

Farmington River Regional School District

School Committee Meeting

Agenda #425

Farmington River Elementary School Library
Monday, December 5th, 2022
7:00 PM

Masks Optional

*Call in number to listen only, community participation requires being in person.
Phone number: 605-313-5711 Access code - 7622376*

Members Present: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, Arlene Tolopko.

Also Present: Eric Jesner, Robert Putnam, Caroline Stamm

- I. **Call to Order:** The meeting was called to order at 7:00 PM by Carol Lombardo.
 - A. Roll Call: Carol Lombardo, Carl Nett, Arlene Tolopko, Deb Fogel, Roger Kohler, Amanda Leavenworth
- II. **Acceptance of Minutes #424 from November 7th, 2022:**
 - A. There was a brief discussion about the brevity of the minutes.
 - B. Carl Nett motioned to accept the minutes. Arlene Tolopko seconded the motion.
 - C. Vote: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, and Arlene Tolopko were in favor. There were no objections and the motion passed.
- III. **School Committee Vacancy:**
 - A. Carol Lombardo brought Jessica Drenga's letter of resignation to the Selectmen and at the next meeting, they will decide who will fill her position.
- IV. **Appointment of a Vice Chair:**
 - A. The resignation of Jessica Drenga requires the appointment of a Vice Chair.
 - B. Deb Fogel motioned to nominate Arlene Tolopko as the Vice Chair.
 - C. Carl Nett motioned to nominate Roger Kohler as the Vice Chair.
 - D. Both Roger and Arlene accepted their nominations.
 - E. Voting commenced via paper ballot. Carol read the ballots - the initial vote was a tie.
 - F. Roger Kohler made a motion to nominate Deb Fogel, but Deb declined the nomination.
 - G. The committee decided to postpone a revote until the next meeting when all 7 members are present.

Robert Putnam made a suggestion to move the Regional Agreement Amendment Process Presentation earlier in the agenda due to transportation.

- V. **Regional Agreement Amendment Process Presentation:**
 - A. Dr. Steve Hemman, MARS Consultant Services, discussed the process of Amending the Regional Agreement via Powerpoint presentation. He also discussed the process of withdrawing resulting in the dissolution of a region school district.
- VI. **Superintendent's Report:**
 - A. Special Education Audit: Robert Putnam presented information from the audit.
 - B. Policy: Robert reviewed the procedures for updating the Policy Book. A subcommittee would need to be appointed should any policies need to be altered.

- C. MCAS Survey: Robert presented the results of his survey asking teachers their thoughts on the improvement of the MCAS scores.

VII. Financial Report:

- A. Warrants: Eric Jesner presented the options for the procedure on signing warrants.
1. The committee discussed a plan to write the procedure for how warrants are documented and explicitly explain the process on how invoices/items/services are received and verified.
 2. Conclusion: One person to come in-person to sign warrants. All warrants will be made public in the agenda/presented in the following meeting, as well as sent to the committee for review prior.
 3. Roger Kohler made a motion to designate one person to sign warrants.
 4. Arlene Tolopko and Deb Fogel seconded the motion.
 5. Vote: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, and Arlene Tolopko were in favor. There were no objections and the motion passed.
 6. Carol Lombardo volunteered to come in-person to sign warrants.
- B. Report on the Replacement of Sewer Pumps:
1. Eric gave a report on the series of events in addressing the need and replacement of two sewer grinding pumps, as well as explaining the series of costs associated with this repair/replacement.
- C. Tuition Agreement with Berkshire Hills Regional School District:
1. Eric noted that the tuition agreement expires on June 30th, 2023. He also presented the current agreement that we have with Lee Public Schools as reference.
 2. Discussion included the desire to consult legal counsel with regard to these agreements.
- D. Other Items for Discussion:
1. Audit Quotes: Eric has requested quotes from different auditing firms.
 2. Gym Ceiling Quotes: Eric has contacted multiple companies to repair the gym ceiling with no responses. He is still looking into other options.
 3. FY23 Budget Process: Eric is preparing for the budget process and awaiting contract negotiations.

