



Acton-Boxborough Regional
School Committee Meeting

February 16, 2017

6:30 p.m. Executive Session
7:00 p.m. FY18 ABRSD Budget Hearing
7:30 p.m. (approx.) Open Business Meeting

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

February 16, 2017
6:30 p.m. Executive Session
7:00 p.m. Annual Budget Hearing
7:30 p.m. (approx.) Business Meeting

AGENDA

1. **ABRSC Call to Order** – *Mary Brolin (6:30)*
2. **Enter EXECUTIVE SESSION (6:30)**
To discuss strategy with respect to collective bargaining with the Acton Boxborough Education Association (ABEA), an opening meeting may have a detrimental effect on the bargaining position of the Board
3. **Back to ABRSC OPEN MEETING**
4. **FY18 BUDGET HEARING Call to Order** – *Mary Brolin (7:00) (see separate agenda)*
5. **Adjourn FY18 Budget Hearing and return to ABRSC OPEN BUSINESS MEETING**

6. **Chairman’s Introduction** – *Mary Brolin (7:30)*
 - 6.1. Annual Spring Town Elections
 - Acton Election is March 28
 - Boxborough deadline to submit papers is March 28 for Election on May 16
7. **Statement of Warrant & Approval of Minutes**
 - 7.1. ABRSC Meeting of 2/2/17 and Budget Saturday on 1/21/17 (*both at next meeting*)
8. **Public Participation**
9. **ABRSD FY18 Budget** – *Glenn Brand, Clare Jeannotte (7:35)*
 - 9.1. **Possible Recommendation to Approve Further Revisions to the FY18 ABRSD Budget and Assessments** – **VOTE** – *Glenn Brand*
10. **Challenge Success and School Schedules / Start Times** – *Glenn Brand (7:45)*
 - 10.1. ABRHS Scheduling: Process, Survey Summary & Timeline – *JoAnn Campbell, Larry Dorey*
11. **Aligning Mathematics Teaching and Learning** – *Deborah Bookis, Heather Haines, Bill Noeth, Phil Stameris (8:00)*
12. **ABRSD Master Plan Update** – *Glenn Brand (8:20)*
 - 12.1. MSBA Board Meeting on 2/15/17
 - 12.2. MSBA Training Seminar - “The Story of a Building” on 2/6/17
 - 12.3. District Master Plan Review Committee (DMPRC) Update – *Mary Brolin*
 - 12.3.1. Meeting minutes of 1/25/17 and 2/8/17

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.
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13. **Superintendent's Mid Cycle Goal Review** – *Glenn Brand (8:30)*
 - 13.1. DESE Evaluation Process for Superintendents
 - 13.2. Superintendent's Memo
14. **Suicide Prevention Next Steps** – *Glenn Brand, Dawn Bentley (8:40)*
 - 14.1. Letter to Staff and Families
 - 14.2. Recommendation to Approve Late Starts for JH/HS on 3/10/17 and 3/30/17 for Elementary Students – **VOTE** – *Glenn Brand*
15. **Recommendation to Approve JH/HS Early Dismissal Days on FY18 School Calendar for Oct 12, Feb 8 and Mar 29** – First Read – *Glenn Brand (8:50)*
16. **Recommendation to Approve Gift of Instruments to ABRSD Performing Arts Department** – **VOTE** – *Glenn Brand (8:55)*
17. **Subcommittee Reports (9:00)**
 - 17.1. Budget – 2/8/17 meeting – *Maria Neyland (oral)*
 - 17.2. Policy
 - 17.2.1. Consent Agenda – Second Read – **VOTE** – *Brigid Bieber*
 - 17.2.1.1. English Language Learners, File: IHBEA – *Dawn Bentley*
 - 17.2.1.2. Health Education, File: IHAM (and new procedures) – *Deborah Bookis*
 - 17.2.1.3. Health and Sex Education Parent Notification, File: IHAMA (revised proced) *Deb Bookis*
 - 17.2.2. Studying Controversial/Sensitive Issues, File: IMB - Second Read - *Next Meeting - Brigid Bieber*
 - 17.2.3. School Volunteers, File: IJOC – First Read – *Brigid Bieber*
 - 17.2.4. Essentials of Education, File: IA – Recommendation to Delete – **VOTE** – *Brigid Bieber* (not required, similar to ABRSD Vision, Values, Mission policy AD)
 - 17.3. Outreach (including PTO Co-chairs) – January 2017 Update - *Kristina Rychlik*
18. **School Committee Member Reports (9:15)**
 - 18.1. Acton Leadership Group (ALG) – *Amy Krishnamurthy, Paul Murphy*
 - 18.1.1. Materials for 2/16/17 meeting (rescheduled from 2/9/17)
 - 18.1.2. Minutes from 1/26/17 meeting
 - 18.2. Boxborough Leadership Forum (BLF) – *Mary Brolin*
 - 18.3. Health Insurance Trust (HIT) – *Mary Brolin*
 - 18.4. Acton Finance Committee – *Amy Krishnamurthy, Deanne O'Sullivan*
 - 18.5. Acton Board of Selectmen – *Eileen Zhang*
 - 18.6. Boxborough Finance Committee- *Mary Brolin*
 - 18.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
 - 18.8. Minuteman Technical High School (MMT) Update – *Diane Baum*
 - 18.9. Acton Capital Improvement Planning (CIP) Update – *Kristina Rychlik*
19. **ABRSC Statement of Purpose Update** – Second Read – **VOTE** - *Mary Brolin (9:25)*
20. **Superintendent's Report/Updates** – *Glenn Brand (9:30)*
 - 20.1. Director of Finance Search Update
21. **FOR YOUR INFORMATION**
 - 21.1. Discipline Reports: RJGJHS and ABRHS, January 2017
 - 21.2. Monthly Student Enrollment, 2/1/17 (*next meeting*)

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- 21.3. ABRSD Annual Education Report
- 21.4. Water Quality Testing Letter to Gates School Staff and Families
- 21.5. ABRSC 2017-2018 Meeting Schedule
- 21.6. **Family Learning Series Presentations:**
 - 21.6.1. February 13, 2017, 7:00 PM with Chris Herren – cancelled due to weather
- 21.7. Emergent Bilingual Student Population by School, 2/1/17
- 21.8. ABRSD Financial Reports as of 1/31/17
 - 21.8.1 Revenue vs Budget
 - 21.8.2 Expenses vs Budget
 - 21.8.3 Special Revenue
 - 21.8.4 Grants

22. **Adjourn** (9:40)

NEXT MEETINGS:

- March 2 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (material posted Mon, February 27)
- March 16 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (material posted March 10)
- Acton Town Meeting begins on Monday, April 3
- Boxborough Town Meeting begins on Monday, May 8

TOWN OF ACTON 2017 ELECTION CALENDAR

Annual Town Election is Tuesday, March 28, 2017

Annual Town Meeting is Monday, April 3, 2017

Last day to obtain nomination papers February 3, 2017

Last day to file nomination papers with Board of Registrars February 7, 2017

Last day to object / withdraw February 23, 2017

Last day to register voters March 8, 2017

Last day to post town warrant March 14, 2017

TOWN OFFICIALS TO BE ELECTED IN 2017 - TERM OF OFFICE

Moderator

1 Member - 1 year term

Acton Board of Selectmen

2 Members - 3 year term

School Committee

3 Members - 3 year term

Trustees Memorial Library

1 Member - 3 year term

Acton Housing Authority

1 Member - 5 years

Water Supply District of Acton

1 Clerk - 3 year term
1 Commissioner - 3 year term

TRUSTEES - TO BE ELECTED AT ANNUAL TOWN MEETING MUST BE NOMINATED AT TOWN MEETING

Temporary Moderator

1 Member - 1 year term

Trustees, West Acton Citizen's Library

1 Member - 3 year term

Trustees, Charlotte Goodnow Fund

2 Members - 3 year term

Trustees, Elizabeth White Fund

1 Member - 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member - 3 year term

Expanding Our Notion of Success



Review what is currently in place

Share work planned at each school



CHALLENGE SUCCESS

Stanford Survey of Adolescent School Experiences Report

School Committee >

Policies

AB WELLNESS HOME CHALLENGE SUCCESS LEARN DO EXPANDING OUR SUCCESS NEWSLETTER

A work in progress, we continue to strive to provide resources to our community to support our values: wellness, equity and engagement.

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

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

CHALLENGE SUCCESS
Learn about Acton-Boxborough Regional School District's work with Challenge Success

LEARN
Websites, books, articles and videos to support health and well-being.

DO
What's happening in the district and in the community to support the health and well-being of our community?

FOCUS: ENGAGEMENT
The Glossary of Ed Reform defines student engagement as the degree of attention, curiosity, interest, initiative, and actions that students bring to their learning to bring positive results.



ABRHS Scheduling

Process and Timeline

1

Purpose for high school schedule change work

We will research and discuss options for a high school schedule that balances *wellness, equity of access, and opportunity.*

2

Goals of a high school schedule change

- Fewer transitions within the school day to create a slower pace in support of student wellness
- Longer class periods to allow for more time to do project-based work, alternative and authentic assessment, and the possibility to begin homework
- Increase the likelihood that students will not have homework in every class every night
- Collaboration time for faculty

3

Working Groups

2015-2016 Schedule Study Group:

Rob Donaldson, Kendra Kerzee, Sara Mann, Bill Noeth, Dave Palmer, Larry Dorey

2016-2017 Schedule Logistics Group:

Sara Mann, Bill Noeth, Tina Vanasse, Peter Cavanaugh, Todd Chicko, Larry Dorey

Research and Data Support:

Tina Vanasse, Padmini Narayan

4

ABRHS School Schedule Process

- Where we are:
 - Work done so far
 - Our timeline
- Sources of Feedback & Information:
 - Challenge Success survey
 - Staff survey
 - Denise Pope's visit and CS research
 - Other similar schools' schedules

5

Decision Making Process

- How input (students, staff, parents/guardians) will be used
- The importance of communication throughout the process (CO ↔ LT ↔ DL ↔ department members)
- Collaborative Decision: LT and CO leadership teams

6

We Hear the Concerns Out There....

- Flexibility with scheduling
- Sequential courses
- Longer instructional periods
- Impact on planning in general
- Impact on scope and sequence of curriculum
- Choice, opportunity, and availability for students
- Impact on electives
- Impact on courses with lab periods

7

What considerations are important to us when creating a schedule?

- Start and end times
- Length of periods
- Number of instructional periods per day
- Number of total courses a student can take
- Order of periods
- Length of lunch period
- Common planning and academic support time

8

Timeline and Professional Learning

Timeline Details and Commitment to Professional Learning/Preparation

- Fall 2016 Results of HS staff schedule survey presented to HS leadership team (LT)
LT continues work on assessment and workload
- Feb 2017 Faculty Meeting: Presentation of results of HS schedule process, survey results, and preview of schedule models
Community education about schedule change process
Departments discuss schedule options
Present process and timeline to School Committee

Timeline and Professional Learning (cont)

- Feb/Mar 2017 Departments discuss schedule options
Advisory discussions & survey students about schedule options
Survey parents/guardians about schedule options
LT & CO review and discuss survey data
- Mar/April 2017 Parent/guardian and student focus groups
Return to HS Faculty with models for discussion
- Fall 2017 LT & CO decide on HS schedule to pilot
- 2017-2018 Professional collaborative work, including community education, to prepare for HS schedule pilot in 2018-2019



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

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

Aligning Mathematics Teaching & Learning

Deborah Bookis, Assistant Superintendent for Teaching and Learning

Heather Haines, Elementary Mathematics Curriculum Specialist/Coach

Phil Stameris, Junior High Mathematics Department Leader

Bill Noeth, Mathematics Regional Department Leader

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Aligning our Mathematics Teaching and Learning

We believe that eliminating the test to place out of 7th grade mathematics more closely aligns our structures and processes with our district stated values and outcomes for student learning.

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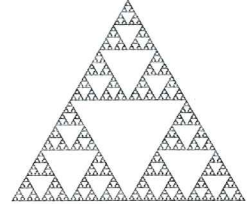
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What is mathematics?

Mathematics is . . .

- the abstract science of number, quantity, and space.
- the logic of shape, quantity, and arrangement.
- the study of patterns - a set of ideas, connections and relationships
- the development of a problem solving “habit of mind”

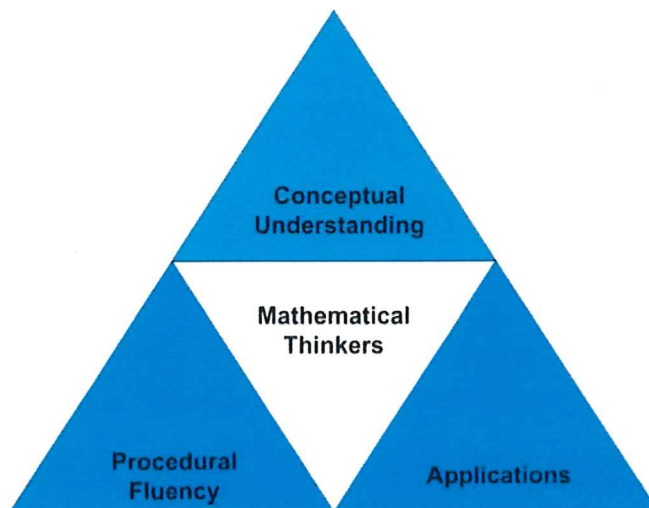


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What do mathematicians do?



“A mathematician, like a painter or a poet, is a maker of patterns.” -GH Hardy

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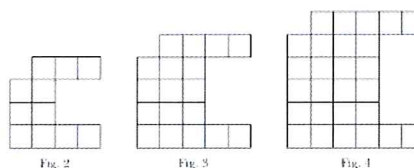
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Professor Jo Boaler



Negative Space Task



1. What would figure 100 look like?
2. Imagine you could continue your pattern backward. How many tiles would there be in Figure -1? (That's figure negative one, whatever that means!)
3. What would Figure -1 look like?

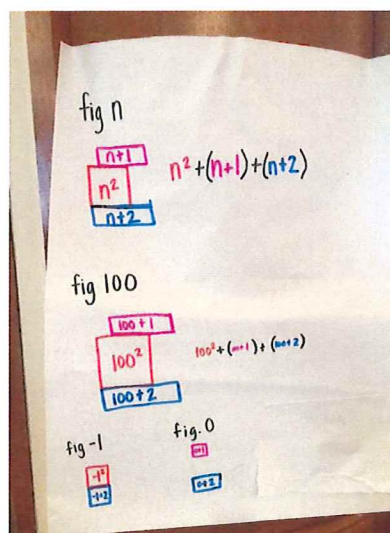
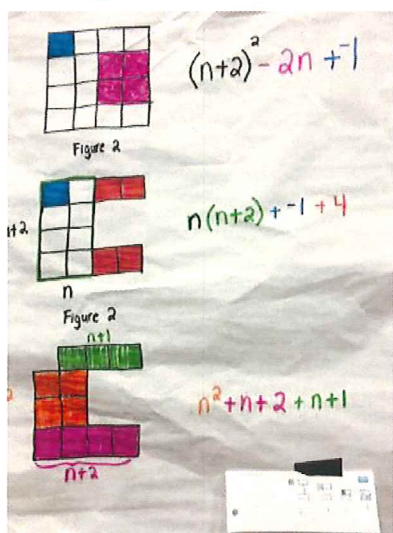
Source: Adapted from Carlos Cabana.

