

Acton-Boxborough Regional
School Committee Meeting

October 20, 2016

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

October 20, 2016
7:00 p.m. Open Meeting

AGENDA

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
 - 2.1. ABRSC Meeting of 10/6/16
3. **Public Participation**
4. **FY17 School Improvement Plans Presentation** (7:05)
 - 4.1. McCarthy Towne School – Principal David Krane
 - 4.2. R.J. Grey Junior High School – Principal Andrew Shen
5. **AB Special Education Parents Advisory Council (SpedPAC) Bi-annual Presentation** – *Amanda Bailey, Bill Guthlein* (7:35)
6. **Challenge Success Presentation** – *Deborah Bookis, Dawn Bentley* (7:45)
 - 6.1. Overview of Presentation Slides
 - 6.2. October installment of the AB Expanding Our Notion of Success newsletter may be found at:
<https://www.smore.com/app/pages/preview/0dbh3>
 - 6.3. Recommendation to Accept Gift from Danny's Place Youth Services – **VOTE** – *Glenn Brand*
7. **ABRSD Master Plan Study Report Presentation Discussion** – *Glenn Brand* (8:00)
 - 7.1. MSBA Visit to Douglas School on October 19
 - 7.2. Community Presentation - Wednesday, November 9, 2016 at 7:00 – 8:30 p.m. in the JH Auditorium
 - 7.3. Short List of Master Planning Options & DRAFT Planning Level Cost Estimates for Short-Listed Options (from 10/6/16 SC Meeting)
8. **ABRSD Long Range Strategic Plan** – Second Reading – **VOTE** at 11/3/16 meeting – *Glenn Brand* (8:10)
 - 8.1. Proposed Plan, September 2016
 - 8.2. Long Range Strategic Plan 2011 – 2016, updated Spring 2014
9. **Office Support Association (OSA) Update** – *Marie Altieri* (oral)
10. **Subcommittee Reports**
 - 10.1. Budget – *next meeting is 10/26/16* – *Maria Neyland*
 - 10.2. Policy - Consent Agenda: **SECOND READINGS** – **VOTE** - *Brigid Bieber*
 - 10.2.1. Entry Intending Harm, File: EBBC and –R
 - 10.2.2. Threats to Safety, File: EBBD
 - 10.2.3. Emergency Plans, File: EBC
 - 10.2.4. Bomb Threats, File: EBCC
 - 10.2.5. Evacuations, File: EBCCA
 - 10.2.6. Building Security and Access, File: ECA and –R (new)
 - 10.3. Outreach (including PTO Co-chairs) – *10/19/16 meeting* - *Kristina Rychlik*
11. **School Committee Member Reports**

- 11.1. Acton Leadership Group (ALG) – *Amy Krishnamurthy, Paul Murphy*
 - 11.1.1. Materials from 10/13/16 meeting
 - 11.1.2. Acton 3-Board Meeting scheduled for November 15, 2016 at 6:30 p.m.
- 11.2. Boxborough Leadership Forum (BLF) – Meeting on 10/25/16 - *Mary Brolin*
- 11.3. Health Insurance Trust (HIT) – *Mary Brolin*
 - 11.3.1. Agenda for 10/28/16
- 11.4. Acton Finance Committee – *Amy Krishnamurthy, Deanne O’Sullivan*
- 11.5. Acton Board of Selectmen – *Eileen Zhang, Paul Murphy*
- 11.6. Boxborough Finance Committee- *Mary Brolin*
- 11.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
- 11.8. Minuteman Technical High School (MMT) Update – *Diane Baum*

12. **Recommendation to Accept Regional PTSO Grant to RJGJHS – VOTE** – *Glenn Brand*

13. **Superintendent’s Report/Updates** – *Glenn Brand*

- 13.1. Interschool Council meeting on 10/19/16 (*oral*)
- 13.2. School Committee Liaisons to our Schools
- 13.3. Superintendent Email to all Families re Resources in Support of Student Health and Well-Being
- 13.4. MA Association of Regional Schools (MARS) vote regarding Charter School Cap

14. **FOR YOUR INFORMATION**

- 14.1. FY17 No School/Delayed Opening/Emergency Release Procedures & Memo
- 14.2. Change to Members of the Board of Advisors of the OPEB Trust Fund Memo
- 14.3. Family Learning Series: Denise Pope, PhD speaking on “The Well-Balanced Student” on Tuesday, November 8 at 7:00 p.m. in the Jr High Auditorium

15. **Adjourn**

NEXT MEETINGS:

November 3 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 28)

November 9 – ABRSD Master Plan Study Report Community Presentation at 7:00 p.m. in the Jr High Auditorium

November 17 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted Thursday, November 10)

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING
Draft Minutes

Library
R.J. Grey Junior High School

October 6, 2016
7:00 p.m. Open Meeting

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Amy Krishnamurthy, Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O'Sullivan (7:12 p.m.), Kristina Rychlik, Eileen Zhang
Members Absent: Maya Minkin
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Glenn Brand, Clare Jeannotte, Beth Petr

1. Chairman's Introduction

The Superintendent read a statement acknowledging the recent death of one of our High School students and thanking the community for the outpouring of support to the family and school staff. The District has made student mental health and student stress priorities for the past several years and Dr. Brand cited the partnership between the District and Stanford University's Challenge Success Program as one example of how we are trying to help students find a healthy balance. He encouraged everyone to attend Dr. Pope's presentation on November 8th and also explore the District's new website at <https://www.smore.com/app/pages/preview/0dbh3>

2. Statement of Warrant & Approval of Minutes

Brigid Bieber moved, Maria Neyland seconded and it was unanimously,

VOTED: to accept the minutes of 9/15/16 as written.

The attached list of ABRSD Warrants were reviewed and signed by the ABRSC members.

3. Public Participation - none

4. ABRSD Master Plan Study Report Presentation Preview- Dore & Whittier

4.1. Agenda

4.2. Community Presentation on Wednesday, November 9 at 7:00 p.m. in the Jr High Auditorium

4.3. Slides, Short List of Master Planning Options, Draft Planning Level Cost Estimates for Options

Dr. Brand introduced the staff from Dore & Whittier and invited everyone to attend the Community Presentation of this material on November 9th at 7:00 p.m. in the Jr High Auditorium. Details of the past 16 months of review of the District's capital and infrastructure needs may be found at <http://www.abschools.org/district/school-capital-and-space-planning>. The District Master Plan Study Report will be completed in early November.

Jason Boone stated that the intent for this meeting (10/6/16) is a progress update including the options developed during Phase II for the Master Plan Study, and ultimately what decisions are on the table for the School Committee's consideration at this time. Factors that contributed to the development of the options included: condition of buildings, space needs, and summaries of the Visioning Meetings. Key issues explored during option development included: grade configuration, school count, and building count.

The seven Master Planning Options found on the short list were reviewed. There is no priority order at this time. Douglas, Conant, and Gates were the most needy physically. The same 3 schools showed the most educational needs as well. Enrollment projections were discussed at the previous School Committee meeting. The challenge is how big or how many schools should the District consider. Decisions will be based on a 10 year window. A next step for the School Committee is to decide whether an elementary school or a middle school is a priority. This is the only short term decision needed at this time. If a middle school is the priority path, the MSBA application would have to be changed.

Dore & Whittier will finalize the Master Plan Study Report and present it on 11/9/16.

Marie Altieri was asked to explain the Early Childhood Center because it had been valuable at the last Visioning Session. PreKindergarten and Kindergarten students would all be taught in one school. It may be a stand alone model, or attached to another school. This would allow the District to provide All Day Kindergarten to all families who desire it. Deborah Bookis pointed out that an advantage would be that students are known developmentally before they are placed in an elementary school. (Families would choose a school for 1st Grade, not Kindergarten as they do now.)

Regarding the Cost Estimates sheet, hard costs are materials, labor, and all the physical things that go into a facility except furniture and technology. Soft costs are everything else, including contingencies, fees, currently about 1/3 of the construction costs. These estimates are all at the concept level. They are in 2016 dollars so the final column adjusts for how many years it would take to complete each option.

When asked to explain one of the twin school options compared to our current Parker Damon Building (PDB), Jason cautioned about comparing because they can be very different. Should the district do a twin school in the future, a higher level of separation would be desired than what is currently found at PDB. As a result, more square footage has been built into this model. MSBA construction cost data has been reviewed since 2007 and construction costs have doubled between then and now.

Paul Murphy asked if the District would know the level of contribution for each option, or if the MSBA would reveal that only after choosing an option. Jason explained that the MSBA has a percentage for each town and anything that is eligible is started at that rate but the District won't know until discussions begin. There can be a wide delta at the end. A "3011 Form" documents every cost in a project and what is eligible for reimbursement and not.

