	3,632,145.17	(217.13)	3,414,210.00	6,334,823.42	2,920,613.42	(185.54)
Capital Outlay	305,000.00	264,126.39	40,873.61	86.60	890,000.00	572,844.90	317,155.10	64.36
Debt Service	2,446,147.00	632,373.08	1,813,773.92	25.85	2,477,216.00	661,497.60	1,815,718.40	26.70
Depreciation	0.00	1,557,969.86	(1,557,969.86)	0.00	0.00	1,596,820.96	(1,596,820.96)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NET BUDGET RESERVED	349,703.58	4,278,526.42	3,928,822.84	(1,223.47)	46,994.00	3,503,659.96	3,456,665.96	(7,455.55)

Financial Report - Balance Sheet (Summary)**Foxborough Regional Charter School**

For 2/29/2024

Run: 3/06/2024 at 10:46 AM

Page: 1

	2/29/2024	6/30/2023	Change
ASSETS			
Current Assets			
Cash - operations	14,261,626.14	14,648,448.26	(386,822.12)
Cash - debt service reserve	2,495,315.88	3,058,064.88	(562,749.00)
Accounts Receivable:			
Intergovernmental	73,846.94	1,540,653.88	(1,466,806.94)
Other	69,468.44	4,063.68	65,404.76
Prepaid Expenses	0.00	649.00	(649.00)
Total Current Assets	16,900,257.40	19,251,879.70	(2,351,622.30)
Capital Assets			
Right-Of-Use-Asset	324,662.00	324,662.00	0.00
Land/Building Improvements	52,679,975.15	48,188,078.63	4,491,896.52
Furniture, equipment and software	6,381,879.83	6,381,879.83	0.00
Construction in progress	114,557.88	884,903.03	(770,345.15)
Less: accumulated depreciation and amortization	(20,419,077.18)	(18,861,107.32)	(1,557,969.86)
Total investment in capital assets	39,081,997.68	36,918,416.17	2,163,581.51
Loss on defeasance (2017 bonds)	3,466,614.47	3,466,614.47	0.00
TOTAL ASSETS	59,448,869.55	59,636,910.34	(188,040.79)
LIABILITIES AND NET ASSETS			
Accounts Payable	608,814.56	1,699,329.21	(1,090,514.65)
Accrued expenses	53,983.04	724,101.65	(670,118.61)
Accrued compensation	50,593.54	1,568,307.43	(1,517,713.89)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	0.00	117,049.82	(117,049.82)
Lease Liability	106,082.12	149,777.52	(43,695.40)
Total current liabilities	819,473.26	4,258,565.63	(3,439,092.37)
BONDS PAYABLE 2017B	22,260,000.00	22,945,000.00	(685,000.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
Total bonds payable	24,435,370.80	25,120,370.80	(685,000.00)
LOAN PAYABLE EASTERN BANK	3,111,086.01	3,453,560.85	(342,474.84)
Total loans payable (Eastern)	3,111,086.01	3,453,560.85	(342,474.84)
Total liabilities	28,365,930.07	32,832,497.28	(4,466,567.21)
Net Assets			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	5,165,006.00	5,165,006.00	0.00
Unrestricted	21,639,407.06	18,443,951.93	3,195,455.13
Net income	4,278,526.42	3,195,455.13	1,083,071.29
Total net assets	31,082,939.48	26,804,413.06	4,278,526.42
TOTAL LIABILITIES AND NET ASSETS	59,448,869.55	59,636,910.34	(188,040.79)

Coversheet

First Reading

Section: V. Policy Review
Item: A. First Reading
Purpose:
Submitted by:
Related Material: Field Trip and Extended Trip Policy - January 2024 (1).docx



Field Trip and Extended Trip Policy

The Foxborough Regional Charter School acknowledges that meticulously planned, well-conducted, and carefully supervised extended field trips offer a unique mode of learning that is relevant, challenging, and dynamic, providing educational experiences beyond the scope of the traditional classroom or extracurricular settings.

Extended field trips, which involve overnight stays, will be scheduled outside regular school hours, on weekends, or during school vacations, ensuring no disruption to structured class time. These trips must align with and reflect the district's curriculum, with the Executive Director or their designee responsible for assessing adherence to these criteria. Importantly, the school district will not bear the cost of extended field trips.

Notably, teachers and school personnel are prohibited from soliciting privately run trips through the school district. The Executive Director will review recommended trips, refraining from approving privately organized trips.