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Multiple Solutions

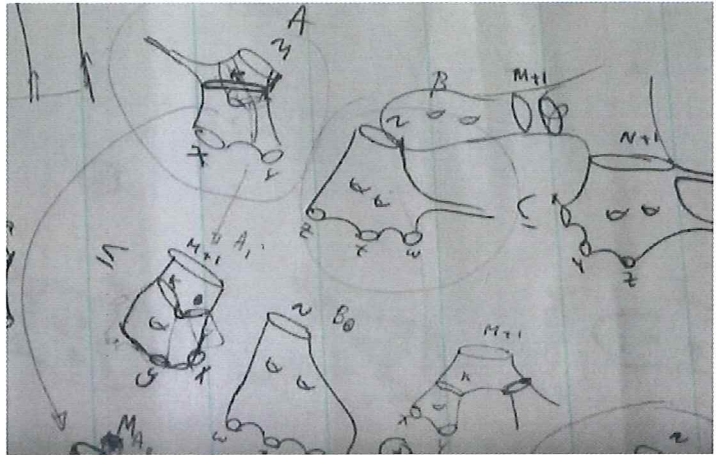
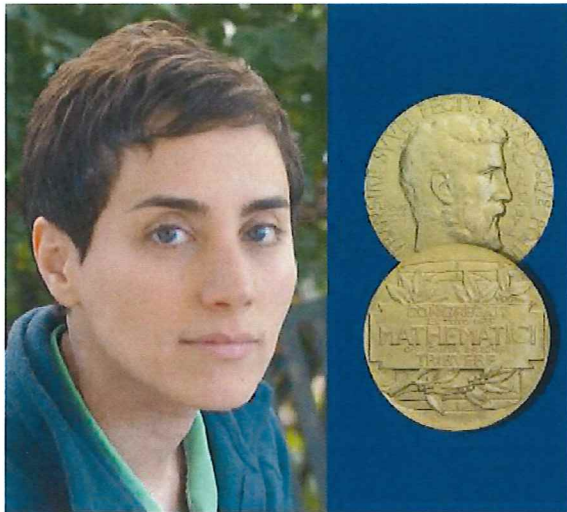


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Dr. Maryam Mirzakhani



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Data that informed decision

One Test

Inconsistent with our Administrative Statement on Standardized Testing

Achievement on **a** test is not necessarily an indicator that a student possesses the depth of conceptual understanding, procedural fluency and skill application for acceleration

Not the original intent of the test

"Test" prep course and student absenteeism

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Data that informed decision

Impact on Learning

Increased number of students who have already “learned” the material

Classes of students already represent range of abilities

Enrichment can take the form of extending and applying learning

- New summer offering
- MathCounts (school year and summer)

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Data that informed decision

Access and Wellness

Non-test takers: access

Tears and expressed worry: wellness

Number of students

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Data that informed decision

Student Junior School Experience

Separated from peers (Math/Field Trips/Activities)

Expected maturity

Missed class time (Schedules changes/MCAS)

Team Flexibility (1st period locked)

Potential for loss of World Language choice

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Data that informed decision

Student Junior School Experience

Positive Mathematics Classroom Norms from Jo Boaler

Everyone can learn mathematics to the highest levels.

Mistakes are valuable

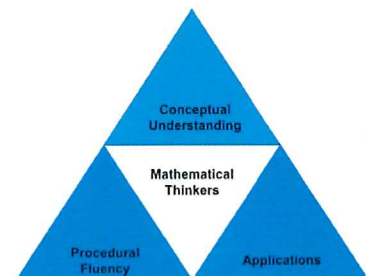
Questions are really important

Mathematics is about creativity and making sense

Mathematics is about connections and communicating

Depth is much more important than speed

Mathematics class is about learning not performing



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Data that informed decision

Our Student Trajectories

Graduating Class	# of Students	Grade 12 No Math (These students received B's the year before)	Grade 12 Harvard Course	Grade 12 Independent Study	Grade 12 Other
Class of 2013	6	3		3	
Class of 2014	2	1		1 (1/2 year)	
Class of 2015	5	3		1	1 no math in grade 10
Class of 2016	8	2	4	2 (1/2 year)	
Class of 2017	9	3	4	Offered but no students availed themselves	2 BC Calc due to lower grades
Class of 2018	7				
Class of 2019	11				
Class of 2020	7				

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Data that informed decision

Student High School Experience

No mathematics senior year in high school or take a Harvard Extension class.

For some students - no mathematics for 15 months before Multivariable Calculus in college.

Two of these options don't "get students ahead at all" in the end, even taking the Harvard Extension class is no guarantee that their college honors it.

Students with fewer mathematics courses taken in high school will have their weighted grade point average LEAST influenced by performance in what may be their strongest subject.

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Data that informed decision

Surrounding & Comparable Districts

No Skipping	Rare case-by-case	Several Data Points	Outside of School
<p>Brookline Carlisle Newton</p>	<p>Bedford - year-end exam, interview, higher order thinking skills, problem solving ability Arlington - faculty recommendations, 3 years of MCAS data, determination of emotional maturity, teacher recommended assessment - at grade 5 Chelmsford - rare and on a case-by-case basis Lexington - can only accelerate once they reach HS. Must put together portfolio of outside work. Sudbury - No formal process. Cannot take class at HS. Accelerated students have done independent study Wayland - Cannot take class at HS. No formal process. Accelerated students have done independent study Westford - rare on a case-by-case basis</p>	<p>Concord - Students wanting to skip take all unit tests, midyear, chapter assessments, continental math league, and have teacher recommendations</p>	<p>Amherst - students can take after school geometry class in middle grades Winchester - No middle school students can take courses at HS. Students can take extra math outside of school</p>

Blue denotes comparable communities

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Data that informed decision



- ACT National Curriculum Survey
- MAA/NCTM Joint Statement on Calculus
- UPenn Mathematics Assessments for Incoming Freshman

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Data that informed decision

Incorrect

Question 8

0 / 1 pts

A certain cake recipe produces $\frac{2}{3}$ pound of cake batter and feeds 1. If you prepare 1.75 pounds of cake batter, how many servings do you expect to produce?

 27.8 2.4444... 2.3 10.5 I don't know how to do this problem.

“...students are arriving at college with more semesters of calculus on their transcripts and a less solid grasp of everything they have learned along the way.”

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Data that informed decision

Incorrect

Question 10

0 / 1 pts

Simplify $8 \log_2 3$.

 2 8 9 27 I don't know how to do this problem.

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Rigor

Rigor does not mean harder (*frustration*) or longer (*imbalance*) or more (*stress*)

Rigor resides in the **energy** and **attention** that is given to the task.

Relevance is the foundation of rigor.

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Rigorous Mathematics Learning

Learning experiences that involve rigor	Experiences that do NOT involve rigor
Challenge students	Are more difficult without purpose (ie adding 7ths and 15ths w/o context)
Require effort and tenacity by students	Require minimal effort
Focus on quality (rich tasks)	Focus on quantity (more pages)
Include entry points and extensions for all students	Offer a single entry point with few extensions
Are not always tidy and can have multiple paths to possible solutions	Are scripted with a neat path to a solution
Provide connections to mathematical ideas	Do not connect to other mathematical ideas
Contain rich mathematics that is relevant to students	Contain routine procedures with little relevance
Develop strategic and flexible thinking	Follow a rote procedure
Encourage reasoning and sense making	Require memorization of rules and procedures without understanding
Expect students to be actively involved in their own learning	Often involve teachers doing the work while students watch

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Aligning our Mathematics Teaching and Learning

2015-2016

Eliminated previewing courses in summer school

Eliminated placement test in grade 6 based on five years of teacher recommendations

2016-2017

Eliminating the test to place out of 7th grade mathematics

Decoupling mathematics and science at grade 9

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Aligning our Mathematics Teaching and Learning

Mathematics, at its core, is about visualizing patterns and creating solution paths that others can see, discuss and critique.

Thank you.



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ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

**District Master Plan Review Committee (DMPRC) Meeting
Minutes (approved 2/8/17)**

Library
R.J. Grey Junior High School

January 25, 2017
7:00 p.m.

Members Present: Marie Altieri*, Peter Berry, Glenn Brand*, Mary Brolin, Jason Cole, JD Head*, Melissa Hubbell*, Adam Klein, Leah Lally, Vanessa Mann*, Matt Mehler, Kathleen Neville, Lynne Newman*, Kristina Rychlik (7:30 p.m.), Andrew Shen*, Chris Whitbeck*

Absent: Deborah Bookis*, Jack Kline, Amy Krishnamurthy, Jon Roland

Others: Beth Petr **ex-officio member*

1. Chair Mary Brolin called the subcommittee to order at 7:00 p.m.
2. **Approval of Minutes** – meeting minutes of 1/17/17 were approved as amended.
3. **Revised Timeline**
Dr. Brand had a call with the MSBA recently and they are going to phase in projects that are approved. If invited, we would have 90 days, so the School Committee would have to give the MSBA a decision by July 1. The DMPRC would need to present to School Committee at their meeting on June 8th so materials would be needed by June 1st. DMPRC outreach presentations would be done over April and May, later than our original timeline, which is great.
4. **Review of Dore & Whittier's Master Planning Proposed Options**
 - 4.1. Dore & Whittier Phase II Final Report 12/8/16
 - 4.1.1. Principals' Workshops #1(pages E-2-1 – E-2-3) and #2 (pages E-4-1 – E-4-2)
 - 4.1.2. Advantages and Disadvantages of Short List Options, Visioning Session #3 (pages E-5-1 – E-5-5)
 - 4.2. Public comments on Short List Options from Final Presentation on 12/8/16
 - 4.3. Research on Grade Configuration Memo, Deborah Bookis, 11/17/16 School Committee meeting
 - 4.4. Acton Senior Center Expansion Report, January 2009, Appendix C: Site Selection Report page 26

Kristina Rychlik suggested that the DMPRC consider changing their charge from recommending “*which of the various options should be pursued*” to “*which of the options should be off the table*”. The committee discussed whether presenting all 6 options, plus an option N of doing only the Capital Improvement Plan (CIP) is too many to effectively present to the community. Alternatively, if DMPRC decides to drop any, then the community is not making the decision about reductions. Another version would be for the DMPRC to reduce the options and then the community would decide to present all of them, or reduce the number further.

Dr. Brand noted that some communities have much clearer situations where they are just replacing one school. We have a bigger situation with multiple schools, multiple levels, multiple sites and this makes it more complicated with many questions that the community will want to weigh in on. The MSBA will want to know if we are interested in more than just the Douglas School work.

The committee discussed if it was possible to start trimming the list of options. Gates Principal Lynne Newman and several others wanted to delete Option E because they disliked having 3 schools in one building. Jason Cole and Douglas Principal Chris Whitbeck advocated for keeping all 7 options up for consideration at this time.

Dr. Brand said that there are this many options because the working group tried to represent different needs. If we are invited into the MSBA process at this time though, it would be for the Douglas School and for the

Conant and Gates Schools secondarily. If the Junior High emerges as an option of interest, the District would have to withdraw the current MSBA application because we applied for an elementary school. A new application would have to be submitted later this year and that process would begin again.

The elementary schools are not in support of the grade 6-8 model for reasons listed in the report. JD Head would drop options I, L, and E, although he said option E (triple school) had support at the 12/8/17 community meeting with Dore & Whittier, so it should probably be kept. Option E is also the quickest to complete. Transportation and traffic studies have not been done at this stage.

Peter Berry noted that if we apply for Douglas, none of these options have Douglas as priority 1. Option C has one of the 2 schools that could be Douglas. Dr. Brand said that the MSBA would see consolidation as priority as long as it was for elementary school. Adam Klein suggested eliminating Options N and L. He felt that L may confuse the message if both are kept. He prefers to drive the community discussion between viable options and those that are not so viable. Jason Cole also wants to take off Option L. Marie Altieri noted because option L is spread out, current enrollment would be known and could be built for. CIP only (for Douglas) is very different from option L, cost wise. CIP provides the same space that we currently have. Keeping option N means we explain clearly what this choice would be to the community.

The issue about referring to options generally using their location addresses, as opposed to current school names was discussed again. As information goes out to the public, members need to be very clear about how we plan to do this as this. It will become somewhat emotional for people. A statement from the Administration about how the programs will be handled will be needed. Mary thinks all of the elementary programs should go through a process because members need to be able to communicate the steps clearly to the community. The MSBA plans refer to school names as the properties, not programs.

Kristina Rychlik noted that Option C will require \$3 million for temporary space while work is being done (see back of page). Details like this need to be included in evaluations.

Mary reemphasized that it seems that the group wants to give the community as much chance to decide between the options, but 7 are too many. Some would like to remove E but it needs to stay. She asked if the 2 to drop before going to the community are Options I and L.

Andrew Shen is prepared for Option I (RJ Grey becomes grades 6-8) to be deleted, but he asked for a bit of process and discussion with the subcommittee. When the district entered the process, it was about space and buildings, “bricks and mortar” (regarding the elementary schools), but as it went on it became a discussion of why we do what we do educationally. If building space will be changed, people want to use it as a chance to think about new things, but to start over with the MSBA is a big deal so he would understand that point. He wants a process to make that decision, not purely logistics. There were a lot of conversations about pros and cons about how the district operates. Andrew doesn't want people to confuse what we know best with what we do best. Are 6th graders better served in an elementary model or middle school? He would like to discuss that, as well as things like the value of a school with only two grades, where students are always in transition. The decisions being made will create a 40-50 year model, although Andrew agreed that the group has to weigh some philosophical issues with practical ones. JD Head added that the district will definitely have space issues in 14 years that will need addressing.

Matt Mehler emphasized the topic of educational philosophy and how the body of knowledge is completely mixed on issues like Kindergarten Centers and 6th graders. He has spent a lot of time researching what is best for kids, but it is not clear. Much of the research was done in large urban cities. The Committee agreed that this topic is important, but not black and white.

Kristina Rychlik questioned if the committee has “the luxury of time” to discuss some of the points that some members brought up. She has looked at Deb Bookis' educational research and feels that the buildings seem to drive the results to some degree and it's not definitive.

Mary Brolin proposed assigning each option to a small group of committee members to flesh out the details. After much discussion about whether or not to keep Option L in the plan, it was agreed to keep it in for now. If L is eliminated, M is the only option that keeps 6 elementary programs. With L removed, every option has a twin or triple school, except I. There is feedback that this larger building is not ideal. L is expensive and long term with no new buildings at the end. Option I may also be one that is removed later.

Marie Altieri suggested that if we call “CIP only” our Option N, would we want to present a combination of Options L and N, perhaps phase I of Option L at \$52 M and CIP only for Gates and Conant. CIP only does not give enough space for the students that we know we will have. It could be presented to the community as, “if you want the cheapest option, this combination is what it would be.” JD Head noted that CIP only would be more expensive because there would be no state funding partnership, and no room for growth. It does not solve the space needs.

Glenn Brand explained that the District is just starting to define the District’s Master Capital Plan and it will not be done by June. He reminded the committee that their work is about signaling to the MSBA what options have no interest from the community. The first commitment by the two towns in the Fall (at the Special Town Meetings) could lead to a project that doesn’t get passed. He referred to the process as an evolution. A question was asked if Boxborough has a study about available land. Acton’s study was included in the meeting materials (see email from Peter Ashton).

It was agreed that members will research and complete the template for each option. After reviewing them all, members will decide if all or only some will move on to the community presentations.

5. Plan and Assignments for Research and Outreach

The Committee discussed areas of homework:

1. Storyboard/template used for each option: Jason, Glenn and Mary
2. Fleshing out the options (including coming up with clear/descriptive names for each):
 - a. Option D: Marie, JD and Lynne
 - b. Option M: Chris and Melissa
 - c. Option C: Leah and Vanessa
 - d. Option I: Adam, Matt and Andrew
 - e. Option L: Katie, Jack and Jon
 - f. Status Quo: JD, Mary and Glenn
3. Outreach and Feedback Plan – When are local groups meeting (or when would specific forums be planned) and who can speak at them: Kristina, Katie and Peter
4. Frequently Asked Questions – Everyone as questions/comments/topics come up
5. Educational research: Matt and Deb

Marie shared the list used by the Working Group to rate the options. This list was compared to Jon’s page (in his absence). Beth will scan and distribute the Working Group list to members. Kristina noted that under the site restriction analysis, many areas are listed that were not studied as part of this project.