Kristina Rychlik confirmed that the grade level(s) is the discussion that needs to take place at this time. Deborah Bookis is gathering information on this topic now. After the final report is presented, this decision will need to be made. Everyone was encouraged to come on November 9th and the public was asked to bring their friends and committees.

5. **FY17 School Improvement Plans Presentation**

5.1. Merriam School – *Principal Ed Kaufman, Assistant Principal Juliana Schneider, Teacher Kristy Nealon*
Goals for this year are:

1. Continue developing projects and aligning curriculum maps at each grade level in order to integrate both reading and writing instruction.
2. Provide opportunities to promote wellness (year one focus around homework)
3. Bring a sense of gratitude* into our school in a way that fosters a love of learning, sense of community, and deepening of relationships (*school theme this year)

The Committee really liked the gratitude theme for this year. Mary Brolin noted that she believes gratitude also leads to wellness. Questions were asked about the math programs. Originally the math program was only for K-5 and the staff talked about how they could adapt it for 6th grade re language, etc. They continue to work with Heather Haines on this.

Elaine Zhang is curious about the homework policy. She asked how the homework policy at Merriam is decided and if parents have input. Ed stated that they are in the early stages of the homework question, looking at research and talking. Decisions have not been made yet and many people will be asked for input. Deborah Bookis added that homework is one of the areas that the District is highlighting via Challenge Success this year. The District homework policy will be updated this year.

5.2. C.T. Douglas School – *Principal Chris Whitbeck, Assistant Principal Jenna Larrenaga, Teacher Melissa Hubble, Teacher Deborah Key, School Council Member/Parent Karen Jarsky*

Goals for this year are:

1. Pilot and adopt a mathematics curriculum aligned with the MA curriculum frameworks
2. Continue to grow exhibitionary learning model
3. Explore adoption of Responsive Classroom approach

Katie Neville noted that 3 of the 4 presentations so far have schools choosing math programs and asked why so much time is being spent in this area. Deborah Bookis replied that Douglas 6th grade teachers are piloting different math programs because their current program only covers K-5. She said that Douglas is using Everyday Math and they have not updated their program for the framework, so they have been using an old program for a long time. The 3 schools all have good reasons to be looking at different programs. There is no one perfect math program. Cost savings can only be met if you can buy multiple years worth of material to get to a large enough order to save much. Our district cannot do that. Deborah also noted how valuable it is to have teachers really invested in the program that they use.

Dr. Whitbeck was asked if it is the teachers' decision, or if parents have input. He replied that they have a tool designed to get parent feedback. The school council is involved which includes parents. The math models were presented at a PTO meeting and a good discussion followed. Dr. Whitbeck will continue to get feedback that way this year. Math Specialist, Heather Haines has seen a benefit of being exposed to all of the schools' different approaches and has brought good insight to discussions at Douglas. Dr. Whitbeck said Heather has done a magnificent job of providing tools for math instruction.

Deanne O'Sullivan asked how parents with multiple children can help their students with all of the different programs being used. Dr. Whitbeck said that that is for the teacher and parent to work out. Parents should not be teaching their children math, but supporting them is encouraged. Teachers are wonderful about working with families in this area.

Douglas Parent Corinne Hogseth asked how a parent can help a child who gets no homework. She expressed concern about parents not knowing what is happening in the classroom. Dr. Whitbeck stated that as a parent himself, this is very important to him, to see what his kids are learning and how. He said that Douglas is not a school with no homework. It is a school where the norm has moved from homework every day for homework's sake in a certain number of minutes per grade to the norm being no homework unless it is absolutely necessary. The definition comes from the School Committee policy – it has to aid learning or build skill. As a result, classroom work becomes very important for parents to see. Homework is a big piece of Challenge Success and the Committee and leadership team are researching it.

6. **ABRSD Long Range Strategic Plan** – First Reading – *Glenn Brand*

Dr. Brand thanked his District Leadership Team (DLT), and particularly Marie Altieri, Deborah Bookis and Dawn Bentley, for working on this new Plan since Fall 2015. The core components are:

Vision: To inspire a community of learners

Values: Wellness * Equity * Engagement

Mission: To develop engaged, well-balanced learners through collaborative, caring relationships.

The proposed strategic actions span the next two years and as actions are reviewed and evaluated annually, additional actions will be added and/or revised.

Kristina Rychlik stated that the wellness value is a shared responsibility with the parents, schools and community. It is not just a school goal. Brigid Bieber noted that this is a different approach from the last time. She needs time to read and consider it, and compare it to last year's Plan. The simple language used is powerful and straightforward. This drives all that the District does and how items are prioritized, it will impact budget and everything. Equity can be measured in many different ways. She is not sure how this could be measured given how it is worded. She appreciates all the time that was put into it, but is not sure she will be ready to vote on it at the next meeting.

Paul Murphy agrees with Brigid and he would like more time. He also agrees with Kristina regarding the wellness goal and wants to emphasize that it is not just a district responsibility, but a shared one. Katie Neville pointed out that the Statement of Purpose quotes the mission so it will need to be updated when this is voted. Mary Brolin agreed with Brigid that this Plan guides the District and the School Committee work. She is concerned that it only covers 2 years because that will go by fast. She would like to see a statement about the next 3,4,5 years. She does not want to wait until the end of the Plan to do a new one again. There should never be a time when there is no plan in place because it is important. She loves the crisp language. Equity is a tough thing to define but something should be added.

Marie Altieri clarified that it was assumed that it is a 5 year plan, and the strategic actions are for 2 years. Every year a year of actions would be added. The last Plan's 3 – 5 year goals were not well defined in the beginning.

Dr. Brand agreed that it would be fine to give the Committee more time and vote at their meeting on 11/3/16. He will consider the feedback and make some refinements. He does not see changing the establishment of goals for year 3,4 or 5 yet. Mary Brolin stated that the goals probably would not change but the strategy for the years may. Mary asked Committee members to share their thoughts with the Superintendent and the Administration before the next School Committee meeting.

7. Financial Updates– Clare Jeannotte

7.1. FY18 Budget Planning Calendar and Guidelines

7.2. Hager Well Update

Clare Jeannotte reviewed the FY18 Calendar and Guidelines, as well as Boxborough's Hager Well operational costs issue. A memo of agreement between the two towns and the District is recommended.

8. Subcommittee Reports

8.1. Budget – *9/28/16 meeting* – Maria Neyland reported that the discussion was the same as Clare's report.

8.2. Policy - *FIRST READINGS* – *Brigid Bieber*

8.2.1. Entry Intending Harm, File: EBBC and –R

8.2.2. Threats to Safety, File: EBBD

8.2.3. Emergency Plans, File: EBC

8.2.4. Bomb Threats, File: EBCC

8.2.5. Evacuations, File: EBCCA

8.2.6. Building Security and Access, File: ECA and –R (new)

Mary Brolin commented on the Entry Intending Hard procedures. She asked for clarification of what "authorized individuals" meant in the Building Security and Access policy. Brigid said that it refers to an individual opening the building when it is not occupied by custodial staff.

8.3. Outreach (including PTO Co-chairs) – *9/21/16 meeting* - *Kristina Rychlik*

8.3.1. September Update

Kristina reviewed the new monthly update that will be shared with town boards, PTOs, families and staff. They planned the PTO co-chair meeting for Oct 4. During that meeting, Kristina reviewed the update and got some good feedback. The co-chairs wanted to know when parents should come and voice their opinion on items. They reviewed the Parent Communication Map which some co-chairs had never seen before, and agreed it is very valuable. The group appreciated hearing directly about School Committee items and being able to share that information with their families.

9. School Committee Member Reports

9.1. Acton Leadership Group (ALG) – Amy Krishnamurthy, Paul Murphy (meeting to be on Oct 13)

9.2. Health Insurance Trust (HIT)– Mary Brolin reported.

9.3. Acton Finance Committee – Amy Krishnamurthy reported that the Fincom's Point of View (POV) document (regarding use of reserves) was discussed and will be presented at ALG. The 3-Board meeting

is being planned for Tuesday, Nov 15. The Boxborough group feels that BLF covers this and they do not need a 3-Board meeting at this time.

- 9.4. Acton Board of Selectmen – Eileen Zhang reported that the Acton Senior Center passed at last night’s Special Town Meeting. It is being viewed as a 10 year solution and then there is talk about building a big new community center. This timing may affect the school building plans.
- 9.5. Minuteman Technical High School (MMT) Update – Diane Baum reported that the Ballot Vote on 9/20/16 was successful.

10. **Recommendation to Approve ABRHS Nordic Ski Team Trip to Norway, 2/17/17 – 2/26/17 – VOTE – Glenn Brand**

Maria Neyland moved, Brigid Bieber seconded and it was unanimously, **VOTED**: to approve the ski trip as proposed.