VIII. Policy:

- A. Robert Putnam began discussion by reviewing each of the policies to be voted on and the context in which these policies could be used. He also explained that the committee can vote to suspend the rule requiring a set number of readings in order to pass policy.
- B. The following policies were presented to be voted upon:
1. EBB - First Aid
 2. EBC - Emergency Plans
 3. JLCD - Administering Medicines To Students
 4. JFABD - Homeless Students: Enrollment Rights And Services
 5. JFABE - Educational Opportunities For Military Children
 6. JFABF - Educational Opportunities For Children In Foster Care
- C. Discussion included a slight adaptation of the Emergency Plan to include reporting serious accidents to the school committee quickly for review.
- D. Vote to Suspend the number of Readings Required:
1. Roger Kohler made a motion to suspend the rule.
 2. Carl Nett seconded the motion.

3. Vote: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, and Arlene Tolopko were in favor. There were no objections and the motion passed.

E. Vote to accept listed policies:

1. Carl made a motion to accept the policies.
2. Amanda Leavenworth and Deb Fogel seconded the motion.
3. Vote: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, and Arlene Tolopko were in favor. There were no objections and the motion passed.

IX. **Personnel Report:**

1. There were no personnel reports this session.

X. **Request of Van Driver to Join Union:**

- A. Discussion included how this may change things for the district, as well as the benefits that might come from the drivers joining the union.
- B. Vote to accept John (Van Driver) into the Union:
 1. Carl Nett made the motion to accept John into the union.
 2. Roger Kohler seconded the motion.
 3. Vote: Deb Fogel, Roger Kohler, Amanda Leavenworth, Carol Lombardo, Carl Nett, and Arlene Tolopko were in favor. There were no objections and the motion passed.

XI. **Executive Session:**

- A. Motion to move into Executive Session for the following purpose and to reconvene in open session for the purpose of adjournment only: To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares
 1. Carl Nett made the motion to exit into executive session.
 2. Roger Kohler seconded the motion.
 3. Vote - Roll Call: Carol Lombardo, Carl Nett, Arlene Tolopko, Deb Vogel, Amanda Leavenworth, Roger Kohler.

XII. **Motion to Adjourn:**

- A. Roger made a motion to adjourn the meeting at 9:13 PM.
- B. Deb Fogel seconded the motion.
- C. Vote - Roll Call: Carol Lombardo, Carl Nett, Arlene Tolopko, Deb Vogel, Amanda Leavenworth, Roger Kohler.



Robert Putnam <rputnam@frrsd.org>

2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA)

Neal, Holly-Anne (DOE) <holly-anne.neal@state.ma.us>
To: "rputnam@frrsd.org" <rputnam@frrsd.org>

Mon, Nov 14, 2022 at 1:54 PM



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

November 14, 2022

Michael Saporito

Special Education Director

Farmington River Reg Public School District

555 N Main Street

Otis, MA 01253

RE: 2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA) – Meets Requirements (MR)

Dear Michael Saporito:

The purpose of this letter is to notify you of the MA Department of Elementary and Secondary Education's (the Department) local special education determination under Part B of the Individuals with Disabilities Education Act (IDEA): **Farmington River Reg Public School District Meets Requirements (MR).**

Annually, the Department is required to identify each LEA's specific needs for technical assistance or intervention in the area of special

education.^[1] The Department is required to assign each LEA one of four categories: Meets Requirements (MR), Needs Assistance (NA), Needs Intervention (NI), and Needs Substantial Intervention (NSI). In prior years, the LEA determinations were aligned with LEA accountability levels unless additional performance and compliance measures, specific to special education, warranted a change in the LEA determination. To ensure that the Department's Special Education Accountability system is a transparent process focused on data that most impacts outcomes for students with disabilities, the LEA determination process was revised in 2021. The Department developed the LEA determinations Rubric to calculate each LEA's determination level. The rubric specifically considers the following:

- 5-Year Cohort Graduation rates for students with disabilities;
- Annual Dropout rate for students with disabilities;
- Public School Monitoring special education compliance data;
- Problem Resolution System special education complaint data;
- Performance on Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators; and
- Data and findings of Significant Disproportionality.