Participation in an extended field trip is a privilege, not a student's inherent right, and all rules and regulations outlined in the student handbook will be in effect throughout the trip. However, this policy does not encompass trips required for student participation in school-related tournament competitions or contests.

I. Trip Approval Process for Extended Field Trips

A. Preliminary Approval

Advisors must present a comprehensive trip proposal, outlining educational benefits and objectives in relation to the Massachusetts Curriculum Frameworks, as well as the educational value relative to cost. This proposal requires Preliminary Approval from the building principal and the Executive Director before being announced to students or parents/guardians. Preliminary approval authorizes advisors to assess student and parent interest, gather cost information, and evaluate the trip's feasibility.

B. Formal Approval

Contractual arrangements and trip-specific fundraising are only permissible after the Executive Director formally approves the trip. Approval must be secured at least five (5) months before the proposed extended field trip.

II. Finances

DRAFT JANUARY 18, 2024

Advisors must make reasonable efforts to secure scholarships or alternative funding sources, ensuring equal opportunities for all students, regardless of financial constraints.

III. Travel Requirements:

A. Students with Disabilities: Full and equal opportunities must be provided for students with disabilities to participate in extended field trips.

B. Transportation:

The use of vans or private automobiles for extended field trips is prohibited. Commercial vendors or district transportation should be utilized for late-night or overnight trips.

C. Carrier Qualifications:

Commercial carriers must be licensed by the Federal Motor Carrier Safety Administration (FMCSA), with a safety rating of "satisfactory." Subcontractors may not be used without sufficient notice to the District to verify qualifications.

D. Trip Itineraries:

Sufficient time must be allowed in trip itineraries for drivers to rest, complying with federal hour-of-service requirements.

E. Background Checks:

The District shall obtain Criminal Offender Record Information (CORI) for all individuals with direct and unmonitored contact with students during extended field trips. Chaperones must comply with Chaperone Guidelines upholding all practices outlined and described as expectations /responsibilities.

F. Medication Administration:

If a student requires prescription medication during an extended field trip, administration must adhere to District policy.

G. Insurance:

Trip cancellation insurance and travel accident insurance must be purchased by all trip participants, including students, chaperones, and advisors.

H. Trip Cancellation:

The Executive Director or their designee retains the right to cancel any extended field trip up until the time of departure.

I. Students in Good Standing:

Participation in extra-curricular trips is considered a privilege, not a right, to enhance the overall educational experience for our students. FRCS offers a diverse range of trips and experiences and encourages students to engage in these opportunities.

To maintain eligibility for participation in off site and international trips, students must uphold good attendance records and exhibit positive behavior and citizenship, both during regular school hours and at related activities. Participation in these opportunities is a privilege reserved for students in good standing who are currently enrolled and attending FRCS. Students failing to meet these criteria may be excluded at the principal's or their designee's discretion.

Legal References: M.G.L. c.71, section 37N

Coversheet

Second Reading

Section: V. Policy Review
Item: B. Second Reading
Purpose: Vote
Submitted by:
Related Material: Draft_FRCS_District_Bullying_Intervention_Plan_edited_9-23__1_.docx



Foxborough Regional Charter School District Bullying Prevention and Intervention Plan

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

- A. **Reporting Bullying or Retaliation:** Allegations of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be submitted orally or in writing. All oral reports of alleged bullying or retaliation made by or to a school or district staff member shall be recorded in writing using the FRCS Bullying Prevention and Intervention Incident Reporting Form. When a FRCS student or staff member is identified as the alleged aggressor, the staff member making or recording the report of alleged bullying or retaliation shall immediately communicate the concern orally and in writing to the Building Level Principal and Assistant Principal. When the Building Level Principal and Assistant Principal are identified as the alleged aggressor/s, the staff member making or recording the report of alleged bullying or retaliation is required to immediately communicate the concern orally and in writing to the Director of Teaching and Learning, Director of Human Resources and Executive Director/Superintendent. In cases, when the Executive Director/Superintendent is the alleged aggressor the staff member making or recording the report of alleged bullying or retaliation is required to immediately report information gathered to the Director of Human Resources who will communicate this information directly to the Chair of the Board of Trustees or designee. All reports of alleged bullying and retaliation should include *all and any* instances of harassment, bullying or retaliation the staff member witnesses or becomes aware. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. Anonymous reports of bullying can be submitted in one of the following ways:

US Postal Mail: Anonymous reporters can drop off or mail a letter of concern describing bullying or retaliation and/or a completed an official FRCS Bullying Prevention and Intervention Incident Reporting Form, without the reporters personal identifying information. The reporter should place the letter of concern or completed FRCS Bullying Prevention and Intervention Incident Reporting Form in a sealed envelope, attention Building Level Principal and Assistant Principal to 131 Central Street, Foxborough, MA 02035.