11. **Recommendation to Accept Regional PTSO Grant to ABRHS – VOTE – Glenn Brand**

Maria Neyland confirmed that this coverage for monitoring students in the library is for after school hours. Deanne O’Sullivan questioned whether it’s appropriate to ask the PTSO’s to pay for this. Brigid Bieber said that the Committee can discuss it for future budget planning if they wish.

Maria Neyland moved, Paul Murphy seconded and it was unanimously, **VOTED**: to accept this RPTSO grant gift as proposed with gratitude.

12. **Superintendent’s Report/Updates – Glenn Brand**

- 12.1. 2016-2017 Superintendent’s Wellness Committee Memo
- 12.2. 2016-2017 Superintendent’s Safety Task Force Memo
- 12.3. Family Learning Series: Early Childhood and Technology with Janell Burley Hofmann, 10/5/16 at 7:00 p.m. in the Jr High Auditorium –Deborah Bookis mentioned that Willow Books in Acton will set up a table of books recommended by the District in the store.

13. **FOR YOUR INFORMATION**

Deanne O’Sullivan asked if testing this year will be more like PARCC or MCAS. Deborah Bookis replied that last year the DESE included a few PARCC like questions in reading and math. This is the first year that we are doing MCAS 2.0 (see memo in FYI). Our commissioner was leading the PARCC effort and the state has purchased a bank of PARCC questions. It was an aggressive timeline for the state. They are being told that the banked PARCC questions will decrease over time as the state creates their own questions. This year nothing will be timed, which is much better for the students. 4th and 8th graders are required to take the computer based version this year. This is the direction that testing is going to go. Deborah is prepared to write a letter to the DESE about testing. She stated that our legacy MCAS has the same validity as the PARCC and our old MCAS does what it needs to do. As a result of the Committee’s interest, Deborah will bring a draft letter to the School Committee for review.

The ABRSC adjourned at 9:40 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda, list of warrants

NEXT MEETINGS:

- October 20 - ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 14)
November 3 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 28)
November 9 – ABRSD Master Plan Study Report Community Presentation at 7:00 p.m. in the Jr High Auditorium
(this was previously scheduled for 10/13/16)



GOAL #1

Continue to develop and support the workshop model in all classrooms.

- Participate in professional learning activities in order to improve teaching and learning to support the Massachusetts State Frameworks
- Continue to inform families about the function and meaning of the Workshop Model

GOAL #1 OUTCOMES:

Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate state standards, effectively integrate new lessons into the curriculum, and refine lessons to address identified needs.

GOAL # 2

- Responsive Classroom for the entire school community

We will take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. We will set school community-wide expectations and norms that include both adults and children.

GOAL #2 OUTCOMES:

To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

CONNECTING IT ALL

- Social/ Emotional Learning
Social Thinking Responsive Classroom

- **Teaching**

- **Learning**

- **Community Building**

Workshop Model Across Content Areas

OUR COMMUNITY



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



McCarthy-Towne School
School Improvement Plan for
2016-17 School Year

McCarthy-Towne School Improvement Plan

School Council Membership

Name	Role	Year of Term
David Krane	Principal (Chair)	Permanent
Laura Krieger	Parent	2015-2017
Tracey Estabrook	Parent (Co-Chair)	2014-2016
Deanna O'Donnell	Parent	2014-2016
Kerry Lewis	Parent	2015-2017
Cheryl Beaudoin	Faculty	2014-2016
Kate Gibalerio	Faculty	2014-2016
Noreen Cohen	Faculty	2014-2016
Nancy Kolb	Community Representative	(Appointed)

Goal: Continue to develop and support the workshop model in all classrooms:

- i. Participate in professional learning activities in order to improve teaching and learning to support the Common Core curriculum
- ii. Continue to inform families about the function and meaning of the Workshop Model

Background and Rationale:

McCarthy-Towne School will be entering the third year of a professional learning relationship with Teachers College Reading and Writing Project (TCRWP) at Columbia University. For the fifth year in a row, we will be sending a group of teachers to the Teachers College Summer Reading Institutes and one teacher will be attending the Summer Writing Institute. These weeklong Institutes add to teacher knowledge and skill base around the Reading and Writing Workshop model and synthesize the work that is done over the school year with the summer work when the Project Staff Developers visit our school and work with our teachers.

We are also continuing the work of using the workshop model for mathematics instruction. This effort is teacher-driven, using a mix of a variety of existing math workshop ideas and concepts and making the effort to fit them within the essence of the structural framework of the Reader's and Writer's Workshop models as outlined by Teachers College. Familiarity and experience with this structure will allow educators and students alike to more easily transition into the instruction.

McCarthy-Towne School Improvement Plan

Strategies:

ELA

- a) Continue to participate as a Project School
- b) Continue to send Faculty Members to Teachers College at Columbia University for on-going training at the Reading and Writing Project
- c) Continue to integrate content instruction during the Workshop time
- d) Adjust classroom and school-wide schedules to support instructional change

MATH

- a) Pilot within two grade-level teams the exploration and implementation of the workshop model to advance mathematical concepts and skills
- b) Explore the use of assistants to support classroom math instruction
- c) Adjust classroom and school-wide schedules to support instructional change
- d) Allow time for faculty observation of math workshop in action in schools outside of this district

Outcomes:

Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate Common Core standards, effectively integrate new lessons into the curriculum, and refine lessons to address identified needs.

Goal: Responsive Classroom for the entire school community

We will take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. We will set school community-wide expectations and norms that include both adults and children.

McCarthy-Towne School Improvement Plan

Background and Rationale:

This goal is an ongoing one for our school community. Each year we work with a consultant from the Responsive Classroom organization who spends a day with the faculty working on a specific approach to enhancing a positive social atmosphere with specific strategies for both educators and students. We will also be using the Responsive Classroom platform to tie in with district-wide goals around building social/emotional health for all students and faculty in the ABRSD.

Strategies:

- a) Schedule parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- b) Plan to offer workshops on the Responsive Classroom for the entire faculty
- c) Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom
- d) Use the language and strategies of Social Thinking in conjunction with the structures of the Responsive Classroom

Outcomes:

To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

Assessment of Previous Year's School Improvement Plan

Goal: We will investigate the effectiveness of homework. This will be a yearlong process of study and exploration of homework, in all its forms. This process will include:

- a) Parent forums
- b) Additional surveys
- c) Investigation of research
- d) Faculty discussions
- e) Gathering information for families and staff to consider and discuss
- f) Communicate our findings to the respective communities

McCarthy-Towne School Improvement Plan

Outcomes/evidence and means by which they were assessed:

Outcomes: To gather parent and faculty feedback, insight gained from research, to inform all of the McCarthy-Towne school community stakeholders of what homework is and what it is not.

In the process of exploring what homework can actually look like at each of the grade levels and, additionally, in the faculty meetings that we used to evaluate the effectiveness of homework, we began an organic process of reducing the amount of homework that was given to students. As we planned information sessions for parents based upon the parent survey from the year before, it became very clear that the amount of homework being given this year was considerably less than the school year before. The process of examination and reflection was the impetus for significant reductions across the grade levels. The faculty then decided that the current status quo was appropriate and that we would continue this into the next academic year, carefully monitoring the amounts. This was communicated to the School Council and was met with agreement.

Goal: Extend the workshop model to all classrooms:

- Participate in professional learning activities in order to improve teaching and learning to support the Common Core curriculum
- Schedule Parent Forums to help educate parents about the workshop model

ELA

- a) Continue to participate as a Project School
- b) Continue to send Faculty Members to Teachers College at Columbia University for on-going training at the Reading and Writing Project
- c) Continue to integrate content instruction during the Workshop time
- d) Adjust classroom and school-wide schedules to support instructional change

MATH

- a) Continue to explore and implement the workshop model to advance mathematical concepts and skills across the grades
- b) Explore the use of assistants to better support classroom instruction
- c) Adjust classroom and school-wide schedules to support instructional changes
- d) Allow time for faculty observation of math workshop in action, both in and out of school, and for development of student activities

McCarthy-Towne School Improvement Plan

Outcomes/evidence and means by which they were assessed:

OUTCOMES: Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate Common Core standards, effectively integrate new lessons into the curriculum, and refine lessons to address identified needs.

Goal Assessment:

With the continued counsel of the Teachers College Staff developers, we continue to work on purposeful implementation of the Reader's and Writer's Workshop. We have piloted expanded time for Reader's Workshop in Grades Two and Four in an effort to further explore pushing in more reading instruction for these two grades with the help of our Reading Specialist, with moderate success. Successful push-in instruction requires more personnel than we can offer at this point. However, the expanded instructional times were successful as we continued to adjust. We will be making an effort to do this school-wide in the coming academic year.

The continued development of the Math Workshop is becoming increasingly successful as more teachers are looking at the effectiveness of the model. This work will be continuing.

Goal: Responsive Classroom for the entire school community

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. Set school community-wide expectations and norms that includes both adults and children.