6. Future Meeting Schedule – Wed, Feb 8 at 7:00 p.m. in the Jr High

The DMPRC was adjourned at 8:45 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: See agenda, memo dated 1/6/17 (revised 1/17/17 for members), Dore & Whittier Evaluation Criteria Definitions and Rating of Options (6 pages)

**District Master Plan Review Committee (DMPRC) Meeting
MINUTES (approved 2/15/17)**

Science Classroom 405
R.J. Grey Junior High School

February 8, 2017
7:00 p.m.

Members Present: Marie Altieri*, Peter Berry, Deborah Bookis*, Glenn Brand*, Mary Brolin, Jason Cole, JD Head*, Melissa Hubbell*, Adam Klein, Jack Kline, Amy Krishnamurthy, Leah Lally, Vanessa Mann*, Matt Mehler, Kathleen Neville, Lynne Newman*, Kristina Rychlik, Andrew Shen*, Chris Whitbeck*

Absent: Jon Roland

Others: Beth Petr **ex-officio member*

1. Chair Mary Brolin called the subcommittee to order at 7:05 p.m.
2. **Approval of Minutes** – meeting minutes of 1/25/17 were approved.
3. **Updates on Assignments for Research and Outreach**
 - 3.1. Storyboard/Template – *Jason, Glenn and Mary*

It was agreed that having a script for the presentations to ensure accuracy and consistency was important. Notes feature on slides is also a good idea.
 - 3.2. Review of Options via template:
 - 3.2.1. Leah & Vanessa reviewed **Option C (New Twin School at Gates, ECC Reno/Add at Conant)**

People will want to know if the Douglas building will be torn down as part of this. That is not part of the cost estimate. More research needs to be done before some of these decisions are made. For each option, it was suggested that the location of the Central Office be specified. Someone felt that having the Early Childhood Center at Conant was a “con”. There are questions about whether the spreadsheet includes modular costs for a year or not. The MSBA does not reimburse for that kind of expense. There are many similarities between Options C and D, including that they are grades 1-6 and all kindergarteners go to Early Childhood Center (ECC).
 - 3.2.2. Marie, JD & Lynne reviewed **Option D (New Twin School at Gates – one side ECC & other side Grade 1-6 School, New School at Douglas or possibly Conant)**

There is some confusion about Option C vs D, particularly how Conant and Douglas are involved. Pulling all Kindergarteners out of the elementary schools, right sizes all of the other schools, with them being able to stay at 3 sections in every grade. The second phase could be at the Conant site, not Douglas site. An ECC could be designed specifically for pre K and K. JD Head talked about CASE transporting our preschoolers with special needs. This could be significant savings. We need to confirm these details before mentioning to the public.

Melissa Hubble hesitates to ask taxpayers to pay for a new school, and then tell them they have to pay to send their child to it for All Day Kindergarten (ADK). This was understandable but taxpayers cannot be asked to fund ADK for all students. School Committee has talked a lot about this, but the point was made that if the district is planning a 50 year building, it should have the space for universal all-day kindergarten. The MSBA is also now requiring this.

The financial analysis will not be final when the DMPRC goes out to the public, or even in time for the Special Town Meetings in the fall. The public must be told this, and a list of these unknowns should be kept.

Marie explained that an alternative possibility for option D is that Phase 2 could be a renovation of Conant instead of a new school at Douglas. This could be a less expensive option. Jason questioned why the change of focus for this option. Marie explained that Dore & Whittier said that phase 2 could be on the Douglas site or the Conant site. They just listed Douglas in the option. Members should be clear to the community that some pieces may change half way through the process, as plans are communicated to the public during this first stage. There are many variables now. If a plan is multi-phased, there are multiple times that a focus could change.

The Committee needs to decide whether to present Dore & Whittier's version, or Marie/JD's version of Option D (or a corollary to C?). Vanessa noted that this would give preschoolers a new building, and elementary students would have to wait, although it does take all preschoolers out of all of the elementary schools, providing relief there. There is a question if the district can participate in an accelerated repair program while also receiving MSBA funding.

Mary is concerned about "over promising" to the community. Dr. Brand reminded the Committee that they are not trying to figure out the entire Master Plan right now. He felt Option D is a good one to hover around now. DMPCRC needs to find out if there is interest in a PreK Center. If there is, then the MSBA can be asked to help us look into the details. Several members remarked on the advantage of having older students reading and interacting with the kindergarten students currently in the same building. An ECC would also mean our youngest students changing schools after only a year or two.

Chris Whitbeck added that when you are removing an elementary school, two programs are actually lost. You lose the first one and the other one that has to absorb it, also changes. Mary suggested that when this transformation happens, all of the schools will need to review their programs and approaches at the same time. She felt that this would benefit all of them because they all do some things differently. Katie said that consolidation plays very differently in Boxborough because they are less invested in the Acton choices.

There was disagreement about whether the Committee should talk about programs at this stage, noting that philosophies can be moved into different buildings.

FAQ: How many school philosophies and programs will there be with the new plans?

3.2.3. Mary & Amy = E – *next time*

3.2.4. Adam, Matt & Andrew = I - *next time*

3.2.5. Katie, Jack & Jon = L - *next time*

3.2.6. Chris & Melissa reviewed **Option M (New Twin School at Gates, New School at Douglas)**

In a sense you are building a new campus with this option, referred to as "Edge".

The grid (with a 30% reimbursement estimate) shows that option L is the most expensive, with M and I close behind. (See revised "Planning Level Cost Estimates for Short List Options" page dated 2/15/17 with Option M costs corrected to total \$263M.)

Considering the Parker Damon Building, dismissal is very tough traffic wise when both school dismiss at the same time. Lunchtime is similarly congested. These issues must be considered. Would it be different for an ECC and one elementary school? JD cautioned about changing the site outside of the building, because it has to be capped at 8% due to state reimbursement. An important future negotiation will take place about how much will be shared and not shared in a twin (or larger school).

3.2.7. JD, Mary & Glenn = status quo – *next time*

The Committee briefly discussed the Acton/Boxborough home town guarantee and if it would be in place forever, and how Boxborough residents may view some aspects of the plans. It was agreed that the

Committee should work on what is best for the school district first, then consider the Acton and Boxborough views that may exist. This should not be used as a way to eliminate an option at this time. Both towns have to approve any proposal at Special Town Meetings and then again at their ballot boxes.

The Committee agreed that Options C, D and M should go out to the community. The other options will be considered at the next meeting.

3.3. Outreach and Feedback Plan – *Kristina, Katie & Peter*

Kristina outlined a number of proposed presentations to various groups in Acton and Boxborough. It was discussed whether it was better to have one or two large forums for all school parent/guardians or do them by school. There will also be one for preschool parents, Council on Aging and for staff. (See list) There is a League of Women Voters meeting on March 7 that Kristina might be able to present at. Some individuals might want to do coffees on their own.

The committee discussed how to share and record feedback. A presentation could be taped and input could be provided online. A website could be created for the presentation. People could watch it, then come to a meeting to discuss. Getting feedback is part of the charge of the committee to see if any of the options can be eliminated.

It was agreed that school staff feedback is very important, but it was not agreed on the best way to appropriately solicit it. The ECC is an example of something that the public will want to know how the staff feels about it. Dr. Brand believes that the ECC does hold relevance in the staff's opinion. The committee discussed what they want to ask the teachers. Maybe the actual options should not be discussed, but focus questions could be used.

Target groups will be used to promote the forums, as well as the Beacon and lists. Send groups and contact info to Kristina. Babysitting at the Fall Special Town Meetings will be important. Mary will help Jason and Kristina prepare the presentation, which will be given to the Outreach group.

3.4. Frequently Asked Questions – *Mary & Beth - next time*

3.5. Educational Research – *JD, Mary & Glenn - next time*

4. **Anticipated MSBA reimbursement rate discussion** – *next time*

5. **Timeline Review**

5.1. A new google internal DMPRC online calendar should be accessible to DMPRC members now.

5.2. The Administration expects to have a decision about being invited into the MSBA funding program after the meeting on February 15th. If invited, our clock would start on April 3rd, and they would need to know which options have been eliminated by July 1st. DMPRC will present to School Committee at their June 8th meeting (materials ready by June 1st), then vote at the June 22nd School Committee meeting. Andrew asked for confirmation that if we are invited, would we stop exploring Option I (expansion of the Junior High) because the district would be tied to building an elementary school as a priority. Could Option I work if the priorities are flipped? Andrew will review that question for the next DMPRC meeting. The Administration has told the state that the Douglas School is in significant need and is our top priority. If we changed priority to the Junior High, we would have to start the whole process with a new Statement of Interest.

6. **Future Meetings:** 7:30 p.m. on Wed, Feb 15, 7 p.m. on Wed, March 1 and Wed, March 8 (if needed)

The DMPRC adjourned at 9:00 p.m.

Respectfully submitted,

Beth Petr

List of Documents Used: see agenda

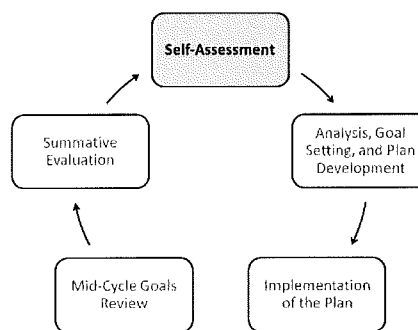
Guidance for Conducting the Evaluation Process

School committees and superintendents should seriously consider an orientation process before launching Step 1 of the five-step evaluation cycle, especially in the first years of its use.⁹ The chair and superintendent should ensure that every member receives a copy of the Implementation Guide including the End-of-Cycle Summative Evaluation Report and the rubric. All committee members and the superintendent need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

Step 1 of the Cycle: Superintendent's Self-Assessment

1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and Indicators. The superintendent examines a wide range of evidence and consults with the district's administrative leadership team of district administrators and principals and others.



2. The superintendent identifies professional practice and student learning goals.¹⁰

The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The superintendent drafts two to four district improvement goals.

In consultation with others, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. The superintendent combines the goals into a draft Superintendent's Annual Plan to propose to the school committee.

⁹ For a summary of superintendent and school committee responsibilities in the superintendent evaluation process, see Appendix C for school committees and Appendix D for superintendents.

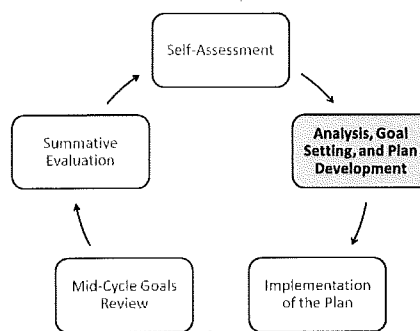
¹⁰ Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

Step 2 of the Cycle: Analysis, Goal Setting, and Superintendent Plan Development Meeting

Each of the following steps takes place at a public meeting.

1. The superintendent and school committee review the rubric.

The superintendent and school committee review the rubric that describes the Standards and Indicators for effective superintendent practice at four levels of performance. The purpose of this joint review is to help the superintendent and school committee members clarify roles, responsibilities, and expectations.¹¹



The focus of the rubric review is on the elements within each indicator. In collaboration with the superintendent, the committee asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the local district context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the superintendent? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

2. The superintendent presents the proposed superintendent's plan to the school committee.

The superintendent meets with the school committee to present:

- Proposed professional practice and student learning goals
- Proposed district improvement goals
- Key actions, timelines, and benchmarks the superintendent proposes be gathered for the evaluation process

¹¹ Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals the school committee determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the superintendent's performance ratings on each standard and overall, as well as the rating of the superintendent's overall impact on student learning gains: *low*, *moderate*, or *high*.¹²

In addition, the school committee and superintendent discuss what district improvement goals will focus district work in the year ahead. The school committee adopts district improvement goals with key strategies, timelines, and benchmarks for assessing progress.

Once adopted, the district improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Superintendent's Annual Plan.

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

A note on establishing priorities among Standards: The regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

A note on multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

¹² The regulations require that by June 2012, ESE will issue guidance for districts for determining the districtwide measures that are to be used in rating each educator's impact on student learning as well as guidance on determining whether the impact is *low*, *moderate*, or *high*. When that guidance is issued, ESE will update this Implementation Guide to apply that guidance to the evaluation of superintendents.

Step 3 of the Cycle: Plan Implementation and Collection of Evidence

1. The superintendent implements the plan.

The superintendent, in collaboration with the school committee, implements the plan.

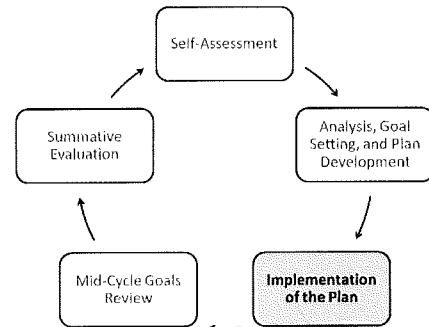
2. The superintendent and school committee members individually collect evidence.

Superintendent. The superintendent collects evidence described in the plan and other relevant evidence from three categories: (1) observations and artifacts of practice; (2) multiple measures of student learning, achievement, and growth; and (3) other relevant data, including (starting in 2013–14) student and staff survey data.¹³

School committee. The school committee reviews evidence described in the plan and other relevant evidence at a public meeting.

Examples of the evidence that may be most useful for superintendents and/or committee members to collect are included in the End-of-Cycle Summative Evaluation Report in Appendix B. For example, evidence may include:

- Mid-cycle and end-of-cycle reports on progress made on the goals
- School committee agendas, materials, and minutes
- Observations of the superintendent “in action” at school committee meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Superintendent’s analysis of educator practice and student learning goals
- Samples of leadership team agendas the superintendent selects
- Reports about student and staff performance

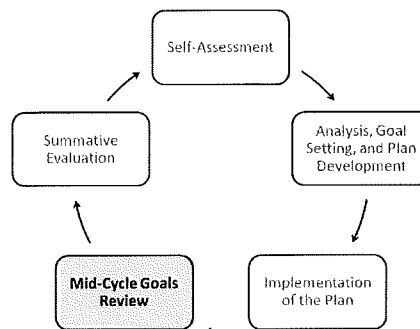


¹³ As noted in an earlier footnote, student and staff feedback are not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by June 2013.

Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

1. The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.



2. The school committee and superintendent review the progress report at a public meeting:

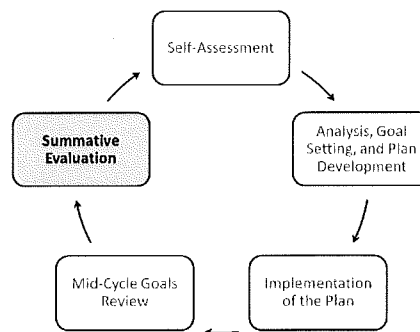
The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report¹⁴

1. The superintendent submits an End-of-Cycle Progress Report.

The superintendent prepares and submits to the school committee an assessment of:

- Progress on the goals
- Performance on each of the Standards
- Impact on student learning with data supporting the assessment



¹⁴ Appendix E offers a detailed step-by-step guide to conducting the end-of-cycle performance review.

2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report.

Each committee member reviews the evidence and report prepared by the superintendent as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals
- A rating of the superintendent's performance on each of the Standards
- An overall rating of the superintendent's performance
- A rating of the superintendent's impact on student learning gains¹⁵

3. The school committee chair drafts an End-of-Cycle Summative Evaluation Report.

The school committee chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final End-of-Cycle Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts an End-of-Cycle Summative Evaluation Report.

A Note on using the End-of-Cycle Summative Evaluation Report form:¹⁶

The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and match each to one of the four Standards of performance.
- The superintendent and/or chair annotate the End-of-Cycle Summative Evaluation Report to reflect goals, Standards and/or Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual End-of-Cycle Summative Evaluation Reports.
- The school committee chair uses it to draft a composite End-of-Cycle Summative Evaluation Report
- The school committee chair or designee record the End-of-Cycle Summative Evaluation Report adopted by the school committee.
- In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

¹⁵ As noted in the Overview, a rating of *low*, *moderate*, or *high* will be based on trends and patterns in student learning gains based on districtwide measures of student learning. ESE will be providing guidance by June 2012 about how to complete this part of the evaluation rating.