For the full LEA Determinations Rubric, see the [Special Education Policy Memo SY2022-2023 — 3: 2022-2023 Determinations of Need for Special Education Technical Assistance or Intervention](#).

Each LEA is evaluated using the rubric and based on the overall score, placed into one of the LEA determination categories. As described in the determination rubric, final LEA determinations reflect both performance and compliance in special education. This year, the 5-Year Cohort Graduation rate and Least Restrictive Environment (Indicators 5 and 6) continue to be prioritized by the Department and are weighted x1.5 and x2.0 respectively. Additionally, points for Problem Resolution System Complaints are calculated per 1000 students with disabilities.

Data for Farmington River Reg:Public School District:

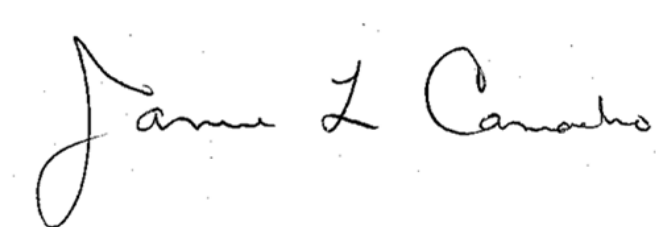
	Annual Dropout Rate (2021)	5-Year Cohort Graduation Rate (2020) <i>Points x1.5</i>	Public School Monitoring Compliance (SY2021-2022)	Problem Resolution System Letters of Finding Issued per 1000 SWD (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Compliance Indicators (4B, 9, & 10) (SY2020-2021)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Performance Indicators (5 & 6) (SY2021-2022) <i>Points x2</i>	Dis (SY21
LEA Data	--%	--%	--	0	Ind 4B: No Status Ind: 9 No Status Ind 10: No Status	46.4%	SY2 SY2
Rubric Points	-- out of -- points	-- out of -- points	-- out of -- points	4 out of 4 points	4 out of 4 points	4 out of 8 points	4

Farmington River Reg Public School District earned 16 out of 20 possible points on the rubric, or 80%.

As a result of this determination, the Department is not requiring the LEA to engage in specific targeted and technical assistance activities. For additional information about the data, including access to the LEA's source data, go to [Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention](#).

If you have any questions about the LEA's special education determination, please feel free to contact Holly-Anne Neal, Systems Improvement Supervisor, Special Education Planning and Policy, at Holly-Anne.Neal@mass.gov.

Sincerely,



Jamie Camacho

Director, Special Education Planning and Policy

cc: Robert Russell Putnam, Superintendent

[1] As required by the Individuals with Disabilities Education Act (IDEA), [20 U.S.C. § 1416](#)



image001.png
4K

Amending the Regional Agreement

**Presentation MASC/MASS
Joint Conference**

***Massachusetts Association of
Regional Schools***



Procedure to Amend Overview

- Review the current Regional Agreement for procedures for amending
- Review State Laws concerning regions
- Form a Regional Agreement Amendment Committee (RAAC)
- Develop a Community Relations Process
- Review and suggest amendments to current Regional Agreement
- When submitting an amendment, all parts of the regional agreement must be in compliance with State Laws and Regulations
- Produce an amended Agreement
- Seek preliminary approval from Commissioner of Education
- Amended agreement is Voted in each town
- Final Approval by the Commissioner of Education



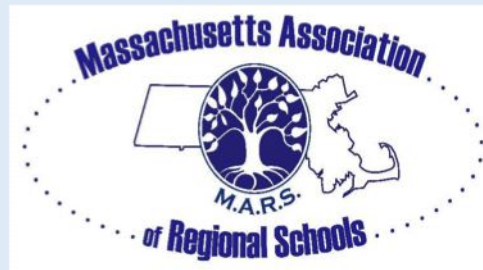
Review the current Regional Agreement for procedures for amending



Regional Agreement

SECTION AMENDMENT

- This Agreement may be amended at any time, and from time to time, in the manner hereinafter provided, but no such amendment shall be made which shall substantially impair the rights of the holders of any bonds or notes or other indebtedness of the District then outstanding or the rights of the District to procure the means for payment thereof