- a) Schedule parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- b) Using the first building-based Professional Learning Day in fall, 2015, to offer a series of workshops and break-out groups on the Responsive Classroom for the entire faculty, including classroom assistants and Special Education assistants
- c) Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom

McCarthy-Towne School Improvement Plan

Outcomes/evidence and means by which they were assessed:

OUTCOMES: To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

Goal Assessment:

There is strong agreement among faculty and staff that this was a goal that was unequivocally met. There is also strong agreement that it continues to be a goal that constantly needs to be nurtured, renewed, and revisited. Working with a consultant to launch the new school year was a tremendous inspiration and that inspiration worked to sustain the important work of the school wide Morning Meeting occurring in every classroom, every day, at the same time. Special Educators, Music, Art, and Physical Education teachers were assigned specific classrooms or rotations so that they, too, could participate in the daily Morning Meeting. Students could see that all of the adults in our school were active participants in an event that was community wide.

We will again begin the year by working with a consultant from Responsive Classroom, specifically working on the academic piece of *Teacher Language* and the social and very practical piece of dealing with *Thorny Behaviors*, both critical parts of the Responsive Classroom approach and philosophy. A team of Special Educators and our Assistant Principal has attended conferences and workshops on Social Thinking. This is another part of the effort and working more closely on social/emotional issues and challenges that are part of the elementary school experience.

School Improvement Plan Report

RJ Grey Junior High School
October 20, 2016

2015-2016 Curriculum Development

- **Homework and Workload**
 - Shared Guidelines for *Homework Practices*
 - Expectations re: vacations
 - Collecting initial data on Homework Workload (Challenge Success)
- **Disciplinary Literacy** - two active cohorts of teachers
- **Modified and expanded curricula**
 - Selection of new Math textbook and resources
 - Developing modified curricula in major content areas

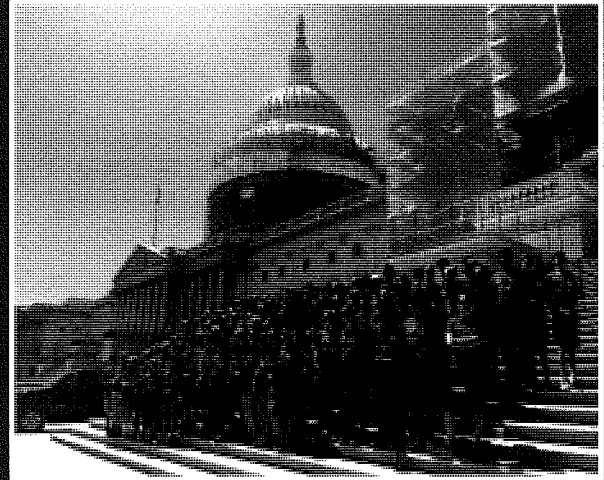
Student Engagement & Social/Emotional Health

New Programming for Students

- Washington DC trip (April Vacation)
- New club offerings: *Fit Club, Yoga, Cooking Club, Remote Control Club*
- Speakers: Kirsty Kerin, Meghan McCoy
- **Community Service recognition**

Training for Staff

- Crisis response and understanding grief
- Homework Practices dialogue
- Abby Baird, PhD on the adolescent brain



Other Work

Enhancement of physical space within the Junior High

- Cafeteria annex
- Speech & Language room
- Former Central Office suite
- ***Interior courtyard - community garden concept***



Priorities for 2016-2017



Challenge Success-related initiatives

- Unpacking student survey results from Spring 2016
- Homework and Workload Efforts
 - Effective practices, shared calendars (see example)
 - Ongoing workload discussions and data collection
- Looking at the school schedule and student experience
 - Shadow Day(s)

Student Engagement

- String Ensemble Program
- Community Service Recognition
(*"Rise to the Challenge"*)
- RJ Grey Garden (maybe)



Supporting All Students

- New Special Education Department Model - staffing and services, interventions
- Significant expansion of **reading services**
- Conversations about **diversity and equity** amongst staff - how to address an increasingly diverse student population, and an increasingly diverse and complex world

Mechanical & Operational Protocols

- Safety and security: ALICE training for students and staff
- Clarifying protocols for overnight field trips
- Implementing MCAS 2.0
- Adjustments to Minuteman Tech relationship and supporting interest in vocational programs
- Ongoing adjustments and improvements for 6th to 7th grade transition process for families

On the Radar

- Expanding population of Emerging Bilingual students
 - *Services, staffing, teacher supports, information and data*
- Junior High Leadership Models
 - *Supervision & Evaluation, Instructional Support, Curriculum Development*
- Shifting staff population
 - *10 new staff members this year*
 - *40 JH staff members here five years or fewer (teachers, assistants, admin)*



Acton-Boxborough Regional School District

16 Charter Road

Acton, MA 01720

978-264-4700 www.abschools.org

RJ Grey Junior High School

Acton-Boxborough Regional School District

School Improvement Plan for 2016-2017

School Council Membership, 2015-2016 School Year

<u>Name</u>	<u>Role</u>	<u>Year of Term</u>
Andrew Shen	Principal, School Council co-chair	NA
Kerry Byrne	Junior High Teacher	2nd of 2-year term
Lana Paone	Junior High Teacher	2nd of 2-year term
Carol Watson	Junior High Teacher	2nd of 2-year term
Tracey Smith	7th grade parent	1st of 2-year term
Susan Kenyon	7th grade parent	1st of 2-year term
Joanne Wu	8th grade parent	2nd of 2-year term
Sarah Webber	8th grade parent, co-chair	2nd of 2-year term

2015-2016 School Council Meeting Dates:

(for minutes and handouts of individual meetings, please go to: <http://rjgrey.abschools.org/school-council>)

October 25, 2015

November 9, 2015

December 14, 2015

January 25, 2016

March 14, 2016

April 25, 2016

June 6, 2016

Goal One: Continue to develop and enhance the Junior High curriculum through ongoing emphasis on literacy in all subject areas and continuous refinement of curricular sequencing and pacing to reflect overarching District goals that are associated with, but not limited to, literacy.

Background and Rationale: Consistent with the District's priorities, the Junior High remains committed to the notion that addressing literacy is fundamental to students successfully engaging with content knowledge, and that content is essential to assisting students develop key skills in the areas of reading, writing, speaking, listening and critical thinking. This initiative is entering its fourth year, and specific goals and objectives for the upcoming year will need to be established to encourage the ongoing evolution of this work as it relates to professional training and learning materials. As the District continues to examine and review both specific and general dimensions of our preK-12 curriculum, the Junior High will continue efforts and adjustments that are appropriately responsive to changes that contribute to that work.

Strategies:

- Continue the Junior High's **Disciplinary Literacy** initiative, entering **Year 4** of this work that emphasizes professional development and curriculum development. Provide staffing support, learning material support, necessary release time, and outside consultation as needed
- Continue to support the work of the 2nd cohort of staff involved in the *Disciplinary Literacy* initiative, as they enter Year 2 of their work and studies
- Continue to support the work of the 1st cohort as they enter their 4th year with this initiative
- Continue to work with evaluators to identify key aspects of literacy work that should be incorporated into educator evaluation observations
- Support **7th grade Math** program's plans to adopt and utilize a new math textbook
- Support the **World Language** department's ongoing efforts to shift towards a proficiency model for supporting and guiding student mastery of French or Spanish
- Work closely with District administrators in their review of curriculum goals, and addressing questions related to individual student and family **interest in accelerating exposure and/or access to various academic courses and programs**
- Incorporate District work with **Challenge Success**, and data and feedback gathered through the process, to lend insight into our review and of course goals and pacing

Outcomes:

- *Expanded* implementation of effective literacy strategies within the classroom by RJ Grey teacher evidenced by new interdisciplinary endeavors between Science, Social Studies, and English
- Teacher-led and designed practices that reflect disciplinary literacy work evidenced by at least two additional professional learning sessions organized and led by teaching staff (as opposed to administrators)
- Increased dialogue about literacy strategies between teachers and their evaluators, as evidenced in evaluation write-ups
- Continued refinement and clarity of District approach and response to interest in various types of academic acceleration, resulting in formal documentation and protocols for this issue
- Successful implementation of the new 7th grade math textbook and supplemental student materials, including utilization by all math teachers of web-based materials associated with the textbook
- World Language has met goal for Year Two of its implementation of a proficiency model for student engagement in French and Spanish, which includes clear documentation of benchmarks and assessment goals for student performance in both grades

Goal Two: Continue to enhance and develop academic supports for students within our “High Needs Population” who would benefit from additional intervention and/or adult engagement in order to experience academic success (continuation from previous four years – ‘12-13, ‘13-14, ‘14-15, and ‘15-16).