¹⁶ The End-of-Cycle Report Form appears as Appendix B

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: February 10, 2017
Re: Superintendent's 2016-17 Goals – Mid Year Report

In September 2016, I provided the School Committee with an overview of a number of performance goals that would span the 2016-17 school year. As a Committee you approved these goals at your regularly scheduled meeting on September 15, 2016.

As you will recall, these goals were both ambitious and extensive in their scope and potential impact on the District. Despite the fact that these last five months have included unforeseen challenges that our entire school system has had to endure, I am generally pleased with the progress that has been made in these areas.

In the document below I have provided you with a restatement of the original goal(s) along with an additional column that provides information around various activities and action-steps to-date as we are at the mid-year point.

I. Professional Practice

My particular area of focus under *Professional Practice* centered around an effort to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools. Two specific efforts to support this include the implementation of a Superintendent's Council that is comprised of staff representing almost all departments throughout the district as well as offering staff coffees to promote two-way communication.

Goal I. A. Implementation of a Superintendent's Council

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff	<ul style="list-style-type: none"> • A council that includes representation from all parts of the district. • Regularly kept minutes and agendas that provide accessible information to the entire staff community. • An improvement in staff feedback regarding the Superintendent's 	<ul style="list-style-type: none"> • General call for staff interested in serving on the Council went out in October • Meetings scheduled for the following dates: November 17; January 12; March 16 and May 18 • Meetings have been held November 17

throughout the district.	accessibility and presence throughout the district.	& January 12 <ul style="list-style-type: none"> Minutes from the meetings were taken and distributed to staff
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
I.A.i.	Original email announcement & call for volunteers
I.A.ii.	List of Superintendent Council Members
I.A.iii.	Minutes of November 17 Meeting
I.A.iv.	Minutes of January 12 Meeting
I.A.v.	Superintendent's Coffee Emails

II. Student Learning Goal

II. A. Implementation of Massachusetts Tiered System of Supports (Two-Year Goal 2016/17 & 2017-18)

This is an offshoot of my Student Learning Goal during the 2015-16 school year that examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that, as a district, we have a wide variety of approaches and gaps in these areas, and a more unified system level response would provide far greater opportunities for district-wide success.

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

This goal, also formalized within our new strategic plan, is a multi-year goal and extensive work has begun this year to establish the foundation for the implantation of MTSS in the 2018-19 school year. This year, work centers on completing a district self-assessment. We are moving toward more formalized learning about MTSS during the remainder of this year.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> • Multiple ways that students who struggle to learn can receive help. • Consistent process across the district to identify gaps in learning. • Provide systematic general education interventions. • Develop a coherent system that establishes the ability to monitor student progress when students don't learn. 	<ul style="list-style-type: none"> • In November, district leaders from counseling, special education & curriculum met to complete a MTSS self-assessment. • In December, Dr. Stevan Kukic & Dr. George Batsche (MTSS Consultants) visited the district to explore key questions from the self-assessment around six (6) areas: leadership, professional learning, collaboration, instruction, assessments, and supports & resources. • MTSS Consultants will return in March to begin capacity building with elementary principals around the MTSS framework. • MTSS self-assessment results will be shared in the spring.

*II. B. Assessing the Culture and Climate of Our School Communities
(Revision - Two-Year Goal 2016-17 & 2017-18)*

A powerful and important field of data centers on the state of the culture and climate of our school communities. The use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and principal level.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
With members of this year's <i>Superintendent Wellness Committee</i> , I will oversee a process during the 2016-17 school year to develop/select an instrument and process to capture information about the views around	<ul style="list-style-type: none"> • The recommendation of specific measurable areas that are believed important in generating an understanding of culture and climate in schools and departments. 	<ul style="list-style-type: none"> • Wellness Committee formed in the fall of 2016 • Work has begun to review various instruments and available survey tools

<p>school community climate and culture and present that information in a usable format, which can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> • The adoption of a tool that allows for the collection of data related to the agreed upon areas. • The establishment of a reporting process that makes available the information collected to all relevant stakeholders. • A template(s) that can help generate an action plan for school communities and departments to use as a guide for improvement planning related to culture and climate. 	
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
II.B.i.	Original Wellness Committee Memo (announcement & call for volunteers)
II.B.ii.	List of Wellness Committee Members

III. District Improvement

III. A. School Space & Capital Planning (Two-Year Goal 2016-17 & 2017-18)

The district is in the second phase of a capital study that will culminate in the Development of a *District Master Plan*, which was presented to the community in December 2016. Upon the completion of this report, the School Committee will need to identify capital and infrastructure related priorities.

Since September, work has continued to evolve in a number of areas spanning the short, medium and long-term capital planning. Some of the more pressing short-term needs identified from the Capital Improvement Plan (CIP) were advanced as part of the FY18 Budget proposal. With the ongoing support of our consultant Dore & Whittier, efforts continue to identify those more pressing items as part of the medium

term planning. Most recently, this includes a focus on developing ‘scope packages’ that will be available for the Committee in the spring to begin to consider for a possible financial strategy that involves future bonding (see item III.A. ii. attached).

Concurrent to all of this is the continual pursuit of our efforts around long-term planning through our recent application to the Massachusetts School Building Authority (MSBA) as we seek to enter the grant process and explore possibly funding for new construction or renovation.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Develop a comprehensive capital and infrastructure improvement plan that spans across short, medium and long-term goals.	<ul style="list-style-type: none"> • Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements. • By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan. • Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018. 	<ul style="list-style-type: none"> • District Master Plan Report presented to the School Committee in December 2016 • Short Term capital items identified and included in the FY18 budget proposal • Work continues to assemble a prioritization of items on the Capital Improvement Plan (CIP) • Dore & Whittier will provide a “scope package” list by March that will allow the Committee a better sense of the most critical needs and resources necessary to implement them • <i>District Master Plan Review Committee</i> (DMPRC) proposed to the School Committee in November and approved in December 2016

Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
III.A. i.	Update on Capital Improvement – FY18 Budget Saturday Document

III.A.ii.	Capital Improvement Plan Implementation Presentation
III.A.iii.	District Master Plan Working Group

III. B. Change in School Start Time Report

This goal centers on the formation of a committee (herein known as the School Start Time Committee). Originally, it was my thought that this committee would be able to report out to the School Committee by May 1; however I think it most likely that this report will have to be presented at the June 8, 2017 ABRSD School Committee meeting.

I want to remind the School Committee that this report will outline the various options, financial costs and other implications while also providing feedback from stakeholders throughout the community regarding the options. While this report will make recommendations to the School Committee, the Start Time Committee will not be selecting one specific option.

<i>Strategies</i>		<i>Outcomes</i>	<i>Mid-Year Status Update</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is adopted.	<ul style="list-style-type: none"> A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times. 	<ul style="list-style-type: none"> Small internal administrator working group met on October 7; November 16; December 15 to identify possible scheduling scenarios Invitation to staff to be a part of a Start Time Committee sent out in the fall. Start-Time Committee met on January 10 & February 7 Smaller subcommittees are now working collaboratively Outreach to the Acton and Boxborough community anticipated to begin towards the end of March or early April.
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.		

<i>Item</i>	<i>Description</i>
III.B.i.	School Start Time Committee Overview & Membership

III. C. Elementary School Funding Report

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

Work has been ongoing throughout the year to date that aims to unpack a rather complicated and long-standing set of practices in the district related to the use of various funding mechanisms for support staff in the district at the elementary level. Additionally, while there is long-standing reliance upon the use of classroom assistants throughout the district, there is not necessarily a coherent vision as to their use, level of need etc. As a result, it is challenging work that is taking considerable time to work through.

	<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
I.	Review the use of regular education classroom assistants and clarify their role, purpose and appropriate level of distribution across school settings.	<ul style="list-style-type: none"> • A clear district-wide vision of regular education classroom support across all schools in support of teaching and learning. • A coherent set of procedures that establish an appropriate allocation of classroom assistants by building. 	<ul style="list-style-type: none"> • Multiple (3) meetings held with the elementary principals and the Assistant Superintendent for Teaching & Learning; Assistant Superintendent for Student Services & the Deputy Superintendent. • Data is being gathered related to per-pupil expenditures for the last three fiscal years.
II.	Review funding mechanisms district-wide that provide financial resources at the elementary school level.	<ul style="list-style-type: none"> • An analysis of the funding streams and their contributions to staff and programs. • Recommendations that can be considered which respond to any notable inequities that impact teaching and learning services. 	<ul style="list-style-type: none"> • Financial data also being gathered and analyzed around PTO funding, Extended Day and Community Education programs.



A Message from the Superintendent

Glenn Brand <gbrand@abschools.org>
To: All Staff <allstaff@abschools.org>
Bcc: Karen Coll <kcoll@abschools.org>

Fri, Oct 14, 2016 at 10:02 AM

Greetings,

There are two items that I wanted to bring to your attention:

- * Invitation to "Coffee with the Superintendent"
- * Looking for Volunteers for the Superintendent's Council

Please see below for additional information.

Regards,

Glenn

Coffee with the Superintendent

As I indicated during my opening address this year, one of my primary goals is to focus on forging meaningful connections with staff throughout the district. One of the ways that I hope to do this is through Superintendent Coffees. I have established a number of dates for 'coffee' in the upcoming months, and the first one is scheduled for **Friday, October 21**, from **7:30 - 8:30 a.m.** I welcome the opportunity to have informal conversations with any staff about our district, our schools and the important work that we do. I would love to hear about something exciting that you are doing this year and learn more about what has gone well for you as you have gotten this year underway.

All coffees will take place in the Superintendent's conference room (Room 13) at the Administration Building.

Feel free to bring a friend along!

Superintendent Council

Looking for volunteers!

Another effort to establish stronger personal connections throughout our school system is the implementation of a council comprised of staff representing all nine schools and each major department across the district. It is my hope that the council will enhance two-way communication between my office and our staff throughout the district by providing accessible information for our entire staff community. Details include the following:

- * A total of four (4) meetings will be planned between November and June, on November 17; January 12; March 16 and May 18
- * All meetings will take place between 3:45 and 4:45 p.m.
- * Volunteers will be sought from each of our nine (9) schools (including pre-school)
- * Volunteers are also desired from the following departments: Community Education; Educational Technology; Facilities & Transportation; Finance; Food Services; Human Resources; Student Services; Teaching & Learning

If you are interested in volunteering please contact Karen Coll, Assistant to the Superintendent, at x3211 or at kcoll@abschools.org.

--

Glenn A. Brand, Ed.D.
Superintendent

FY17 Superintendent's Council	
Kelsea Boucher	Blanchard – Student Services
Erin Whyte	Blanchard - Teacher
Sheila Owen	Blanchard - Teacher
Kerrie French	Conant - Music teacher
Sally Hunt	Douglas - Teacher
Jenna Larrenaga	Douglas - Admin
June Montepeluso	Gates - Teacher
Jen Pratt	McT - Teacher
Christy Nealon	Merriam - Teacher
Carol Watson	RJ Grey - Teacher
Jodi Chu	HS - Counseling
Jen Gabel	HS - Counseling
Carol Moser-Wright	HS - Student Services
Catherine Centrella	Preschool - Teacher
Gay Prosnitz	Speech/Language
Anne Doble	Curriculum
Luanne Flood	Community Ed
Bernadette Keegan	Community Ed
Kate Murray	Community Ed
Peggy Harvey	EdTech
Tammy Costello	HR
Sally Cunningham	HR
Lynne Laramie	Student Services
Michael Eracleo	SRO
Keith Campbell	SRO
Lisa DaRosa	Transportation
Lee Tyler	Facilities

Superintendent's Council Meeting
November 17, 2016

Attending: Glenn Brand, Anne Doble, Carol Moser-Wright, Catherine Centrella, Christy Nealon, Erin Whyte, Gay Prosnitz, Jenna Larrenaga, Jen Gabel, Jen Pratt, Jodi Chu, June Montepeluso, Kelsea Boucher, Kerrie French, Lee Tyler, Lisa DaRosa, Lynne Laramie, Mike Eracleo, Peggy Harvey, Sally Cunningham, Sally Hunt, Sheila Owen

The meeting began with attendees introducing themselves and telling the group which schools or departments they represented.

Purpose of the Council: AB is a very large district (eight schools, a preschool, approximately 1,000 employees). The Superintendent's Council is an effort to bridge the distance across the district and to increase communication among the schools, departments and administration. Glenn plans to share information about things that are happening around the district, but is also looking for input from council members. We will keep notes of the meetings for members to share with their schools and departments.

Round Robin Check-In: Glenn noted that this fall has been a very difficult time in the district due to the recent suicides and deaths among AB students and parents. All of these families had been part of the communities at their elementary schools and beyond. Connections run deep throughout the district.

Comments included:

- High school counselors - an overwhelming time for students, and for staff who are trying to deal with their own feelings while helping their students. Mental health concerns continue on a daily basis; students and staff struggle to navigate feelings about the student deaths while also facing early college application deadlines and other issues. All of these issues are emotionally intense. It has been the most challenging year most have ever experienced.
- Elementary school staff - a variety of reactions. Some felt removed from the impact of the deaths - their students hadn't known those who had died and did not seem to feel the impact. However, concerns were shared that many parents were upset; staff weren't sure what was discussed in homes that might not be showing up at school. One who knew the family of one of the students who died went to the funeral; she saw many students there with their families and said it was hard to see former students struggling with these losses.
- Elementary schools dealt with the deaths in a variety of ways. At some, the staff had not discussed the issue as a group; at others, it was integrated into Professional Day activities. Teachers saw many students suffering from stress. Faculty were discussing ways to communicate their concerns to families about the stress they were seeing in

young children, especially as some families send children as young as five or six to academic enrichment programs.

- Blanchard, where faculty and graduates had personally known some of the families affected by the deaths, invited former students now in the junior high and high schools to come in to the school. Seeing how much the students enjoyed being there and seeing each other, staff school hope to repeat the reunion every year.
- Non school-based staff - it was mentioned that some, like many students, had first heard the news about the suicides on social media. This was a particularly difficult topic for some, given prior personal connections to someone who died by suicide. Unlike illnesses like cancer, which often elicit community support, mental illnesses often result in isolation at the very time that people need support. Another representative commented that most of the Curriculum specialists had come from school environments, and that they were not always sure whether or how to reach out to former students to offer support. Lisa DaRosa, representing Transportation, emphasized that staff there also need to be included in these conversations. They don't always read their emails and often don't have time to talk with each other, but they are frequently the first school district adult students see in the morning and the last one they see in the afternoon. She noted that the bus drivers have often known these children for many years (as she put it, "These kids are our kids"), and they need guidance about how to respond as students talk on the buses, as well as support dealing with their own personal feelings.

Glenn noted that we need to reflect on our experiences this fall in order to continue to improve our responses in the event of future issues. He shared some of the observations that had been discussed among senior district leaders, including:

- The challenge of managing the discrepancy between the immediacy of the social media through which many students learned of the deaths and the time gap before district leadership was able to communicate with staff and families. Official communications couldn't be sent out until families had determined what information they were willing to make public, and had given permission to share that information. Do we communicate with the district as a whole or limit official communication to the groups most affected, such as the schools of the deceased students and their siblings?
- Valuable prior planning by high school staff to develop a response protocol, including the Good Grief training program. We need to do more of that as a district, and Maria Trozzi will be returning on November 30 to train all principals and senior district leaders in the Good Grief process.
- The November 3 community presentation by psychologist Dr. Rob Evans was taped for the AB YouTube channel - you can link to it [here](#). Unfortunately, Maria Trozzi did not give AB permission to make her presentations available through our website.
- Moving forward, we are still recovering, and trying to determine exactly what that recovery will look like.