Regional Agreement

SECTION AMENDMENT

- An amendment may be proposed by vote of the Regional District School Committee or by vote of any town meeting of any Participating Town. In the latter case the Town Clerk shall forthwith deliver a copy of such vote to the Secretary of the Regional District School Committee. In either case the Secretary shall forthwith deliver a copy of the vote proposing the amendment to the Town Clerk of each Participating Town, and each such Town shall vote at its next town meeting, whether annual or special, upon the acceptance of such amendment. Such amendment shall take effect upon its acceptance by each of the Participating Towns in the manner hereinabove provided



State Laws for Regional Agreements

- The Regional agreement must address all sections as outlined in Chapter 71 Section 14B
- The review would make sure that all required sections are up to date and addressed



Governance and Assessment

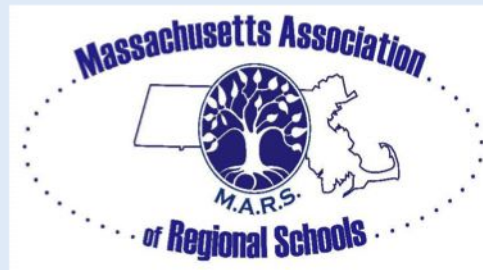
- School Committee Composition
 - One Person On Vote
 - Chapter 71 Section 14E
- Assessment Methodology
 - Statutory Method
 - Agreement Method—alternate method



Governance:

One Person One Vote

- Chapter 71 Section 14E
 - Options for Election of Regional School Committees
- There are five ways to choose school committee members and be in compliance



Assessments

- **Statutory Method**
- **Agreement Method**



Recommended Steps in Amending

- School Committee appoints a Regional Agreement Amendment Committee (RAAC)
 - Membership on the RAAC
- The RAAC writes amendments to the Regional Agreement
- The RAAC reviews the Regional Agreement for Compliance
- RAAC produces an amended agreement
- RAAC recommends to the School Committee approval or no approval
- School Committee votes to approve, not approve or change the amendment and updates to regional agreement submitted by the RAAC
- Amended agreement sent to DESE for initial approval
- Amendment is sent to the Selectmen of each town after initial approval by DESE



Recommended Steps in Amending

- Selectmen place article on the warrant
- Voters approve or disapprove amended agreement
- If approved, signed agreement and certified votes sent to DESE
- Commissioner approves amended agreement provided it is in compliance



Reflect

- Amendment Process requires careful thought
- Need to develop a Community Relations Program
- Length of time to amend a Regional Agreement can take up to a year or more
- Recommendation is to have facilitators and legal assistance



Your Agreement

- What is on file with the DESE?
- Has the agreement been updated with amendments that have been approved by the Towns?
- Does DESE have all the amendments?
- This is an opportunity to update the agreement with all the amendments into one document.



Questions





massachusetts association of school committees

One McKinley Square • Boston, MA 02109 • 617-523-8454 • 1-800-392-6023

A word about warrants

Category: **School Budget and Finance**

Published on Friday, 04 September 2020 15:27

Warrants are how your school district pays the bills. In signing a warrant, per MGL Ch. 41, sec. 41:

Such approval shall be given only after an examination to determine that the charges are correct and that the goods, materials or services charged for were ordered and that such goods and materials were delivered and that the services were actually rendered to or for the town as the case may be.

Warrants must all be reviewed and signed prior to the bill being paid. Per recent updates to MGL c.52, s.52 and MGL c.71, s.16A, a single member may, by school committee vote, be designated to sign warrants as well as (as in the past) sign payroll. If a committee chooses to do this, the warrants must be made available on the next agenda, and, the law warns, this delegation "shall not limit the responsibility of each member of the board in the event of a noncompliance with this section."

In signing a warrant, you should:

- know and understand what you are signing.
- be given a chance to review the warrants and ask questions as needed.
- know what it is that you've approved.