Background and Rationale: As a school, and by many different measures, we continue to provide an educational experience that supports a high level of academic achievement reached by many of our students. To be sure, it is crucial that we continue to preserve aspects of RJ Grey that support this level of academic achievement. In addition, we continue to feel an obligation to pay increased and sustained attention to the needs of RJ Grey students who continue to struggle academically and/or whose personal and educational circumstances calls for specialized instruction. There will always be students who may not experience immediate academic success at RJ Grey, and we are committed to expanding the number and scope of interventions that we provide for them. This has recently included a growing population of general education students who join our school district with significant learning gaps and varying degrees of preparation for grade-level instruction. We also continue to have students who experience serious interruptions to their academic work and would benefit from additional supports. Some examples of “interruptions” include the increased frequency of students diagnosed with concussions, long-term illnesses, and struggles with anxiety and school refusal.

Additionally, our population within the Special Education and ELL cohorts is increasing in both size and complexity of needs. RJ Grey is expecting its Special Education population to increase by at least 25% over the next two years. We are fortunate to have received additional staffing for next year in the form of two full-time special educators, which will allow us to implement new models that address individual Learning Center populations, as well as overall special educator caseloads. Additionally, it provides us with the bandwidth to introduce other intervention strategies in the area of reading support, social pragmatics, and executive function. Efforts for 2016-2017 will focus heavily on development and implementation of this new model, and the interventions that accompany that model.

Strategies:

- Support and encourage ongoing professional development for specific teachers that targets **new and expanded reading intervention strategies**. These opportunities will include summer and school-year trainings.
- Continue to prioritize and fund other professional learning opportunities and summer work that streamline, improve, or expand our work and communication related to students who receive **additional academic support** (general education or special education)
- Adjust the **caseload and teaching responsibilities of our Reading teacher** to offer a wider array of reading services to our incoming population, both general and special education
- Continue our school’s **examination of homework practices**, including shared homework guidelines that will be piloted this school year. Include professional learning sessions that focus specifically on strategies for modifying and adjusting homework assignments for students who consistently struggle with homework completion and mastery of content
- Incorporate District work with **Challenge Success**, and data and feedback gathered through the process, to lend insight into our ongoing work in this area
- Introduce additional intervention strategies in the areas of **reading support, social pragmatics, and executive function**
- Implementation of **new Learning Center model** that addresses learning center sizes and overall special educator caseloads
- Continue to work with Student Support Services to review **District approach to determining eligibility, and in-class and school-wide interventions** to provide students before considering a referral for special education testing

Outcomes:

- Increased reading services to students in our general and special education populations that address their specific areas of need (i.e. decoding, fluency, etc.)
- Increased implementation by classroom teachers for modifying and adjusting homework for students who consistently struggle with homework completion
- Implementation of new intervention strategies in areas of reading support, social pragmatics and executive function. Ongoing review of those new strategies to identify areas to adjust or modify moving forward
- Sharing of strategies and resources to classroom teachers on effective in-class intervention strategies that can and should be implemented in advance of considering a referral for special education testing

Goal Three: Continue to attend to efforts that address the social and emotional health of our students, including expansion of extra- and co-curricular programming, and professional learning for staff on critical aspects of student well-being and safety.

Background and Rationale: The social and emotional health of our students has been highlighted as a priority within our District for several years. This issue covers a wide range of issues and concerns, ranging from ensuring that a broad range of student extracurricular interest is met and supported, to the emergence of stress-related problems and challenges within our student population. As populations in our two communities continues to shift and change, there is reason to believe that some of our offerings and strategies for engagement and support may need to be adjusted to reflect these changes. Additionally, the Superintendent's recent *Entry Report* highlighted a number of topics that fall within this realm (school start times, stress, extracurricular and co-curricular programming) and merit some attention. To that end, our District will be devoting significant attention to concerns around the continued narrowing of how "success" is defined, and the intensity of expectations and competition that seem to play an increasingly prominent role in the experiences of our students.

Strategies:

- Adoption of **ALICE** for our school's threat response protocol
- Implement the first full year of the **JH Community Service** recognition program
- Continue our school's **examination of homework practices**, including shared homework guidelines that will be piloted this school year. As part of that discussion, continue to discuss the topic through the lens of student health and wellness
- Support and champion the District's work with **Challenge Success**, including professional development for staff, community dialogues and presentations for parents/guardians, and gathering feedback from students about their current experiences (i.e. re-administer the Challenge Success student survey)
- Continue to support the continuation and **development of student clubs and activities**, including ones with a health and wellness focus
- Implementation of a new **String Ensemble** program as a Grey Block elective
- Creation of an **RJ Grey community vegetable garden** that utilizes unused courtyard space within the Junior High, and provides opportunities for students, parents, and staff to work together on a garden that could also be linked to curricular activities and lessons
- In concert with the District's master plan for school spaces, continue to identify options and opportunities within the existing Junior High footprint of **updating and improving current spaces** to include varied and flexible seating that encourages student learning and social interaction.

Outcomes:

- Complete staff and student training of ALICE protocol so that adoption of this response protocol will be in place by the end of September, 2016
- At least 25% of the student population will participate in our Community Service recognition program
- At least three community programs and presentations for parents/guardians related to our Challenge Success work and efforts
- Student clubs such as Cooking Club, Fit Club and Yoga will continue to be offered to students, as well as the emergence of new clubs based on student interest
- Incorporation of RJ Grey garden into various curricular and co-curricular programs at the Junior High
- Ongoing analysis and review of our shared homework guidelines and to assess impact on student experience and learning, evidenced through student surveys and feedback
- Additions and updates to various spaces such as the Library and Cafeteria lobby that expand the usage and seating options for those area
- Complete the inaugural year of the String Ensemble program, and identify any adjustments for the following year

Goal Four: Establish and/or refine specific aspects of RJ Grey school operations that include day to day protocols as well as procedures and policies for special events and programs.

Background and Rationale: Both by choice and necessity, the 2016-2017 school year will involve work and attention to various operational dimensions of the school. This includes areas of school procedures that have been identified by the staff as requiring greater attention and clarity, ranging from our approach to special events and activities, to supervision of, and access to, school space after school. This goal is also in response to new practices or requirements established by Acton-Boxborough and the Massachusetts Department of Elementary and Secondary Education, and require immediate attention on the part of the Junior High.

Strategies:

- Gather and synthesize all information available from the DESE regarding the creation of **MCAS 2.0** as the new statewide assessment system, and any changes that will be required in terms of timing, coordination of testing, accommodations, and use of technology
- Participate in a District review of **protocols and policies for any overnight school field trips** (such as the Washington D.C. trip)
- Review with Central Office administration needs and concerns regarding **open access to Junior High building during after school hours**
- Discuss with staff and Central Office administration **new models for Junior High department and school leadership** that may replace current Department Leader model; identify most critical needs that any leadership model must meet moving forward
- Review with other schools their approach for **maintaining and sharing student records**, and working closely with Central Office and district legal counsel to identify clear guidelines pertaining to student records

Outcomes:

- Successful transition of testing protocols and procedures to administer the Spring 2017 version of MCAS 2.0 statewide assessment, including test security, student accommodations, and technology requirements
- Establish a shared District policy and protocol regarding overnight field trips that addresses eligibility to participate, questions concerning liability, medical provisions and services, and funding of required accommodations
- Establish a new policy and procedure for addressing access of Junior High space after school that continues to encourage appropriate student use of spaces and programs, while increasing and improving necessary safety and security of the space and its users
- Design and propose a new leadership model for the Junior High that will be potentially implemented in 2017-2018 (may require a funding request)
- Identify most critical areas where schools within the District must share practices related to student records and begin a review of Junior High protocol to ensure compliance with those expectations

Assessment of 2015-2016 Progress on School Improvement Plan

Goal One: Continue to develop and enhance the Junior High curriculum with an emphasis on supporting literacy in all subjects.