Employee Assistance: The Employee Assistance Program offers a variety of services that are available to all employees; program brochures were distributed.

Other Items of Interest: The School Committee requires that we convene two committees during the year, dealing with wellness and safety.

- Wellness Task Force: overview of committee composition and areas of focus was distributed.
 - Last year's focus - sleep deprivation and the impact on wellbeing. Prominent expert and local resident, Kirsty Kerin, was on the committee; you can link to a YouTube video of her September 3, 2016 presentation to the community [here](#), and to the committee's final report (available on our website) [here](#).
 - This year's focus - school culture and climate, ensuring that the culture is safe and comfortable for all. While relevant to recent difficulties, Glenn stated that he has long believed in the importance of culture and climate and the strength of these in places where we work and students go to school. The goal is to develop a tool to gather information about culture and climate, with a pilot by next spring and a district-wide survey next year. The task force will also review School Committee policies related to wellness.
- Safety Task Force: overview of committee composition and goals was distributed. Committee includes representatives of every building in the district.
 - Last year - began rollout of ALICE response program.
 - This year - identify ways to increase safety and emergency preparedness.
- School Start Times working group - based on outcome of last year's Wellness Task Force and a School Committee mandate that the district pursue options for altering start times.
 - Primary issues: busing/cost and athletic schedules. Other DCL schools also reviewing this issue.
 - Busing - AB is a complex district, geographically large, no community schools and an open enrollment policy that results in very high bus ridership. This is different from many other districts. The group is reviewing bus routing options and expects to identify several options with varying costs. These will be probably require a School Committee vote to approve expenditures. It is unlikely that any change will be implemented until Fall 2018, and it will probably not result in as large a shift in start times as many would hope (for example, we don't want elementary students waiting for buses in the dark hours of the morning).

Outreach: Glenn asked members to share these minutes with their groups/departments, and to bring issues they feel should be addressed to his attention.

Next Meetings: January 12, March 16, May 18.

Superintendent's Council Meeting
January 12, 2017

Attending: Glenn Brand, Anne Doble, Bernadette Keegan, Carol Moser-Wright, Catherine Centrella, Christy Nealon, Gay Prosnitz, Jenna Larrenaga, Jen Pratt, June Montepeluso, Kerrie French, Lee Tyler, Lisa DaRosa, Luanne Flood, Lynne Laramie, Mike Eracleo, Peggy Harvey, Sally Cunningham, Sally Hunt, Sheila Owen

Attendees introduced themselves, including the schools or departments they represented.

Recent Student Loss: Glenn began by saying that the most recent loss experienced by our school district affects not only the three schools with direct contact with the family but the entire district, and can cause shock, uncertainty and fear. AB already had a process in place and was as prepared as possible to support staff and students. We have close connections with a number of outside resources. Rob Evans of HRS and Larry Berkowitz of Riverside have worked with us, and Maria Trozzi, a founder of the Good Grief program, came back to speak to families on January 11. The crowd of mostly elementary families asked fewer questions of Ms. Trozzi than at her presentations last fall, and Glenn is also getting fewer calls and questions than previously.

Communication with the community regarding these losses has been a challenge, primarily due to the prevalence and immediacy of social media. Glenn has been strategizing with the principals, Student Services, and the crisis teams to formulate an approach for communication.

- We shouldn't focus on trying to "beat" social media to getting news out, but on a more deliberate approach to communication. In this case, the first step was to communicate with staff only at the schools directly involved with this family, despite a recognition that the district includes many people with cross-building ties. All of the affected staff were personally contacted by telephone, not through email, which took many hours.
- Because the information is already widely disseminated on social media, the decision was made to be direct in discussing the nature of the situation.

Comments included:

- Some people may find the subject of suicide so distressing that they avoid places where the topic might come up, including the Maria Trozzi presentations or even children's sports events.
- Would it be possible to bring speakers from Riverside or other organizations to speak with smaller groups? In large groups, people can keep asking basic questions or even try to assign blame as they work to grapple with these issues; this can be distressing to those who are closer to the situation.
- Kids, and adults, are supposed to feel safe in school. These events can create fear.
- At the HS, many found the negative feedback disturbing; the counseling staff was very helpful in this regard.

- Bus drivers often don't see their district email before hearing about issues from students on their buses. Information can't be sent to personal email addresses due to public records constraints. In this case, the drivers of the buses used by family members were notified in advance.
- Schools handled internal communications in varying ways. Some held early morning meetings to tell their staff in person. The high school in Harvard sent out an email to the entire community, as they share a crew team with AB.

Moving forward, the district is partnering with other community resources, such as ABUW, Danny's Place, local clergy and others in an effort to make mental health a community-wide conversation and to look for ways to support people who are struggling.

In situations as tragic as student suicide, we will never get the response completely right or positioned to meet everyone's desires. There will always be some who are unhappy, but we are working to develop standard language for staff to use in responding to questions and rumors, and responses to people who want to place blame on the schools.

Long Range Strategic Plan: Copies of the new strategic plan were distributed - link to it [here](#). The plan contains new Vision, Values and Mission statements, and is less extensive and more focused than the previous plan. This plan was developed by the District Leadership Team (DLT), a group of about 50 system administrators and teacher leaders. Input was drawn from the community through various mechanisms, including a large survey conducted last year.

Glenn pointed to the Values section, with its emphasis on Wellness that had been underway since last year. One of our major new initiatives, Challenge Success, is focused on issues of climate and culture. The hope is that the AB community will feel a sense of connection with the Vision, Values and Mission expressed in the plan, with the goal of ensuring that we are not a "system of schools" but rather a "school system."

School Start Time Committee: The *School Start Time Committee* was formed in response to the findings of last year's *Superintendent's Wellness Committee*, which had examined the relationship between sleep and health. Their final report, which you can link to [here](#), concluded that we should look into adjusting the start times at the JH and SH.

Our secondary schools start very early in the morning. The *School Start Time Committee* will look at options for a later start time for these schools. A small group of administrators met last fall to develop a list of potential start time scenarios prior to the launching of the larger committee, which includes stakeholders across age ranges, schools and departments. The committee is broken into four subgroups, focusing on scenario and option development; research and education; outreach; and communications. You can link to an overview of the committee's members and mission [here](#). The end result of the committee's work will be a report to the School Committee in May or June, outlining the options identified. The School Committee will need to approve any budgetary issues.

2017-2018 Budget Planning: Planning for next year's budget is well underway. The district's annual Budget Saturday, which Glenn described as the "story behind the budget," is January 21. The budget includes a few new proposed positions, primarily to continue the expansion of our Special Education and ELL programs to bring them into line with our district's needs. The demand for ELL services in particular is growing exponentially, and we continue to play catch-up in that area. Glenn noted that, as a regional school district, we cover many expenses that would be part of town budgets in single-town districts. There is a lot of additional information about the budget available on our website [here](#).

2017-2018 School Calendar: has been approved by the School Committee. You can link to it on our website [here](#).

Next Meetings: March 16 and May 18, at 3:45pm.



I. A. v.

Glenn Brand <gbrand@abschools.org>

Staff Coffees With the Superintendent

Glenn Brand <gbrand@abschools.org>

Tue, Jan 31, 2017 at 1:02 PM

To: All Staff <allstaff@abschools.org>

To All AB Employees.

As you might recall, one of the goals that I established earlier this year was to improve opportunities to connect with staff throughout the district, beyond my regular visits to schools each month. In support of this effort I scheduled a number of coffees as open time for any member of staff to come and visit in an informal setting.

I have now had three 'coffee hours' and, suffice it to say, I have a lot of coffee still left over!! Unfortunately, turnout has been limited; I would imagine that this is at least partly due to the challenge of schedules and travel to the Administration Building, where I have been holding them.

In an effort to try and respond to this, I have scheduled informal visits in all of our schools starting this week, and I hope you will consider stopping by to chat. I would also like to offer the same opportunity for other departments district-wide.

The schedule of these visits is as follows:

- McCarthy-Towne / Merriam - Thursday, February 2, from 7:30 - 8:30am in the PDB Faculty Room
- Gates - Friday, February 10, from 7:30 - 8:30am in the Faculty Room
- Conant - Monday, February 13, from 7:30 - 8:30am in the Conference Room
- ABRHS - Wednesday, February 15, from 2:30 - 3:30pm in Room 218E
- Douglas - Thursday, February 16, from 7:30 - 8:30am in the Faculty Room
- Blanchard - Friday, February 17, from 7:30 - 8:30am in the Library
- RJ Grey - Friday, February 17, from 11:00am - 12:00pm in the Faculty Room

Please note that these visits are entirely voluntary and open to any staff who wish to attend. I do not plan on coming with a specific agenda but rather welcome the chance to hear from staff regarding thoughts, concerns and things that might be on people's minds.

I look forward to talking with any and all of you who are able to stop by.

Thanks,

Glenn

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Glenn A. Brand, Ed.D.
Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, Massachusetts 01720
978.264.4700 ext. 3206
Twitter: @SuperABRSD

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Office of the Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
www.abschools.org

TO: Acton-Boxborough Regional School District Staff & Community
FROM: Glenn A. Brand
DATE: October 1, 2016
RE: Superintendent's Wellness Committee

With the current school year underway, it is time to begin planning for the 2016-17 *Superintendent's Wellness Committee*. This committee fulfills the district's obligation to have in place a school wellness advisory committee according to Massachusetts General Law 223, Chapter 111, 105 CMR 215.00.

Membership

Membership of the district's Wellness Advisory Committee should include representatives from certain specific groups. Below are the respective groups and the number of individuals that we are ideally looking for to serve this year:

<i>Group</i>	<i>Number</i>	<i>Group</i>	<i>Number</i>
School Nurses	2	School Administrators	2
School Physician	1	Teachers *	3
Physical Education/Health Staff	2	Community Youth Serving Agencies	2
School Nutrition Staff	1	Parents/Guardians *	4
School Committee Representative	2	Students (Secondary)	3

* Seeking one from each level at elementary, junior and senior high.

If you are interested in serving on this year's *Superintendent Wellness Committee*, please email Karen Coll, Assistant to the Superintendent, at kcoll@abschools.org no later than Friday, October 14.

Meeting Dates:

Five (5) meetings are scheduled for this year with a start time of 3:30 p.m.:

Wednesday, November 9

Wednesday, December 14

Wednesday, March 15

Wednesday, April 26

Thursday, May 18 (Report Delivered to the School Committee)

Areas of Focus for the 2016-17 School Year

There will be two broad areas of focus for this year's *Superintendent's Wellness Committee*:

- *School Culture & Climate Assessment*
- *Wellness Policy Review & Recommendations*

I. School Culture & Climate

Overview:

“Over the last three decades there has been an extraordinary and growing body of research that attests to the importance of school climate. Positive school climate supports learning and positive youth development.” *National School Climate Center*

An important field of data can assist us to better understand the state of the culture and climate of our school communities. Deeply related to an important aspect of ‘wellness,’ the use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and administrative leadership level.

The following will represent the primary activities of the Committee connected to this goal during the 2016-17 school year:

- Complete a brief review of the research around the importance of understanding school climate and culture.
- Recommend specific measurable areas that committee members believe are important in understanding culture and climate in schools and departments.
- Gather and review various assessment tools that exist in schools and districts across the country for such purposes.
- Develop/adopt an assessment tool that the District can use in schools during the 2017-18 school year to gather feedback from students, parents/guardians and staff regarding culture and climate.

II. Review of Current Wellness Policy and Recommendations

It has been a few years since the Superintendent’s Wellness Committee has specifically conducted a review of our current policies. This year these policies will be revisited in an effort to develop an action plan inclusive of specific measurable goals for the 2017-18 school year. This action plan will include:

- Policy recommendation changes
- Action Plan with required components
- Assessment of accomplishments

I look forward to working together with you this year on these important issues.

Superintendent's Wellness Committee 2016-2017

Task Force Areas of Focus:

- School Culture & Climate Assessment
- Wellness Policy Review & Recommendations

Membership:

School Nurses <ul style="list-style-type: none"> • Diana McNicholas (co-chair) • Diane Spring (co-chair) 	Community Youth Services <ul style="list-style-type: none"> • Erin Bettez • Elise Jacobson
School Administrators <ul style="list-style-type: none"> • Chris Whitbeck • Abigail Dressler • Beth Baker 	Parents/Guardians <ul style="list-style-type: none"> • Liz Walker • Monica Biswas • Ross Wolfson • Paula Grieco • Laura Stein
Physical Education/Health <ul style="list-style-type: none"> • Rob Guilmette • Shane Lazar 	School Committee Member <ul style="list-style-type: none"> • Kathleen Neville
School Nutrition <ul style="list-style-type: none"> • Kirsten Nelson 	School Physician <ul style="list-style-type: none"> • Chris Cooper
Teachers <ul style="list-style-type: none"> • Anne Littlefield • Carol Watson • Heather Stouch 	Students <ul style="list-style-type: none"> • Yesha Shah • Caterina de Rege • Isabella Joseph

Meeting Dates:

- Wednesday, November 9
- Wednesday, December 14
- Wednesday, March 15
- Wednesday, April 26
- Thursday, May 18 (Report Delivered to the School Committee)

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
FY18 BUDGET SATURDAY – PANEL 4
JANUARY 21, 2017**

UPDATE ON CAPITAL IMPROVEMENT

Goal #3:

Our students will have access to safe and effective learning environments.

FY18 Budget Priority 2:

Finalize plans and begin implementation of short, medium and long-term capital needs.

Beginning in July 2015, the district intensified its focus around examining our capital and infrastructure needs. There are multiple facets that pertain to this area and that are important to consider in context when referring to capital and infrastructure improvements. These include:

- a. *Capital Improvement Planning*
- b. *School District Master Plan*
- c. *Application to Massachusetts School Building Authority*

Each of these is further explored below.

A. Capital Improvement Planning

In July 2015, the district hired Dore & Whittier to complete an independent architectural and engineering assessment of the seven school buildings, the Administration Building, the maintenance facility and roads, parking lots and athletic fields that are all operated and maintained by the district. This report, known as the *Capital Improvement Plan (C.I.P.)*, was published in February 2016, and provides an extensive overview of the renovations and improvements that the district needs in order to maintain the long-term viability of our facilities.

The district established the *School Capital and Space Planning Committee* for the purposes of evaluating projects brought forward in the C.I.P. and placing them in a logical priority order for budget planning and project execution.

Work is now underway to prioritize the various items on the C.I.P. into appropriate 'bundles' that include a list of executable projects and establish price estimation to execute the projects. Additionally, consideration will be given to identify projects that:

- The district can self-perform;
- Those projects that have health and life safety implications as well as asset preservation;

- The identification of deficiencies identified on the C.I.P. that make financial and construction sense to sequence and bundle (i.e. opportunities to package similar sub trade work together across multiple facilities to lower costs);
- Identify any potential building code triggers that may surface associated with the amount of work as part of any potential project.

The next stage of work on the C.I.P. is anticipated to be completed by the first of March 2017, and will provide the School Committee insight regarding a prioritized list of financial obligations that the district has before it in order to maintain our infrastructure.

B. School District Master Plan

In January 2016, the district hired Dore & Whittier to complete a master plan study that built off of the C.I.P. The work associated with the study, multifaceted and involving almost 100 stakeholders throughout the district and two communities, provided the following:

- An analysis of our facilities relative to space, capacity, utilization and the district's current and future educational delivery methodologies;
- Alternative grade configurations for the community to discuss and evaluate in conjunction with our current and possible future school facility inventory;
- The identification of facilities most likely to be candidates for major renovations/additions or new construction;
- The financial commitments necessary to execute potential projects.

The master plan study was delivered to the School Committee in December 2016, and provided a number of possible building renovation and new construction options for the School Committee to consider that will assist in addressing a number of needs identified in the C.I.P. list.