Part I ADMINISTRATION OF THE GOVERNMENT

Title XII EDUCATION

Chapter 71 PUBLIC SCHOOLS

Section 16A REGIONAL DISTRICT SCHOOL COMMITTEE; SELECTION,
POWERS AND DUTIES OF OFFICERS; SIGNING OF PAYROLL
AND ACCOUNTS PAYABLE WARRANTS; AUDITS

Section 16A. The powers, duties and liabilities of a regional school district shall be vested in and exercised by a regional district school committee organized in accordance with the agreement. The committee shall choose a chairman and vice chairman by ballot from its membership. The vice chairman shall, in the absence of the chairman, exercise the powers and perform the duties of said chairman. It shall appoint a secretary and a treasurer who may be the same person, but who need not be members of said committee. The treasurer shall receive and take charge of all money belonging to the district, and shall pay any bill of the district which shall have been approved by the committee. The committee may appoint an assistant treasurer who need not be a member of the committee, and who shall, in the absence of the treasurer, perform his duties and shall have the powers and be subject to the requirements and penalties applicable to him. The treasurer and assistant treasurer shall be persons of ability and experience and may, by vote of the committee, be compensated for their services. A treasurer of a member municipality

of the district shall be eligible for appointment as treasurer or assistant treasurer. The treasurer and assistant treasurer of the district shall be subject to sections 35 and 109A of chapter 41, to the extent applicable. A business manager, assistant superintendent for business or employee with title of similar import with responsibilities similar to those of a town accountant shall be subject to section 52 of said chapter 41 and shall not hold the office of treasurer or assistant treasurer or hold any responsibilities for the receipt or disbursement of money. If the office of secretary is vacant or if the secretary is absent or is unable to perform his duties because of disability, the committee may appoint a temporary secretary to hold such office and exercise the powers and perform the duties thereof until a secretary is duly appointed or the secretary who was disabled or absent resumes his duties. The committee may appoint a school building committee which shall have such powers and duties relative to the construction, reconstruction, remodeling, repair, expansion or equipping of school buildings or facilities as the committee determines.

The regional school committee may designate any 1 of its members for the purpose of signing payroll warrants and accounts payable warrants to allow for the release of checks; provided, however, that the member shall make available to the board, at its next meeting, a record of such actions. This provision shall not limit the responsibility of each member of the board in the event of a noncompliance with this section.

The committee shall solicit proposals and contract with an independent certified public accountant to perform an annual financial audit and make management recommendations, and shall receive the audit report in

public session. Copies of the audit shall be provided within 10 days to the director of accounts and to the board of selectmen, town manager, mayor or city manager, as the case may be, in each member municipality.

EBB - FIRST AID

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the Board of Health shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the student to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a student or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.
4. The teacher or other staff member to whom a student is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

SOURCE: MASC - Updated 2022

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

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

EBC - EMERGENCY PLANS

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

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

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

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

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

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

SOURCE: MASC - Updated 2022

LEGAL REF: M.G.L. [69:8A](#)
Section 363 of Chapter 159 of the Acts of 2000

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

JLCD - ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

SOURCE: MASC - Reviewed 2021

LEGAL REF.: M.G.L. [71:54B](#)

Dept. of Public Health Regulations:

105 CMR 210.00; 244 CMR 3.00

JFABD - HOMELESS STUDENTS; ENROLLMENT RIGHTS AND SERVICES

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

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

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

Students Remaining in Schools of Origin

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

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

Students Enrolling in District Where Sheltered or Temporarily Residing

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

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

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

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

Dispute Resolution

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

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

Homeless Liaison

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

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

SOURCE: MASC - Reviewed 2021

JFABE - EDUCATION OPPORTUNITIES FOR MILITARY CHILDREN

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

Definitions

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

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

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

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

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

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

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

LEGAL REFS: M.G.L. Part I, Title II, Chapter [15E](#),

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC - Updated 2021

JFABF - EDUCATION OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

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

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

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

Best Interest Determination

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

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

Transportation

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

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

Immediate Enrollment

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

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

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

LEGAL REFS: Every Student Succeeds Act (ESSA);

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

SOURCE: MASC - Updated 2021