Outcomes/evidence and means by which they were assessed:

Status	Outcomes	Notes/Highlights
MET	Continue the JH's <i>Disciplinary Literacy</i> initiative, entering Year 3 of this work that emphasizes professional development and curricular development. Provide staffing support, learning material support, necessary release time, and outside consultation as needed.	4 all-school staff meetings devoted to this topic; implementation of Learning Walks; Math Department professional learning sessions with consultant
MET	Continue to support the first cohort of staff involved in the <i>Disciplinary Literacy</i> initiative	This group continues to meet as a Critical Friends Group and is currently discussing interdisciplinary opportunities for the 2016-2017 school year
MET & Ongoing	Launch work with 2nd cohort of staff accepted into the <i>Disciplinary Literacy</i> initiative.	This group met during the summer, and also participated in 4 professional days during the school year and have begun establishing goals for the 2016-2017 school year
Ongoing	Work with evaluators to identify key aspects of literacy work that should be incorporated into educator evaluation observations and discussions.	This expectation was established during the school year; ongoing calibration amongst evaluators will be a necessary next step for 2016-2017
Ongoing & Adjusted	Continue to support department-based curricular development that addresses alignment of course units with items emphasized within the Common Core and the upcoming PARCC assessments.	With the shift by the DESE in its anticipated use of PARCC, we continue to pay attention to the Common Core but await additional guidance about the new "MCAS 2.0" instrument for next year
MET	Implementation of new <i>Digital Literacy</i> course during the 15-16 school year	This 7th grade course was offered this year, and will be entering its second year of implementation; the Digital Literacy teachers presented to the staff in May 2016 an overview of the grade-level goals and objectives for their courses
Ongoing	Evidence of continued and expanded implementation of effective literacy strategies throughout JH classrooms, including but not limited to those involved in the <i>Disciplinary Literacy</i> initiative	Six (6) teachers presented at all staff meetings of lessons and teaching strategies they have recently implemented as a literacy strategy; department leaders have been asked to embed dialogue about literacy strategies into their observation follow ups with teachers
Ongoing	Evaluations of educators will include observations and commentary on his/her implementation of instructional strategies that directly addresses our school's literacy goals	This has begun, and requires continued calibration amongst evaluators of how best to pursue this effort

Goal Two: Continue to enhance and develop academic supports for students within our “High Needs Population” who would benefit from additional intervention and/or adult engagement in order to experience academic success (continuation from 12-13, 13-14, and 14-15).

Outcomes/evidence and means by which they were assessed:

Status	Outcomes	Notes/Highlights
MET	Implementation of new model for expanding ASC supports and general education (and special education) reading services	Shifted new FTE to provide additional bandwidth for ASC, new FTE staff person supported 7th grade team and additional reading support for identified students
MET & Ongoing	Utilization of new Educational Team Leader position to provide increased coordination of services for Special Education students, including transition from elementary schools to the Junior High	Ongoing development of new protocols and practices that maximize use of newly created ETL position. ETL has continued to meet with elementary SPED coordinator to choreograph transition of students to JH. ETL has implemented several efforts to establish greater cohesion within the JH Special Education department, and mentoring new staff to the Junior High. This will continue, especially with three new staff members joining next year.
MET	New structure to provide Fundamentals Math and English instruction for Special Education students	Existing staffing was structured to serve as the instructor for both Fundamentals English and Math, providing for more alignment in instruction for the students who are enrolled in those courses. This is a shift away from a model where 3-4 different special educators were assigned sections of Fundamentals Math or English
Ongoing	Include professional learning on instructional strategies and support for our High Needs population	This was not done as explicitly and as school-wide as we would like. Next year, we are devoting time to exploring strategies for modifying homework assignments for struggling students, as well as other more specific topics related to this area.
MET	Planning for 2016-2017 SPED population increase, developing budget and program proposals to increase and align staffing to properly anticipate needs for the following school year	We were able to present budget proposals for the upcoming school year that includes 2 additional FTEs for the Special Education department based on projections for SPED student enrollment over the next few years. With School Committee support, we are moving forward with staffing and programming that will allow for appropriate services and support of our incoming student population.
Ongoing	Development of modified and accessible curricula in the different content areas, including but not limited to, 7th grade Math, English, Social Studies and Science that can be used to support students in our LLP and Connections (special education) programs where there is an increasing cohort of students who require substantial modifications and adjustments to the curriculum	This continues to be an effort that is heavily pursued in the summer with professional learning sessions attended by content-area teachers and special educators who support students in our LLP and Connections program. Last summer, the focus was on the 7th grade curriculum.
Ongoing	Continue working with teams to develop team-based strategies for intervention and “catching” students who are struggling; continue to emphasize classroom-specific modifications and supports that can and should be offered to individual students.	This is a dialogue that continues within team meetings, Child Study discussions, and embedded in other professional learning topics such as Homework and Disciplinary Literacy.

Goal Three: Continue to attend to efforts that address the social and emotional health of our students, including expansion of extra- and co-curricular programming, and professional learning for staff on critical aspects of student well-being and safety.

Outcomes/evidence and means by which they were assessed:

Status	Outcomes	Notes/Highlights
Not Met & Delayed	Implement a structured and formal program at the JH that encourages students to participate in community services activities, and recognizes them for their involvement in those activities.	This initiative was delayed by a year, and we plan to implement in the Fall of 2016. Some initial preparation was completed, and we will plan to launch in October.
MET	Offer a school trip to Washington, DC for interested students, that would take place during the April Vacation.	Over April Vacation, 100 RJ Grey students and 10 chaperones participated in a 4-day educational trip to Washington DC. We hope to offer this trip again in the future.
MET	Continue to support the development of new student-initiated clubs and activities that generate appropriate levels of student interest	Many student clubs continue to be offered annually, such as MathCounts, Speech Club, Chess & Board Games, and Origami Club. Newer clubs such as Fit Club, Yoga, Iron Chef Cooking Club, and Remote Control Club were offered this year with great interest and participation.
MET	Provide professional learning for staff on crisis response situations that address aspects of grief counselling and supporting students who experience traumatic experiences and loss	We had training specifically for our school leadership and crisis response team, and then an all-staff training with Maria Trozzi, the Director of the Good Grief Program. The crisis response team continues to meet and conduct table-top exercises to prepare for different scenarios that may require utilization of our crisis plan.
Ongoing	Continue to evaluate and assess the structure of our anti-bullying and teasing program, and identify possible additions or modifications	We continue to utilize the MARC program for our pro-social anti-bullying curriculum. We supplement that with speakers regarding online bullying and also performing arts-based programs that address peer to peer conflicts. We continue to modify content that can effectively reach students.
MET	Support the work of our performing arts staff at the JH and HS, as they implement a new schedule for each school's respective musicals and theatrical performances	We successfully shifted the timing of our annual JH musical to the Fall season, with performances taking place immediately after the Thanksgiving Break.
MET & Ongoing	Engage staff, families, and students in continued study and dialogue about sleep, extracurricular commitments, as part of the District's examination of school schedules and start times.	For the first time, we had sleep expert Dr. Kirsty Kerin speak to all 7th and 8th grade students in separate presentations. We also supported the District's larger efforts to explore concerns around sleep and school start times - via District surveys and the November professional learning session.
Ongoing	As part of our discussion about homework, examine that topic through the lens of student health and wellness	We held 4 all-school staff meetings to discuss homework practice, and had two subcommittees develop a homework purpose statement, and an initial draft of shared homework guidelines.
Not Met & Delayed	Adoption of new school lockdown/threat response protocol (i.e. ALICE Training as a possibility), and initial training associated with that protocol	This was not pursued during this current school year. The District moved to adopt ALICE as the protocol for our schools and initial training for a cohort of staff will be completed in May 2016. It is likely that full adoption and training will be ready for the start of the 2016-2017 school year.



2015-2016 Staff Recognition/ Teaching Excellence Award Presentation & Update on 2016-2017 Goals

FALL PRESENTATION TO THE ABRSD SCHOOL COMMITTEE

Our Mission

*To ensure understanding, respect, support,
and the appropriate education of all children in our community.*

The Special Education Parent Advisory Council's duties under state law include:

“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district's special education programs.”

- Provide a network for parents and a forum for sharing and discussing interests and concerns
- Maintain dialogue with the broader community
- Collaborate with the school community to improve student outcomes
- Promote and enhance communication between families and administrators

2015-2016 Staff Recognition/ Teaching Excellence Award

- Staff who have gone above and beyond what is expected of them to support, encourage, and include students with special needs;
- Staff who demonstrate caring and empathy for all students;
- Staff who embrace and take ownership of all of the students in their care; and
- Staff who seek novel ways to understand, educate and inspire students with special needs

Based on parent and staff feedback, the Friends of AB SpEd PAC honors

ABRHS Special Educator Nikki Jeannotte

2016-2017 Goals

- Build relationships and partnerships with new Student Services leadership
- Continue to follow through with second year of APPLE plan implementation
- Offer several joint workshops or seminars with the district beyond Basic Rights
- Update *Special Education Parent Handbook* to reflect regionalization and new programs
- Work with families and Student Services to explore issues found via 2015 parent/guardian survey, particularly around communication, Out of District students
- Conduct MCAS analysis and promote stronger academic progress and improved and transparent measures of growth beyond SGP for Students with Disabilities
- Pursue IEP/504 sign off policy given 8% of parents surveyed report staff not aware child was on an IEP/504 in the previous year