The School Committee established the *District Master Plan Review Committee* in December to:

- Review the report and synthesize the findings to share with the community;
- Gather input from stakeholders regarding the options through a targeted outreach effort;
- Develop a final report to the School Committee that establishes recommendations regarding the various options included in the report.

C. Application to Massachusetts School Building Authority

Through the phase of architectural and engineering assessment that contributed to the development of the district's C.I.P., three of our schools were found to be in need of notable improvements:

- CT Douglas Elementary School, with approximately \$17 million in identified improvements;







- Luther Conant Elementary School, with approximately \$17 million in identified improvements;
- Paul Gates Elementary School, with approximately \$14 million in identified improvements.

Given that these aforementioned needs represent only renovation and repair work (and not any change to the footprint or improvement of instructional space in the existing facilities), it is incumbent on the district to seek additional financial assistance. One of the most prominent funding options is the *Massachusetts School Building Authority* (MSBA) grant program. The MSBA is a governmental authority that works with local communities to assist in the funding of capital improvement projects in the Commonwealth's public schools. This funding is in the form of grants for school construction, renovation and repair projects. The district has partnered in the past with MSBA for the RJ Grey Junior High School, the Parker Damon Building and the high school.

Highlights of the work to date include the following:

- In April 2016, the district authorized the Superintendent to submit three (3) statement of interest (S.O.I.) applications for all three schools mentioned above. In order to comply with the requirements of the MSBA district application process as it relates to the need to prioritize one project, the district identified Douglas as the 'priority' school.
- In September 2016, the MSBA notified the district of their intent to visit the CT Douglas School to learn more about the facility.
- In December 2016, the district was notified that consideration was being given to recommending CT Douglas into the process.
- We await the final decision by the MSBA that will be forthcoming in February 2017 as to whether or not we are invited into the grant program.


Acton Boxborough Regional School District
Capital Improvement Plan – Implementation

24 January 2017

Agenda


- Background
- Capital Improvement Plan (CIP)
 - How was it developed?
 - What do we do with it?
- Scope, Process and Schedule
- Next Steps
- Questions



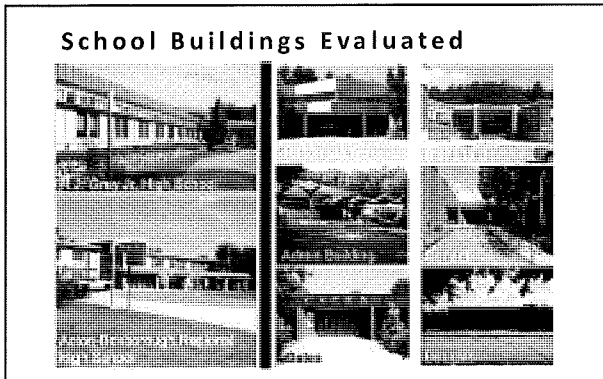
Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

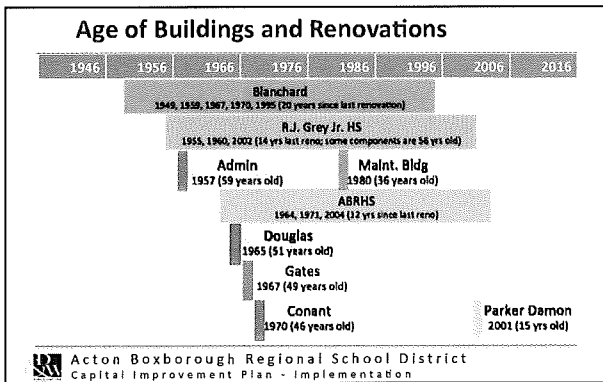
CIP – What has been developed to date?

- A la carte list, by facility, of items identified as deficient with line item high level cost estimate.
- To quantify overall cost vs timeline of needs individual items were prioritized per building in categories of:
 - "immediate needs" = 1 – 2 years
 - "short term needs" = 3 – 6 years
 - "long term needs" = 7 + years
- Cost estimates were developed per line item and summarized by building and by identified need priority.



Acton Boxborough Regional School District
Capital Improvement Plan - Implementation





District Wide Overview


	ABRHS 1954, 1971, 2004	RJGHS 1955, 1960, 2002	Parker Damon 2001	Douglas 1965	Gates 1967	Conant 1970	Blanchard 1949, 1958, 1967, 1970, 1995	Admin 1957	Maintenance 1980's
Health, Safety & Welfare	●	●	●	●	●	●	●	●	●
Code Compliance	●	●	●	●	●	●	●	●	●
Functional Use	●	●	●	●	●	●	●	●	●
Handicap Accessibility	●	●	●	●	●	●	●	●	●
Maintenance	●	●	●	●	●	●	●	●	●
Energy Efficiency	●	●	●	●	●	●	●	●	●
Hazardous Materials	●	●	●	●	●	●	●	●	●

KEY
 Greater Need ← → Lesser Need

Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

Next Steps: Develop "Scope Packages"

1. Refine existing CIP into executable project scopes that take into consideration:
 - a. District's ability to self perform work (in house staff).
 - b. Package work items together that make financial and construction sequencing sense.
 - c. Break scope packages into cost increments that may be reasonably supported by the two Towns.
 - d. Package similar sub trade work together across multiple facilities where it makes sense to lower costs.
 - e. Investigate code triggers for scope packaged work and include required code work within final scope packages.

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

Prioritize Work

1. Scope packages should be prioritized in several ways:
 - a. Facilities not impacted by potential MSBA project.
 - b. Scope packages that can be accomplished by District staff.
 - c. Prioritized by timing of needs.
 - d. Work at buildings identified to stay in service long term.
 - e. Work where extending the life of the building is feasible vs. replacement.
 - f. Overall cost of a scope package or bundled scope packages.
2. Scope packages should be tuned to construction scheduling during vacation periods to minimize need for temporary facilities.

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation


Capital Improvement Plan – Considerations

- Possible Code Triggers:
 - Handicap Accessibility
 - Seismic / Structural Upgrades
 - Fire Protection (Sprinklers)
 - Energy Code

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

Capital Improvement Plan – Considerations

- Handicap Accessibility
 - where the cost of the work amounts to 30% or more of the assessed value of the building then the entire building is required to comply.
 - where the cost of the work amounts to \$100,000 then an accessible entrance and restroom must be provided

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation


Capital Improvement Plan – Considerations

- Seismic / Structural Upgrades
 - if renovations, additions or alterations of an existing building exceed 50% of the aggregate area of the building then the entire facility must be upgraded to meet current seismic codes.

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

Capital Improvement Plan – Considerations

- Fire Protection (Sprinklers)
 - new buildings over 7,500 sq.ft. are required to have an automatic fire suppression system.
 - for additions to existing buildings that cause the entire building to exceed 7,500 sq.ft. the entire facility must be upgraded to meet current codes.
 - for major alterations to existing buildings that exceed 7,500 sq.ft. the entire facility must be upgraded to meet current codes.

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

CIP Implementation Plan – Next Steps

1. February, 2017
 - a. Prepare scope package options and cost estimates
 - b. Identify potential financial 'ceilings'
 - c. Determine timing of bond(s)
2. March, 2017
 - a. Finalize scope packages and costs
 - b. Develop construction logistics planning
 - How do we accomplish while minimizing impacts to student learning
 - c. Meet with Town officials to review plans
 - d. Discuss strategy for public informational meetings
3. March – November 2017
 - a. Prepare for potential bond article(s)

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation

CIP Implementation - Considerations

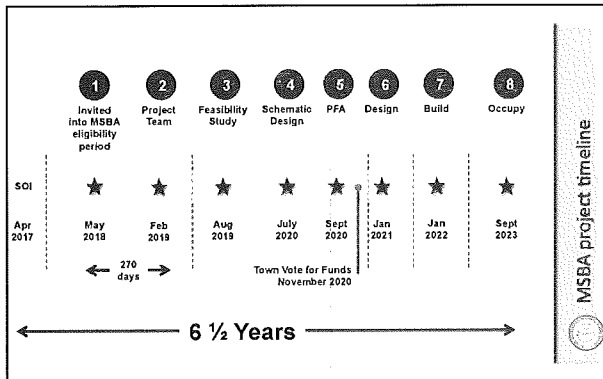
1. Project Funding

Option A – Step 1: Vote for funding for design/engineering - formal bid documents (Fall). Step 2: Go to spring Town Meeting with bids in hand for vote on construction funding

Vs.

Option B - Vote for design and construction funding based on scope package estimate at fall Town Meeting
2. Construction Delivery
 - a. General Contractor (Chapter 149)
 - b. Construction Manager at Risk (Chapter 149A)
 - c. Any project over \$1.5M requires District to hire an Owner's Project Manager (OPM)

 Acton Boxborough Regional School District
Capital Improvement Plan - Implementation



Questions, Comments, Reactions



 Acton-Boxborough Regional School District
Capital Improvement Plan - Implementation

Acton Boxborough Regional School Committee

Acton Boxborough Regional School District

16 Charter Road

Acton, MA 01720

TO: Acton Boxborough Regional School Committee (ABRSC) members

FROM: Mary Brolin, Chair

DATE: January 6, 2017 (*revised 1/17/17 to include members*)

RE: Kicking off the District Master Plan Review Committee (DMPRC)

At the School Committee meetings on 12/1/16 and 12/15/16, we established the District Master Plan Review Committee (DMPRC) as a subcommittee of the Acton Boxborough Regional School Committee. The subcommittee's charge is:

To review the District Master Plan as presented to the Community on 12/8/16 by Dore and Whittier, as well as the Phase I Site and Building Assessments Report of 2/4/16, and to recommend to the School Committee which of the various options should be pursued*.

The DMPRC will:

- Review current literature related to middle school grade configuration as well as Early Childhood settings;
- Review the District Master Plan Report and develop a synthesis of the findings and various options to share with the community;
- Gather input from parents/guardians, community members, teachers, administrators and community members

This process should:

- Thoroughly review the various options provided;
- Establish a concise summary of the options, the respective implications, financial costs etc. to be shared with stakeholders;
- Design and implement a targeted outreach effort that gathers feedback from constituents regarding the various options proposed;
- Develop a final report to the School Committee that, based upon the feedback and analysis of the various factors to consider, makes specific recommendations to the Committee.

Members of the DMPRC are:

Chair: Mary Brolin (also ABRSC Chair)

School Committee Members: Amy Krishnamurthy, Kathleen Neville, Kristina Rychlik

Parents/Guardians: Adam Klein, Jack Kline, Matt Mehler, Jon Roland

Community Members: Peter Berry, Jason Cole, Leah Lally

Ex-officio members include: Marie Altieri (Deputy Superintendent), Deborah Bookis (Assistant Superintendent for Teaching & Learning), JD Head (Director of Facilities & Transportation), three Principals: Lynne Newman (Gates), Chris Whitbeck (Douglas), Andrew Shen (Junior High), and two Elementary Teachers: Vanessa Mann (Merriam) and Melissa Hubbell (Douglas).

Proposed Timeline:

<i>Week of January 16th</i>	First meeting of DMPRC – set schedule, review Open Meeting Law, review presentation materials from 12/8/16
<i>January – February 2017</i>	DMPRC develops action plan, reviews research, gathers community feedback
<i>March 2, 2017</i>	Report on findings and make recommendations to the School Committee at their 3/2/17 meeting (material for meeting to be posted on Monday, February 27, 2017)

We want to hear from you!

All communication with the subcommittee should go to Mary Brolin (mbrolin@abschools.org) with a cc to Beth Petr, Assistant to the School Committee (bpetr@abschools.org) for record keeping purposes.

We look forward to hearing the comments, questions and concerns of our Acton and Boxborough community members as we begin this next important phase of our school district’s Capital Plan.

*This information can be found at <http://www.abschools.org/> under the “School Capital/Space Planning” tab.



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Glenn A. Brand, Ed.D.
Superintendent of Schools

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT SCHOOL START TIME COMMITTEE

A. OVERVIEW:

In the fall of 2016, Dr. Brand, Superintendent, committed to further studying the possibility of changing start times in the district. This is in direct response to the *Superintendent's Wellness Committee Report* (viewable [here](#)), delivered to the School Committee and the community last spring, which strongly advocated for a change in school start times at the secondary level in light of the growing research connecting sleep, start times and the health and well-being of adolescents.

In order to facilitate this goal Dr. Brand is forming a *Start Time Committee* that will deliver a report to the School Committee in the spring of 2017, outlining the various options, financial costs and other respective implications of changing start times.

A call for volunteers is going out December 16, 2016, and additional information can be found below.

B. COMMITTEE COMPOSITION

The work associated with the *School Start Time Committee* will be completed through the contributions of many members of our wider school community. The composition of the committee includes the following:

Committee Members

Group/Department Represented	Name(s)
Superintendent	Glenn Brand Marie Altieri
School Committee	Diane Baum Deanne O'Sullivan Eileen Zhang
Elementary/Secondary Building Administrators	Damian Sugrue, Conant Matthew McDowell, McT Allison Warren, RJ Grey Larry Dorey, ABRHS
Teachers	Kate Contini, Blanchard Kerri French, Conant Laura Martin, McT Christine Fenian, RJ Grey Bill Noeth, ABRHS David Green, ABRHS
Parents	Tessa McKinley, Blanchard

	Andrea Keenan, Conant Heather Harer, Douglas Manoj Thadani, Gates Jessica Lubets, MCT Michelle Hanlon, RJ Grey Diane Ross, ABRHS
Facilities and Transportation	JD Head Ed Weiner
Community Education	Erin Bettez
Athletics	Steve Martin

C. SCHEDULE

The committee as a whole will plan to meet on the following dates, with all meetings scheduled from 3:45 – 5:00 p.m.

Tuesday, January 10
Tuesday, February 7
Tuesday, March 14
Tuesday, May 2

Additional meeting times will likely be necessary within the four subcommittees and can be arranged at times that are mutually convenient.

D. SUBCOMMITTEES

The work of the committee will be largely completed through four (4) subcommittees:

Outreach Subcommittee

The charge of this subcommittee will be to plan, develop and oversee the outreach campaign that gathers feedback, opinions and perspectives regarding school start times, proposed models, and limitations that are associated with any proposed changes to our current model. Work included as a part of this will be the analysis and reporting of data.

Scenario & Option Development Subcommittee

The charge of this subcommittee will be to work closely with the transportation department and our bus analysis consultants to refine start time scenarios and options district-wide. This work will include establishing clear schedules and bus routing-related information, and assembling this information in a clear and coherent way that analyzes comparisons of current and proposed schedules.

Research & Education Subcommittee

This subcommittee will be charged with pulling together relevant information of other surrounding school districts and articulating the key issues connected with changing start times.

Communications Subcommittee

The charge of this subcommittee will be to develop a communications strategy and platform to disseminate information related to the committee's work. This subcommittee will also focus on assembling the final report to the School Committee.



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
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978-264-4700 www.abschools.org

14.1

Glenn A. Brand, Ed.D.
Superintendent of Schools

February 10, 2017

Dear Parents/Guardians,

In response to our recent student suicides, we are continuing to collaborate with outside professionals and to seek their guidance and expertise in bolstering our district's existing preventive measures in the area of mental health. At this time, we have identified three specific areas that seem the most relevant and timely to pursue. These include:

- *Expanding our Signs of Suicide Prevention (SOS) Program for students*
- *Implementing student screenings at specific grades*
- *Providing additional staff training*

You will find additional information regarding these efforts below.

Please also note that in order to accomplish these targeted interventions, I am proposing to the School Committee the following changes in the school calendar:

- **Friday, March 10 – Late Start for Junior and Senior High (3-hour delay)**
- **Thursday, March 30 - Early Release for Preschool and Elementary**

SIGNS OF SUICIDE (SOS) PREVENTION PROGRAM FOR STUDENTS

According to the American Foundation for Suicide Prevention (AFSP), the *Signs of Suicide Prevention Program* (SOS) is a universal program for middle and high school students that is built around a number of goals, including increasing student knowledge and attitudes about depression, reducing the stigma of mental illness, and the critical importance of seeking assistance.