Email: Anonymous reporters can submit concerns about bullying or retaliation in writing via email by providing a narrative of official FRCS Bullying Prevention and Intervention Incident Reporting Form, without the reporters personal identifying information through email to info@foxboroughrcs.org. This information will be forwarded to the attention of the Building Level Principal and Assistant Principal.

Voicemail: Anonymous reporters can also leave a voice message for the Building Level Principal or Assistant Principal.

Incident Reporting Forms: Use of the FRCS Bullying Prevention and Incident Reporting Form is **NOT** required as a condition of making a report. FRCS will: 1) Include a copy of the FRCS Bullying Prevention and Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) Make FRCS Bullying Prevention and Incident Reporting Form available in the District's Main Office (located at Door

Foxborough Regional Charter School Bullying Prevention and Intervention Plan Created December 2021, effective February 2022, revised September 2023 with next review date as December 2024.

A), all school Building Level Main Offices, School and/or Adjustment Counselor's Offices, School Nurse's Office, and other locations as determined by the Building Level Principals and Director of School Culture and Climate and 3) Post FRCS Bullying Prevention and Incident Reporting Form on the school's website. 4.) FRCS Bullying

Prevention and Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians and posted school website.

Notice of Reporting Bullying and Retaliation Policies: At the beginning of each school year, FRCS will provide the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Building Level Principal and Assistant Principal, Director of Human Resources, Director of School Culture and Climate, Director of Teaching and Learning, Deputy Executive Director/Superintendent or designee will be incorporated in student and staff handbooks, posted on the school/ district website, and in information about the FRCS Bullying Prevention and Intervention Plan made available to parents or guardians.

1. Reporting by Staff

A FRCS staff member will report information regarding bullying and or retaliation immediately to the Building Principal and Assistant Principal, the Executive Director/Superintendent and the Director of Human Resources, (when involving a staff member). When the Building Principal or Assistant Principal, is identified as the alleged aggressor the staff member should report allegations of bullying and/or retaliation to the Director of Teaching and Learning and Director of Human Resources and the Executive Director/Superintendent. When a member of the Executive Leadership Team (Director of Human Resources, Director of Teaching and Learning, Director of Operations, Director of Finance, Director of School Culture and Climate or the Deputy Executive Director) is identified as the alleged aggressor the staff member should report allegations of bullying and/or retaliation to the Executive Director/Superintendent. When the Executive Director/Superintendent is identified as the alleged aggressor the staff member should report allegations of bullying and/or retaliation to the Director of Human Resources and the Chair of the Board of Trustees. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others Executive Director/ Superintendent

FRCS expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Building Level Principal and Assistant Principal. When the Building Level Principal or Assistant Principal is the alleged aggressor reports should go directly to the Director of Teaching and Learning, Human Resources and/or Executive Director/Superintendent or Designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely based on an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying or retaliation with a staff member, including the Building Level Principal or Assistant Principal. When the Building Level Principal, Assistant Principal, is the alleged aggressor reports should go directly to the Director of Teaching and Learning, Director of Human Resources, Executive Director/Superintendent and Director of School Culture and Climate if a student is involved.

B. Responding to a Report of Bullying or Retaliation Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the Building Level Principal and Assistant Principal will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Principal or Assistant Principal will take additional steps to promote safety during and after the investigation, as necessary. This may include designation of other School Culture and Climate staff to coordinate any of the above tasks.