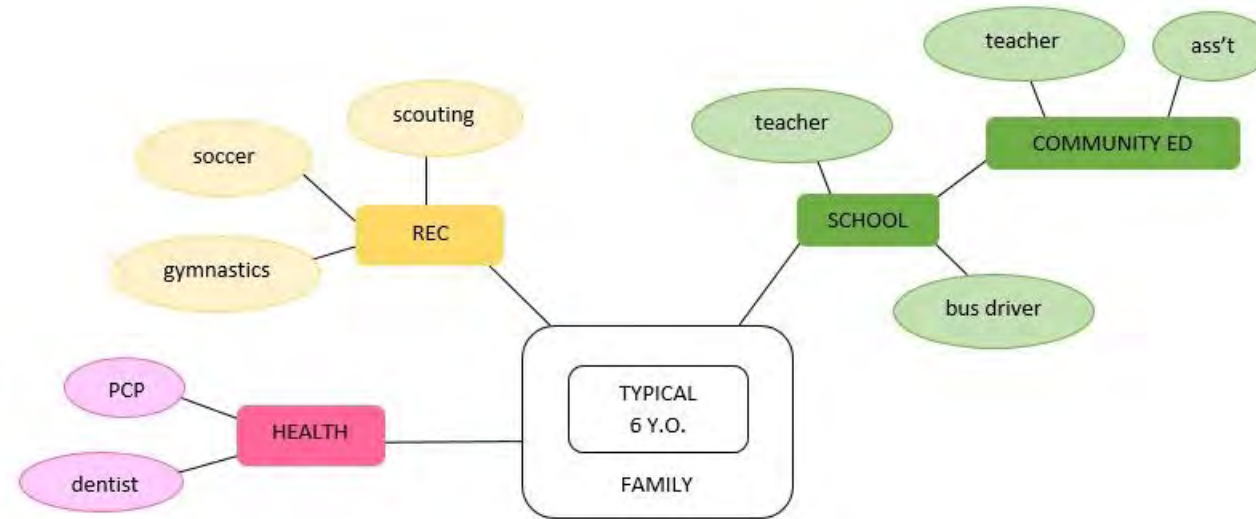
Progress

- Have met with Student Services leadership and are continuing monthly meetings with the Special Education Director
- Cohosting with Student Services a presentation on reducing student anxiety by Jessica Minahan, BCBA and author of *The Behavior Code*, on December 14th
- Hosting the ABRHS transition specialist in January to speak on transition planning and services for students ages 14-22
- Cosponsoring Sarah Ward's presentation on executive functioning with the district in March
- Conducted 2016 MCAS analysis for Students with Disabilities and will discuss findings with the district
- Issuing brief survey to follow up on communication and trust issues found in 2015 parent/guardian survey

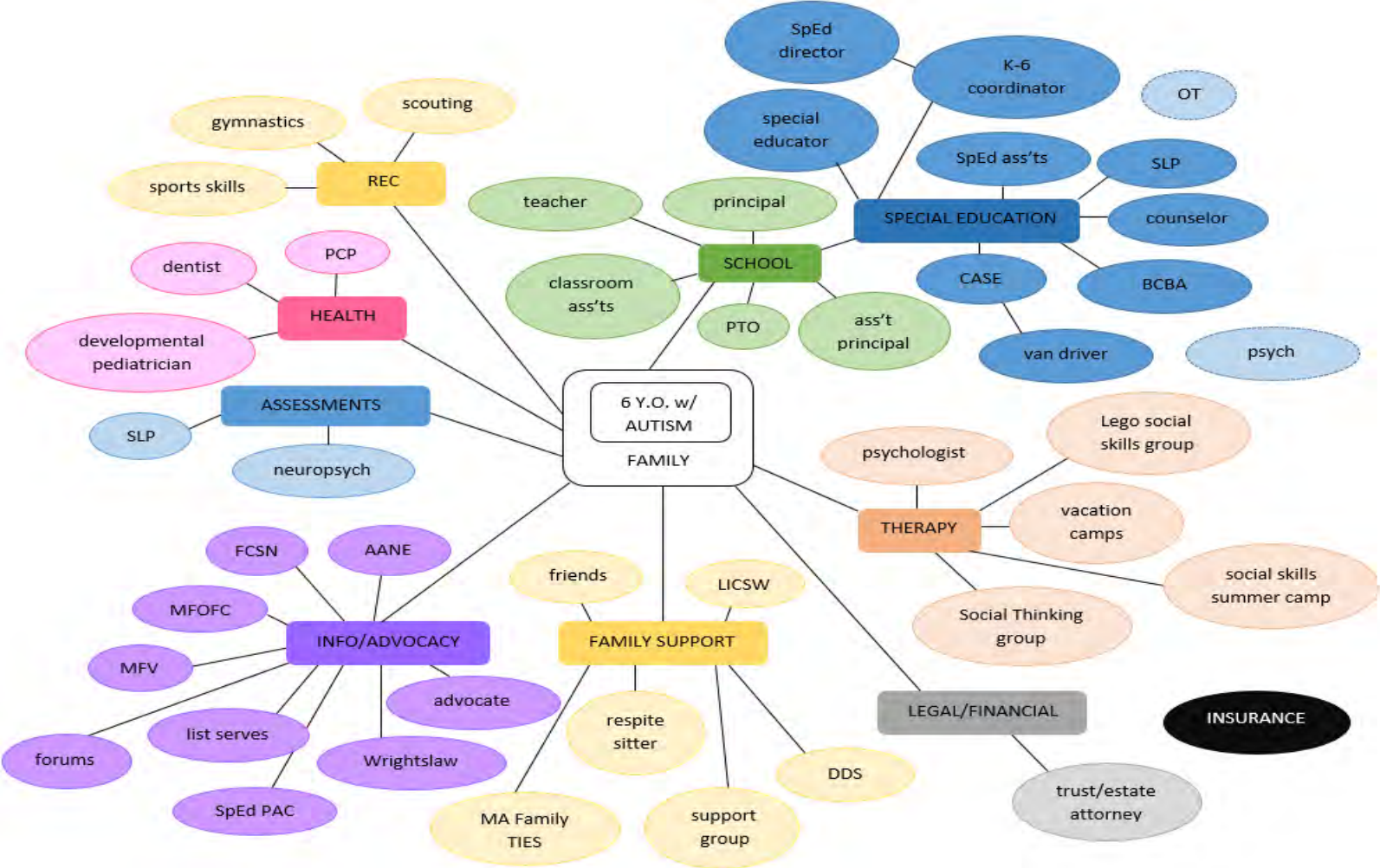
Other Priorities

- Perform High Needs population trends update
- Follow FY18 budget process and provide feedback on priorities
- Participate in DESE Coordinated Program Review process and provide Student Services with supporting documentation as requested
- Continue to provide family support with parent-to-parent list serve and monthly support group
- Partner with local agencies to address community needs (DPYS, Acton Commission on Disabilities)
- Continue to reach out to broader community to increase understanding and awareness of disability issues and family stresses—e.g., visual representation through care maps

Care Map: Typical 6-Year-Old



Care Map: 6-Year-Old w/ Level 1 Autism



Next Meeting & Thanks

Wednesday, November 9th, at 7:30 p.m. in the R.J. Grey library

Thank you to the School Committee for its time and consideration.

abspedpac.org



ABRSD

CHALLENGE

SUCCESS

Dawn Bentley, Assistant Superintendent for Student Services
Deborah Bookis, Assistant Superintendent for Teaching and Learning

October 20, 2016

Expanding Our Notion of Success

Three critical questions:

- Why must we expand our notion of success?
- How do we expand that notion of success?
- What does an expanded notion of success look like? Sound like? Feel like?

Three High-Leverage Areas

1. Homework and workload
2. Schedule
3. Family engagement and communication

2016-17 and beyond: district and building-based work in each of these areas

AB Wellness Site

AB WELLNESS

HOME

CHALLENGE SUCCESS

RESOURCES

DISTRICT & COMMUNITY HAPPENINGS

MORE

This site is a resource for our learning community to support the health and well-being of all members.



REDEFINING OUR NOTION OF SUCCESS...

www.challengesuccess.org
Supporting the success of every student



RESOURCES

Website resources to support student success



DISTRICT & COMMUNITY HAPPENINGS

Website resources to support the health and well-being of all members

<http://abschoolswellness.weebly.com>

Family Learning Series

November 8th

Challenge Success co-founder Dr. Denise Pope- *The Well-Balanced Student* (get those absentee ballots!)

November 14th

Maria Trozzi- *Five to Thrive: A Conversation about the Stresses of Parenting Today*

Connected to student and staff learning

Look, Sound, Feel

Three more critical questions:

- What does an expanded notion of success ***look*** like?
- What does an expanded notion of success ***sound*** like?
- What does an expanded notion of success ***feel*** like?



Expanding Our Notion of Success

A-B CHALLENGE SUCCESS NEWSLETTER - OCTOBER 2016



A-B WELLNESS WEBSITE

Over the last few years, our district has engaged in work in the area of health and well-being for all members of our learning community, including social emotional learning (SEL).



We are excited to launch a website with a variety of resources for families, teachers, students, and the greater learning community: <http://abschoolswellness.weebly.com>. Here you will find a variety of pages and resources to support our mission to develop engaged, well-balanced learners through collaborative, caring relationships.