For a number of years, the high school has used the SOS program with students in grade 9. Starting this spring, we now intend to expand this program to include all students in grades 7 and 12 as well.

STUDENT SCREENINGS

Given concerns around elevated risk for students following suicides, it is our intention to pair the SOS program with an evidence-based screening tool for students in grades 7, 9 and 12. These screenings are designed to identify students who might be struggling with depression or considering suicide. These student screenings will begin in March, and parents of students in the identified grades will receive further communication with information about what these will entail, including the process for parents/guardians to opt out of the screening if desired. Moving forward, we intend to continue the SOS program and screenings annually at those three grade levels.

STAFF TRAINING

Staff have received Boston Medical Center's *Good Grief* training with Maria Trozzi over the last few years, which has provided a knowledge base to talk to students about death and loss. However, we recognize the need to expand on this to provide our staff with additional tools to identify signs of mental health concerns in students.

In order to help prepare all of our staff for these difficult conversations, we are partnering with *Riverside Trauma Center* to deliver the training program entitled *Suicide Prevention: A Gatekeeper Training for School Personnel*. This training has been approved by the *Suicide Prevention Resource Center's Best Practices Registry for Suicide Prevention*. Additional information about this training can be found here.

CHANGE OF SCHEDULE

In order to facilitate the additional professional learning for all staff and to coordinate the training in recognition of the limited resources to provide it, I am proposing to the School Committee at their meeting on Thursday, February 16 that we add Late Start and Early Release Days in March as noted below:

- **Friday, March 10, 2017** - Late Start for Junior & Senior High Schools

High School classes will begin at 10:23 a.m. and Junior High classes will begin at 10:30 a.m.

Please note that on Friday, March 10, to accommodate the Late Start, bus routes for junior and senior high school students will be scheduled exactly three (3) hours later than usual. For example, if a student's bus schedule normally picks up at a stop at 6:45 a.m., that pick-up will be at 9:45 a.m.

- **Thursday, March 30, 2017** - Early Release for Elementary Schools

Regular *Early Release Day* schedules will be followed on this day.

Yours in education,

Glenn A. Brand, Ed.D.
Superintendent of Schools



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
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978-264-4700 www.abschools.org

14.2

Glenn A. Brand, Ed.D.
Superintendent of Schools

TO: Acton-Boxborough Regional School Committee members
FROM: Glenn Brand
RE: Request for Approval of Late Starts for Staff Training
DATE: 2/10/17

In response to our recent student suicides, we are continuing to collaborate with outside professionals and to seek their guidance and expertise in bolstering our district's existing preventive measures in the area of mental health. At this time, we have identified three specific areas that seem the most relevant and timely to pursue. These include:

- Expanding our Signs of Suicide Prevention (SOS) Program for students
- Implementing student screenings at specific grades
- Providing additional staff training

In order to facilitate additional professional learning for our staff and to coordinate the training in recognition of the limited resources to provide it, I would like to request your approval to add Late Start and Early Release Days in March as noted below:

- **Friday, March 10, 2017** - Late Start Opening for Junior & Senior High Schools

High School classes will begin at 10:23 a.m. and Junior High classes will begin at 10:30 a.m.

Please note that on Friday, March 10, to accommodate the Late Start, bus routes for junior and senior high school students will be scheduled exactly three (3) hours later than usual. For example, if a student's bus schedule normally picks up at a stop at 6:45 a.m., that pick-up will be at 9:45 a.m.

- **Thursday, March 30, 2017** - Early Release for Elementary Schools

Regular *Early Release Day* schedules will be followed on this day.

Acton-Boxborough Regional School District

SCHOOL CALENDAR, 2017-2018

Bold Underlined Dates = No School Days / ELEMENTARY EARLY DISMISSAL IS EVERY THURSDAY AFTERNOON

Sept.	M	T	W	T	F	Teachers' mtgs – Aug 30 & 31	Jan.	M	T	W	T	F	Schools Open - Jan 2
	28	29	30	31	<u>1</u>	Schools Open – Sept 5		<u>1</u>	2	3	4	5	JH Early Dis for Confs –
	<u>4</u>	<u>5</u>	6	7	8	Labor Day – Sept 1 & 4		8	9	10	11	12	Martin Luther King Day - Jan 15
	11	12	13	14	15	**7-12 Early Dis for Prof L		<u>15</u>	16	17	18	19	
	18	19	20	<u>21</u>	22	Rosh Hashana – Sept 21		22	23	24	25	26	School Days - 21
	25	26	27	28	29	School Days - 18		29	30	31			
Oct.	M	T	W	T	F		Feb.	M	T	W	T	F	**7-12 Early Dis for Prof L. –
	2	3	4	5	6						1	2	Presidents' Day - Feb 19
	<u>9</u>	10	11	12	13	*Indigenous Peoples' Day – Oct 9		5	6	7	8	9	Winter Recess - Feb 19-23
	16	17	18	19	20			12	13	14	15	16	School Days – 15
	23	24	25	26	27			<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	
	30	31				School Days – 21		26	27	28			
Nov.	M	T	W	T	F	Prof. Day – Nov 7 (no school/students)	Mar.	M	T	W	T	F	HS Late Start only for students NOT
			1	2	3						1	2	taking MCAS-
	6	<u>7</u>	8	9	<u>10</u>	Veterans Day - Nov 10 due to Sat holiday		5	6	7	8	9	Good Friday – March 30
	13	14	15	16	17	Half Day – Nov 22		12	13	14	15	16	School Days - 21
	20	21	22	<u>23</u>	<u>24</u>	Thanksgiving Recess - Nov 23&24		19	20	21	22	23	
	27	28	29	30		School Days - 18		26	27	28	29	<u>30</u>	
Dec.	M	T	W	T	F		Apr.	M	T	W	T	F	**7-12 Early Dis for Prof L. –
					1			2	3	4	5	6	
	4	5	6	7	8	Jr High Early Dis for Confs –		9	10	11	12	13	Patriots Day – Apr 16
	11	12	13	14	15	Winter Recess - Dec. 25 – Jan 1		<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	Spring Recess - Apr 16-20
	18	19	20	21	22	School Days - 16		23	24	25	26	27	School Days - 16
	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>			30					
-----							May	M	T	W	T	F	HS Late Start only for students NOT
Note: See http://www.interfaith-calendar.org/2017.htm for some major religious holidays. Yom Kippur = Saturday, 9/30/17									1	2	3	4	taking MCAS-
* This legal holiday is Columbus Day								7	8	9	10	11	Memorial Day - May 28
** Professional Learning for JH/HS Staff Early Dismiss: OCT 12, FEB 8, MAR 29??								14	15	16	17	18	School Days - 22
								21	22	23	24	25	
								<u>28</u>	29	30	31		
No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at http://abschools.org							June	M	T	W	T	F	Graduation – June 1
Acton Town Meeting begins April 2, 2018. Boxborough Meeting begins May X, 2018.												1	Last day – June 18 (no snow days)
								4	5	6	7	8	(June 25 if 5 snow days used)
Acton-Boxborough Regional School Committee Meetings are held twice a month. See http://www.abschools.org/school-committee for more information.								11	12	13	14	15	School Days – 12
								<u>18</u>	19	20	21	22	Total Days = 180



Acton-Boxborough Friends of Music
P.O. Box 2334
Acton, MA. 01720

February 6, 2017

Acton-Boxborough Regional School District
Attn: Superintendent, Dr. Glenn Brand
16 Charter Road
Acton, MA. 01720

Dear Dr. Brand,

Recently our organization, the Acton-Boxborough Friends of Music ('ABFOM'), received a very generous donation from the Endicott Fund to be used for the ABRHS Band program. The Endicott Fund provides support to art programs that their board recognize as deserving for the work they do.

At the request of Mr. Mark Hickey, the ABRSD Director of Performing Arts, we wish to donate 3 new Jupiter JSP1100 Quantum Series BBb Sousaphones to the Acton-Boxborough RHS Band. Each instrument's cost is \$5,078.77 X 3 instruments for a total donation value of \$15,236.31.

We are pleased, that with the generous support of the Endicott Fund, we can provide this needed support to our well deserving AB Band.

We are hopeful that the schools can accept this gift for the band.

Kind Regards,

Mrs. Michelle Christensen
Acton-Boxborough Friends of Music
President

File: IHBEA

ENGLISH LANGUAGE LEARNERS**(First Read 2/2/17)**

The ~~Acton and Acton-Boxborough~~ Regional School District shall provide suitable research-based language instructional programs for all identified English Language Learners in ~~grades Kindergarten- Preschool~~ through Grade 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education regulations and guidance.

The Districts shall identify students whose ~~dominant primary~~ language may not be English through utilizing the home language survey, ~~s that identify a primary home language is other than English (PHLOTE)~~, observations, intake assessments, and/or recommendations of parents/guardians, teachers and other persons. Identified students shall be assessed to determine their level of English proficiency ~~in the English language~~.

The Districts shall report information on English Language Learners to the Massachusetts Department of Elementary and Secondary Education as required.

The District shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with the ~~No Child Left Behind Act~~ Every Student Succeeds Act of 2015.

LEGAL REFS.: 20 U.S.C. 3001 et seq. (Language Instruction for limited-English Learners proficient and Immigrant Students contained in ~~No Child Left Behind Act of 2001~~ the Every Student Succeeds Act of 2015)
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

HEALTH EDUCATION

First Read 2/2/17

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committees believes that the ~~greatest~~ opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committees ~~are~~ is committed to a sound, comprehensive health education program as an integral part of each student's general education.

The health education program is designed to educate students about complex social, physical, and mental health problems which they will encounter in the larger school community and in society generally. The goal is to help students have an increased awareness of these issues and to help inform positive choices.

~~will include the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school community environment.~~

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committees will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

LEGAL REF.: M.G.L. 71:1

NEW

File: IHAM-R

HEALTH EDUCATION

(Exemption Procedure)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:1

1/25/17

**HEALTH AND SEX EDUCATION
PARENT NOTIFICATION POLICY
(First Read 2/2/17)**

Pursuant to ~~Chapter 291~~ of the General Laws of Massachusetts, the School Committees directs the Superintendent to ensure timely parental/guardian notification of any curriculum used in the ~~Acton Public or Acton-Boxborough~~ Regional Schools which primarily involves human sexuality issues or human sexual education.

This policy allows parents/guardians the flexibility to exempt their children from any portion or completely from the curriculum being offered. The Committees wants to encourage the flow of information while recognizing the rights of parents/guardians.

REF: M.G.L. 71:32A

Approved:

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

HEALTH AND SEX EDUCATION PARENT NOTIFICATION PROCEDURES

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

SOURCE: MASC October 2016

REF: M.G.L. 71:32A

1/25/17

Current Version,
has been replaced 1/25/17
File: IHAMA-R-1-E

**HEALTH AND SEX EDUCATION
PARENT NOTIFICATION PROCEDURES**

1. Central Office/Principals will notify parents in writing in advance, so that parents may review the materials that will be used. Parents should call the school nurse or Principal in order to review the material.
2. If a parent wants his/her child exempted from participation, the parent must write a letter to the Principal.
3. No child exempted shall be penalized.
4. The school may determine which alternative educational experience will be offered.
5. Any appeal of decisions made should follow the Acton and Acton-Boxborough appeals process.

Approved:

File: IJOC

SCHOOL VOLUNTEERS

First Read 2/16/17

It is the policy of the School Committees to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators. All volunteers who will have unsupervised access to students must have a CORI check completed prior to their volunteer service.

CROSS REF.: ADDA, C.O.R.I. Requirements
Criminal Offender Record Information ("CORI") Policy ADDA

Approved:

(Recommended for deletion)

File: IA

ESSENTIALS OF EDUCATION

Our schools have the responsibility to:

- Contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and dignity and to a capacity for influencing one's own destiny.
- Develop in each learner the listening, speaking, reading, writing, visual and computational skills needed for perception, conceptualization, communication and evaluation of ideas.
- Develop in each learner the ability to reason logically and to use mathematical and scientific knowledge and methods to solve problems.
- Foster and stimulate in each learner the natural desire for lifelong learning and develop the thinking, reasoning, problem-solving, organizational and study skills necessary to fulfill that desire.
- Provide each learner with experiences to gain knowledge and understanding of how our society functions in theory and in practice. We must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.
- Provide each learner with guided experiences which promote cooperation and mutual respect.
- Develop each learner's capacity to adapt to changing conditions and to meet unexpected challenges.
- Increase knowledge of and respect for various world cultures and the interdependence of nations.
- Provide each learner with knowledge and experience which contribute to an understanding and appreciation of human similarities and differences.
- Provide each learner with experiences to gain knowledge and understanding of the biological world and people's responsibility to protect the environment from misuse.
- Provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents and to express values and feelings through various media.
- Provide each learner with varied opportunities for expression through the arts and to appreciate the artistic expression of others.
- Develop in each learner an understanding of the uses of technology and its limitations.
- Provide each learner with the skills, attitudes, experiences and counseling to pursue a career consistent with individual interests and capabilities.
- Provide each learner with experiences leading to discovery of new relationships, stimulation of imagination and personal reflection.

[See Vision, Values, Mission policy AD
and LRSP]



**Acton-Boxborough Regional School Committee (ABRSC)
Monthly Update – January 2017**

Increasing awareness of and involvement in issues affecting our schools and towns

The School Committee generally meets the first and third Thursdays of each month in the RJ Grey Junior High Library. Our meetings are open to the public and broadcast on Actontv.org. Our next regularly scheduled meeting is Thursday, February 2nd at 7 p.m. Some of our recent and upcoming discussions include:

Elementary Schools' Thursday Early Release Schedule Update

- On January 12th a proposal was shared to move to an elementary early release every Thursday starting next school year. Teachers will be required to stay at school on Thursday afternoons for scheduled activities.
- In addition to moving to every Thursday as an early release day, the school day would start 20 minutes earlier every day. Current dismissal times would remain the same.
- *Why this change?*
 - Parents and staff have expressed ongoing concern with the logistical difficulties of our current inconsistent schedule (alternating Thursday early release, plus additional days for conferences).
 - We are not currently meeting MA state time on learning requirements.
 - Current time available for teacher professional learning is inadequate; substitutes are often needed to cover for programs held during the school day.
- *Benefits of this proposal include:*
 - A consistent schedule of early release days on Thursdays
 - An additional 34 hours of time on learning, allowing us to meet the state requirement
 - The consistent implementation of fall and spring conferences across all of our elementary schools
 - More time for professional development for our teachers:
 - 10 Thursdays for building-based grade level teams
 - 7 Thursdays for building-based professional learning
 - 6 or more Thursdays for fall and spring conferences and end of year progress reports
 - The remaining Thursdays will be used for district-wide professional development or grade level meetings

- Teachers will spend more time with their students, as these additional Thursdays will provide opportunities for meetings and professional development currently happening during the school day.
- This proposal will be voted on by the School Committee at their meeting on February 2nd.

FY'18 Budget Planning

- District budget presentations were made to the School Committee in December and January, with a final comprehensive presentation on January 21st at the ABRSD Budget Saturday meeting. Watch the video at: <http://actontv.org/on-demand/post-video/school-committee-budget-meeting-12117>
- Key areas of interest for FY'18 include:
 - The need to resurface Leary Field;
 - Additional special education, English language learner and psychologist support at the Elementary level, and a planned expansion of the strings ensemble to 4th grade;
 - A restructuring of the Junior High Leadership Team; and
 - The addition of assistant coaches for varsity athletic teams and additional social worker support at the high school.
- Presentation slides and supporting materials can be found at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>
- The School Committee held a preliminary vote on January 21st to support the budget as recommended.
- The required Annual School Budget Hearing will be at the School Committee meeting on February 16th at 7:00 p.m. in the Jr High Library.
- The final decision on the school budget is made when citizens vote their town's assessment at the Acton and Boxborough Town Meetings in April and May.