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

2. Obligations to Notify Others

a. Notice to parents or guardians Upon determining that bullying or retaliation has occurred, the Principal or Assistant Principal will promptly notify the parents or guardians verbally and through written communication of the target and the alleged aggressor of the report of bullying and/or retaliation, and of the procedures for responding to it. Verbal communication will be documented in FRCS’s student information system School Brains and written notice will go out through email and/or hard copy through U.S. Postal Mail. There may be circumstances in which the Building Level Principal or Assistant Principal may contact parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Building Level Principal or Assistant Principal will first inform the other school and/or district of the incident by promptly notifying the Principal or Assistant Principal of the other school(s) by telephone of the incident so that each school may take appropriate action. The FRCS Principal or Assistant Principal should follow up with a written communication to Principal or Assistant Principal of the other school(s) by email or hard copy sent through U.S. Postal Mail. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the Building Level Principal or Assistant Principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Building Level Principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Building Level Principal or Assistant Principal shall contact the local law enforcement agency if the student has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the Building Level Principal or Assistant Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and Superintendent, and other individuals the Building Level Principal and Assistant Principal deems appropriate.

C. Investigation: Principal and Assistant Principal (s) will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal, Assistant Principal and the rest of the School Culture/Student Intervention Team(s) will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Building Level Principal, Assistant Principal and Team will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal, Assistant Principal and other staff members as determined by the Building Level Principal and Assistant Principal, and in consultation with the School Counselor or School Adjustment Counselor as appropriate. To the extent practicable and given their obligation to investigate and address the matter, the Building Level Principal and Assistant Principal will maintain confidentiality during the investigative process. The Building Level Principal and Assistant Principal will maintain a written record of the investigation. If necessary, the Building Level Principal and Assistant Principal will consult with legal counsel about the investigation.

D. Determination. The Building Level Principal and Assistant Principal will decide based upon all the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Principal and Assistant Principal will take steps calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Assistant Principal will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

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

The Principal and Assistant Principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is determined, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal and Assistant Principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of to report violations.

The Principal and Assistant Principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. [DESE Problem Resolution System Office](#).

E. Responses to Bullying: Upon the Principal and Assistant Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v).

1. Teaching Appropriate Behavior Through Skills-building

- Offering individualized skill-building sessions using an Anti-Bullying Curriculum; Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel.

Foxborough Regional Charter School Bullying Prevention and Intervention Plan Created December 2021, effective February 2022, revised September 2023 with next review date as December 2024.

Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals; Meeting with parents and guardians to engage parental support; Adopting behavioral plans to include a focus of developing specific social skills and making a referral for evaluation.

2. Taking Disciplinary Action

- If the Building Level Principal and Assistant Principal decide that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Assistant Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.
- Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.
- If the Dean of Students or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

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

II. COLLABORATION WITH FAMILIES

A. Parent education and resources FRCS will offer educational sessions for parents and guardians focused on defining bullying behaviors, reporting concerns, supporting students in developing social emotional competencies to strengthening social skills. These sessions will be offered in collaboration with FRCS Family Engagement Office, Partners in Education (PIE) and similar organizations.

III. PROHIBITION AGAINST BULLYING AND RETALIATION

FRCS has included a statement prohibiting bullying, cyberbullying, and retaliation incorporated directly from M.G.L. c. 71, § 37O(b) in the FRCS Anti-Bullying Policy and the FRCS Student Code of Conduct Policy.

IV. PROBLEM RESOLUTION SYSTEM:

Foxborough Regional Charter School Bullying Prevention and Intervention Plan Created December 2021, effective February 2022, revised September 2023 with next review date as December 2024.

Any parent or guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <https://www.doe.mass.edu/prs/>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the district central office.

V. DEFINITIONS

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

Bullying: as defined in M.G.L. c. 71, § 37O, is the **repeated use** by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target/victim that: (i) causes physical or emotional harm to the target/victim or damage to the target/victim's property; (ii) places the target/victim in reasonable fear of harm to himself or herself or damage to his/her property; (iii) creates a hostile environment at school for the target/victim; (iv) infringes on the rights of the target/victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this policy, bullying shall include cyberbullying.

Cyber bullying: is bullying using technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Hostile environment: as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

Target: is a student or an adult whose bullying, cyberbullying, or retaliation has been perpetrated.

School: is defined to include the school, school grounds, travel to and from school and/or school sponsored events or functions, property immediately adjacent to school grounds, school sponsored or school related activities, functions, programs whether on or off school grounds (such as social events, trips, sports events, or similar school sponsored events and functions), at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, on the way to and from school or through the use of technology or an electronic device owned, leased or used by the school and at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act creates a hostile environment at school for the target/victim or witnesses, infringes on the rights of the victim or witnesses at school or materially and substantially disrupts the education process or the orderly operation of a school.

VI. RELATIONSHIP TO OTHER LAWS

- Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

- In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.