2017-2018 School District Calendar

- The School Committee voted to approve the 2017-2018 district calendar on December 15th. School will start for students on September 5, 2017 and there will no school on Rosh Hashanah and Good Friday. The calendar can be found online at <http://www.abschools.org/district/calendar>

Acton-Boxborough Regional School District (ABRSD) Master Planning Process

- The School Committee has begun the process of soliciting feedback to the final Master Plan report through the formation of the District Master Plan Review Committee, a group of school committee and community members. This group can be emailed at ABBuilding@abschools.org
- Stay tuned for ways for your voice to be heard. We will need to gauge community support in the coming months of various proposed options, some of which would necessitate a change to our current grade configuration and/or number and/or location of our schools.
- For more information, visit: <http://www.abschools.org/district/school-capital-and-space-planning>

FOR YOUR CALENDAR:

Family Learning Series Speakers:

January 25, 2017, 7:00 - 8:30 PM

Presenter: Pamela Katz Ressler

Topic: *Moving from MindFULL to Mindful*"

Audience: Parents of grades PK-12

Location: RJ Grey Auditorium

February 6, 2017, 7:00-8:30 p.m.

Presenter: Dr. Josephine Kim

Topic: "Let's Talk! Bridging the Cultural Gap Between You and Your Child"

Audience: Parent/Guardians of grades 6-12 are encouraged to attend with their child(ren)

Location: ABRHS Auditorium

February 13, 2017, 7:00 - 8:30 PM

Presenter: Chris Herren

Topic: *Substance Abuse*

Audience: Parent/Guardians of grades 6-12 and students ages 13 and up

Location: ABRHS Auditorium

FY18 ABRSD Annual Budget Hearing

Thursday, February 16, 2017

7:00 p.m. in the Jr High Library

Any questions? Please contact Kristina Rychlik, krychlik@abschools.org

TOWN OF ACTON

18.1.1

Acton Leadership Group

February 16, 2017

7:15 AM

Room 204

Acton Town Hall

Agenda Topics

- | | | |
|----|--|--------------------------------|
| 1. | Approval of Minutes from January 26, 2017 | All |
| 2. | Update on FY 17 Revenues and Expenditures | Steve Ledoux
Glenn Brand |
| 3. | Review of Spreadsheet/ Finalize Revenue Projection FY 18 | Steve Barrett
Marie Altieri |
| 4. | Discussion on ALG Plan and Consensus on Its Components | All |
| 5. | Update on ABRSD Master Plan | Glenn Brand
Marie Altieri |
| 6. | Public Comment | |
| 7. | Adjourn | |

Next Meeting March 9, 2017

ALG Minutes January 26, 2017

Present: Peter Ashton, facilitator; Doug Tindal & Margaret Busse, FC; Peter Berry & Janet Adachi, BoS; Paul Murphy & Amy Krishnamurthy, SC; Steve Ledoux, Glenn Brand, Steve Barrett & Marie Altieri, staff.

Audience: Kristina Rychlik, SC; Mark Hald, Brian McMullen & Clare Jeannotte, staff

Extra Info: BoS Town of Acton Multi-year financial model: Marie's alterations to said plan; BoS FY 18 budget cuts; changes in ALG plan between Jan 5th & Jan. 26th; FY18 deficit changes

Minutes were accepted after corrections

2. Update on FY 17 Revenues and expenditures

SL: Nothing new. The Governor's budget, House I has come out with local aid up @\$85K

Glenn: Regional transportation is favorable @\$200k .Total revenue maybe favorable @\$500K. There have been changes in Medicare and Chapter 70.

Marie: Under Ch.70 we got \$25/student last year now it will be \$20/student. That's about \$27K. The legislature has \$55/student right now; with the governor's being lower we have to wait.

Clare: There is a potential for less. The cherry sheet is unreliable; looking at the schools FY 17 revenue the increase in regional transportation goes for 60-70%. It would be favorable for FY 18 but we have budgeted with the FY 17 numbers.

3. Review of spreadsheet finalize revenue projections for FY 18

SB: The front page has incorporated the changes we've made since Jan. 5. The expense goes to 4.53% from 4.92%the deficit on 01/05 was \$876K since then the selectmen have cut \$208K from their operating budget leaving a deficit of \$646,797. The net position is to use 1.6m in reserves with the SF tax at 5.07% which is the same.

Peter A.: Any questions? I noticed that you have not included the gross budget; perhaps it will be on the next spreadsheet.

SB: The BoS has made some budget cuts: there has been a reduction, due to new legislation on retirees' health insurance; there has been a revision in Middlesex retirement fund. Initially the BoS was going to bond three projects: library roof, \$1.2m; \$250k HVAC system for fire station and \$700K for fire truck replacement. We have reviewed the overlay account which covers bad debt and which gets @\$900K/year. We are going to use some of that fund to cut first year interest costs, we are proposing paying cash which will save \$50K and save borrowing capacity over 10 years.

Marie: There is an alternative spread sheet. Marie added reserve replenishment (\$1,154,400—FY18 & 19 as a revenue source and added the town reserves) \$445,600 for FY 18.

Under the allocation in budget, municipal Capital spending [\$734,704 FY 17 and \$750 K was highlighted] Marie Also pulled out capital assessment and Minuteman assessment. These moves are designed to make the spreadsheet clearer and to make the reserve replenishment revenue and done for presentation purposes.

There have been conference calls with Margaret so the changes were known to the FC.

Margaret said she appreciated the extra effort. She questioned the placement of capital items in the budget and not having them pulled out.

Marie: The schools have pulled out the one-time expenses like the Leary field and heating systems for Conant and Blanchard.

SB: The town operating budget includes police cruisers that are vital to the running of the town.

Margaret asked why they were not in a capital budget.

Peter A: About 15 years ago a town meeting decision was made to put the cruisers in the operating budget to insure that there was a regular replacement schedule.

Janet: Whatever we call capital; it's the same for both. We just have to agree what we're going to call it.

SL: You can define it more but the cruisers are not capital. We cannot do our job without the vehicles. Maybe we can pull out the dump truck.

Margaret: We need to decide what capital is. We could do a break out on a spreadsheet where w3e'd have a dump truck replaced every 10 years. Then we have the big one-time expenses like the Leary field but we have not put in any money for the maintenance or the depreciation. This is a bigger discussion.

Doug I know we are bound by the state report on what to describe but we can have a cheat sheet for the ALG.

Peter A: I'm hearing that you want a consistent definition of capital. Folks are living under the requirement of the state regulations.

Paul: We have a policy capital.

Marie: the auditor has recommended that anything over \$25K threshold.

Clare: Capital outlay is a confusing term. It is growing from \$1/2-\$1 million. For what we consider "True Capital" In FY 17 we had \$273K in FY 18 in may be \$700K. We have a three-year plan to grow our capital budget.

Peter B: Do the town and schools use the same forms for the state?

SB: They are completely different

Margaret: Is there logic for breaking out the numbers.

Clare: I would caution against the word “extraordinary” expenses.

SB: Would you consider engine #23 and the library capital under the school’s definition?

Margaret: Maybe there’s an analogy to how the schools break it down. Perhaps we should have this conversation off-line

SL: Perhaps part of this discussion should be whether the 10 year lease for senior center should be capital or not.

Glenn: That figure would be larger than the Leary field. But it’s not the same.

Marie: we can attempt to work it out or just do a bottom line.

Peter A: Is it worth it?

Doug: Actually defining how we talk about capital, once it’s understood would help.

Marie: So much of what municipal does is capital.

****Reserve/replenishment can go back into FY17 or we can pull it out the number to get to net reserves.

Peter A: No one is disagreeing

Paul: we need to take Marie’s footnotes to explain what’s happening

Peter A: Alternative for next meeting use of free cash, tax to the max and you still have a deficit for FY 18.

4. Discussion on ALG Plan and Consensus on its components

Margaret: The FC is aware of the \$647K deficit and using the full untaxed levy. In our POV we do not use any of the unused levy and we have a ceiling of 5% for all of Acton and a 3% ceiling for municipal. What do we do with the excess---one-time capital expenses? Critical repairs? The BoS has come up with a list. We can plan to use the reserves to cover the deficit. The POV does not want to give any more for the budgets but we don’t want to use the excess levy. We could also share the reserves with the schools. The schools will soon be asking for more money for the school buildings and Minuteman. We could use \$3.3m.

Amy: We have to be careful because frequently we have unexpected expenses that need to be covered and I’m not sure we should consider cutting our budgets now.

Janet: Depending on the tax levy using ½ for the budgets may be a good faith effort because we cannot cut enough to cover this amount..

Doug: We still do not have a plan for the use of our reserves. It could be a good move to have \$200K put into the stabilization fund every year. We need to make adjustments and use the excessive reserves. I

the town and schools should take another r pass at their budgets and see what else can be cut. There has been a lot of feedback from the seniors about the pressures of the increasing tax rate. We need to give them a break. The unused levy capacity should be the last thing we use...

Peter B: We have used the reserves for unexpected bills like the \$3m increase in the Middlesex retirement fund. I think the reserves act as our insurance policy.

Steve L: The HIT meets soon and those rates which are now at 5% may come down.

Margaret: the FC does not want to use the unused levy but take the money from the reserves. We also think it's not a good policy to depend on the reserves but that the budgets are balanced to the income.

***It was agreed that this proposal; would be taken back to the boards for comment for the Feb. 9 meeting.

Paul: I cannot think of how we could get \$800K from our budget. That would be like having 40 kids' in a classroom.

Peter B: there is the circuit breaker for those seniors having trouble with their taxes.

Margaret: You also have those seniors that do not qualify for those tax breaks. We also have to keep in mind that Boxboro has a lower rate.

Amy: The school budget as presented does not have any fluff to remove. Hopefully the health expenses will be less than 5% and we can gain some money there. We are educating the kids on a very tight budget.

Marie: In addition to the \$780K for one-time capital you are looking at an additional \$800K. We can all go back but know that it's the last couple of hundred thousand that does the most damage. We are hiring only on new ELL teacher and we have 250 kids needing this service. We are on a tight budget if we can agree to the HIT changes and we have \$50K from CASE, if the remaining \$300k can come out of reserves, and not increase the tax rate, that would be good.

Peter B: The HIT will be coming out with the preliminary numbers and we also have to consider the viability of the trust.

Marie: Perhaps it would be good if the Trust were to move up the date for voting on its numbers. But then you will not have the needed info. But the school must vote the budget before the Feb. 9 meeting.

Doug: Some items can be ear marked and the fund put into the stabilization FUND. We need to plan ahead or we will lose our credibility with the voters.

Peter A: any more questions?

Margaret: Are the union negotiations going on now covering health care costs?

Steve L: We are in discussions with all the unions, town and school. They are well informed.

5. Public---there was no public

Next meeting February 9

Adjourned 8:50

Ann Chang

Acton Boxborough Regional School Committee (ABRSC)

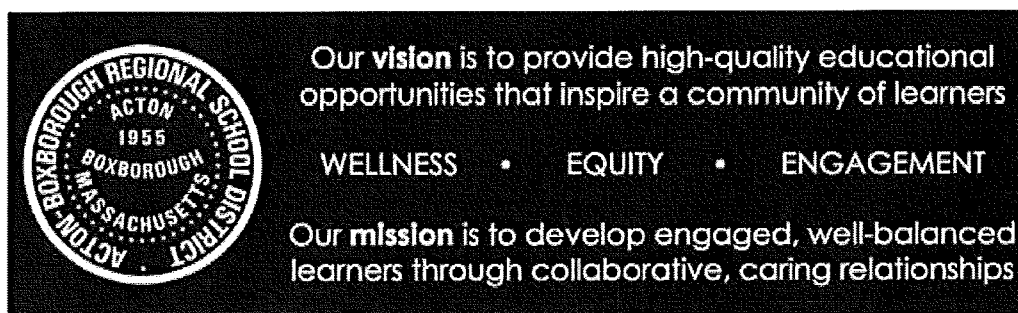
Acton Boxborough Regional School District

16 Charter Road, Acton, MA 01720

<http://www.abschools.org/school-committee>

TO: Mary Brolin, Chair ABRSC
 FROM: Kathleen Neville
 DATE: 1/27/17
 RE: ABRSC Statement of Purpose

Now that the School District has updated their mission and vision:



It seems appropriate for the School Committee to update our own Statement of Purpose. Our Statement voted in December 2014 reads:

The Acton-Boxborough Regional School Committee strives to support the district in its mission to create an educational environment that prepares all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society by:

- *setting and adapting policy*
- *hiring and overseeing the superintendent, and*
- *developing a thoughtful budget considering the needs of our students and the fiscal realities of the communities of Acton and Boxborough.*

I would like to propose that we revise the beginning to say:

The Acton-Boxborough Regional School Committee strives to support the district in its mission to develop engaged, well-balanced learners through collaborative relationships by: (bullets)

OR

The Acton-Boxborough Regional School Committee strives to support the district in its vision to provide high-quality educational opportunities that inspire a community of learners by: (bullets)

Thank you for considering this suggestion.



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road Acton, MA 01720
978-264-4700 fax: 978-264-3340
www.abschools.org

Dr. Glenn A. Brand
Superintendent

To: Acton-Boxborough Regional School Committee Members
From: Glenn Brand
Date: February 14, 2017
Re: Director of Finance Search Finalists

I am pleased to announce two finalists for the position of Director of Finance for the Acton-Boxborough Regional School District. A search committee reviewed applications, conducted interviews, and recommended these two finalists for my consideration. The finalists will spend time visiting the district and meeting with groups later this week. I plan to bring a recommendation for appointment to the March 2, 2017 School Committee meeting.

Doug Dias Assistant Director of Finance Natick Public Schools

Doug is working as the Assistant Director of Finance for the Natick Public Schools. He is involved with and primarily responsible for Natick's \$60M budget. He prepares the end of year report, facilitates the district audit, oversees payroll and is involved with accounts payable and transportation. Doug assisted with the procurement process and worked with the MSBA on Natick's \$90M middle school project. Prior to working in Natick, Doug was a financial analyst for Public Consulting Group in Boston. Doug received his Bachelor's of Science Degree in Management with a concentration in Finance from the University of Massachusetts. Doug is an MBA candidate with a Finance Concentration from the University of Massachusetts expected in May 2017.

**Dave Verdolino Executive Director Massachusetts Association of
School Business Officials (MASBO)**

Previously Director of Finance Medway Public Schools

Dave has served as the Executive Director of the Massachusetts Association of School Business Officials since 2014. In this role he has directed an effective membership services program with over 500 members. Dave's work with MASBO includes eight annual conferences, education, training and licensure, publication and legislative submission and testimony. Prior to his role with MASBO, Dave served as the Director of Finance for the Medway Public School District for 19 years. In Medway, Dave was responsible for a \$24M annual budget. Dave was a member of the district's Senior Leadership Team, working closely with the Superintendent and the School Committee. He oversaw staff responsible for payroll, accounts payable, benefits and facilities. Prior to his work in schools, Dave worked as a CPA and Auditor. Dave has a Bachelor's of Science Degree in Business Administration from Clark University.

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS - EQUITY - ENGAGEMENT

Overview of the Search Process

Search Committee:

Name	Department
Melissa Andrew	Finance
Thomas Blondin	Finance
Patricia Johnston	Finance
Tammy Costello	Human Resources
Sharon Groose	Human Resources
Dawn Bentley	Cabinet – Student Services
JD Head	Cabinet – Facilities and Transportation
Dana Labb	Principal – Blanchard Memorial School

- Search committee established and oriented December 2016
- Applications submitted January 2017
- Twelve (12) applicants
- Five (5) candidates invited to interview
- Interviews conducted on February 2 and February 6
- Two finalists selected for site visits
- Site visits will take place February 16 and February 17, and will include meetings with:
 - Finance staff
 - Senior Leadership Team (Principals and Senior Administrators)
 - Superintendent Glenn Brand and Deputy Superintendent Marie Altieri