EARLIER NEWSLETTERS

Earlier *Expanding Our Notion of Success* newsletters can be found under *Family Communication* at <http://abschoolswellness.weebly.com/challenge-success.html>.



AB WELLNESS
WEBSITE

<http://abschoolswellness.weebly.com>

CHALLENGE
SUCCESS

<http://www.challengesuccess.org>

DISTRICT AND
COMMUNITY
HAPPENINGS

<http://abschoolswellness.weebly.com/district-and-community-happenings.html>

DID YOU KNOW?

In spring 2016, when we administered a Challenge Success survey to our nearly 2900 6th – 12th grade students:

- 75.5% chose **enjoyment** as the primary reason for participating in an extracurricular activity.
- 30% reported that it is **quite** or **extremely important** to their parents that they are successful in their extracurricular activities.

THE WELL-BALANCED STUDENT WITH DENISE POPE, PH.D.

WHEN

TUESDAY, NOV. 8TH, 7-8:30PM

WHERE

36 CHARTER ROAD
ACTON, MA

MORE INFORMATION

In a high-stakes, high-pressure culture, family and school expectations may have unintentional but damaging effects on students. Increasing demands on students may lead to unhealthy stress, resulting in burnout, disengagement, or debilitating physical and mental health symptoms. Join us as she examines the tension that families, students, and teachers often experience over issues such as homework, grades, and the culture of competition, and offers tools for creating a healthier community of learners.

This learning event is for all parents/guardians and grandparents with children preschool through grade 12, and for any interested community members.

Join us after you cast your vote in the 2016 US Presidential Election!



[Get Directions](#)



DENISE POPE, PH.D.

Denise Pope, Ph.D., is a Senior Lecturer at the Stanford University Graduate School of Education, where she specializes in student engagement, curriculum studies, qualitative research methods, and service learning. Challenge Success is an expanded version of the SOS: Stressed-Out Students project that Dr. Pope founded and

directed from 2003-2008. Dr. Pope lectures nationally on parenting techniques and pedagogical strategies to increase student health, engagement with learning, and integrity. She was honored with the 2012 Education Professor of the Year "Educators' Voice Award" from the Academy of Education Arts and Sciences. She lives in Los Altos, CA with her husband and three children.

How parents and kids define success differently - Denise Pope



Raising healthy happy kids - Madeline Levine





Acton-Boxborough Regional School District
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www.abschools.org

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

ph: 978-264-3313
dbookis@abschools.org

October 18, 2016

TO: Glenn A. Brand, Superintendent
FROM: Deborah E. Bookis, Assistant Superintendent for Teaching and Learning
Dawn G. Bentley, Assistant Superintendent for Student Services
RE: Acceptance of Gift from Danny's Place Youth Services

Danny's Place Youth Services has graciously offered to pay \$2,000 for free parent access to two Challenge Success On-Demand videos: *The Well-Balanced Student* (2,800 free views) and *The Well-Balanced High School Student* (2,900 free views). The access will extend from November 9 to December 21, 2016.

These videos are wonderful resources for our families. We are very fortunate that Danny's Place Youth Services (<http://dannys-place.org>) will support us in this important endeavor.

We would respectfully ask that the Acton-Boxborough Regional School Committee vote to accept this generous gift.







Short List of Master Planning Options

	Admin	Blanchard	Conant	Douglas	Gates	Parker-Damon	RJ Grey	ABRHS	
Existing	PK	PK-6	K-6	K-6	K-6	K-6 K-6	7-8	9-12	
Enrollment Capacity		434	307	270	300	483 483	908	2071	
									New Building Projects
Option C	Target Enrollment	434	347			483 483	863	1810	421 421
New Consolidated Twin ES; Renovate ECC		1-6	PK-K			1-6 1-6	7-8	9-12	1-6 1-6
			Priority #2						Priority #1
Option D	Target Enrollment	434				483 483	863	1810	347 421 421
New Twin ES & ECC; Replace ES		1-6				1-6 1-6	7-8	9-12	PK-K 1-6 1-6
									Priority #1 Priority #2
Option E	Target Enrollment	434				483 483	863	1810	347 421 421
New Consolidated Twin ES w/ Attached ECC		1-6				1-6 1-6	7-8	9-12	PK-K 1-6 1-6
									Priority #1
Option I	Target Enrollment	434	347			483 483	1279	1810	425
Addition at the JH; New ES; Renovated ECC		1-5	PK-K			1-5 1-5	6-8	9-12	1-5
			Priority #3				Priority #1		Priority #2
Option K	Target Enrollment	375				483 483	429 430	1810	1279
New MS; Renovated ECC; Renovated Twin ES @ JH		PK-K				1-5 1-5	1-5 1-5	9-12	6-8
		Priority #3					Priority #2		Priority #1
Option L	Target Enrollment	64	434	382	382	382	483 483	863	1810
Replace Conant, Douglas, & Gates		PK	PK-6	K-6	K-6	K-6	K-6 K-6	7-8	9-12
				Priority #3	Priority #1	Priority #2			
Option M	Target Enrollment	64	434				483 483	863	1810
New Twin ES, Replace ES		PK	PK-6				K-6 K-6	7-8	9-12
									382 382 382
									Priority #1 Priority #2

PK-K, 1-6, 7-8, 9-12

PK-K, 1-5, 6-8, 9-12

PK, K-6, 7-8, 9-12

					
Early Childhood Center	Elementary School	Junior High/ Middle School	High School	New Construction	Renovation or Add-Reno Project

Short List of Master Planning Options

	Priority #1	Priority #2	Priority #3	CIP Only
PK-K, 1-6, 7-8, 9-12	<p>421 421</p> <p>Gates</p>	<p>347</p> <p>Conant</p>	N/A	<ul style="list-style-type: none"> Blanchard Parker-Damon RJ Grey ABRHS
PK-K, 1-6, 7-8, 9-12	<p>347 421</p> <p>Gates</p>	<p>421</p> <p>Douglas</p>	N/A	<ul style="list-style-type: none"> Blanchard Parker-Damon RJ Grey ABRHS
PK-K, 1-6, 7-8, 9-12	<p>347 421 421</p> <p>Gates</p>	N/A	N/A	<ul style="list-style-type: none"> Blanchard Parker-Damon RJ Grey ABRHS
PK-K, 1-5, 6-8, 9-12	<p>1279</p> <p>RJ Grey</p>	<p>425</p> <p>Gates</p>	<p>347</p> <p>Conant</p>	<ul style="list-style-type: none"> Blanchard Parker-Damon ABRHS
PK-K, 1-5, 6-8, 9-12	<p>1279</p> <p>Gates</p>	<p>429 430</p> <p>RJ Grey</p>	<p>347</p> <p>Blanchard</p>	<ul style="list-style-type: none"> Parker-Damon ABRHS
PK, K-6, 7-8, 9-12	<p>382</p> <p>Douglas</p>	<p>382</p> <p>Gates</p>	<p>382</p> <p>Conant</p>	<ul style="list-style-type: none"> Admin Blanchard Parker-Damon RJ Grey ABRHS
PK, K-6, 7-8, 9-12	<p>382 382</p> <p>Gates</p>	<p>382</p> <p>Douglas</p>	N/A	<ul style="list-style-type: none"> Admin Blanchard Parker-Damon RJ Grey ABRHS

Early Childhood Center	Elementary School	Junior High/ Middle School	High School	New Construction	Renovation or Add-Reno Project

Acton-Boxborough Master Plan
DRAFT Planning Level Cost Estimates for Short-Listed Options

Revised: 10/4/16

Option	Construction Cost	Soft Cost Multiplier	Project Cost	Escalated Costs
C-1 New Twin School at Gates	\$64.90 M	1.33	\$86.32 M	\$107.03 M
C-2 Reno/Add at Conant	\$30.00 M	1.33	\$39.90 M	\$59.05 M
CIP @ Blanch,PDB,RJG,ABRHS	\$44.80 M	1.33	\$59.58 M	\$73.88 M
Subtotal	\$139.70 M	1.33	\$185.80 M	\$239.97 M
D-1 New Twin School at Gates	\$60.80 M	1.33	\$80.86 M	\$100.27 M
D-2 New School at Douglas	\$38.00 M	1.33	\$50.54 M	\$74.80 M
CIP @ Blanch,PDB,RJG,ABRHS	\$44.80 M	1.33	\$59.58 M	\$73.88 M
Subtotal	\$143.60 M	1.33	\$190.99 M	\$248.95 M
E-1 New Triple School at Gates	\$96.20 M	1.33	\$127.95 M	\$158.65 M
CIP @ Blanch,PDB,RJG,ABRHS	\$44.80 M	1.33	\$59.58 M	\$73.88 M
Subtotal	\$141.00 M	1.33	\$187.53 M	\$232.54 M
I-1 Reno/Add at RJG	\$45.30 M	1.33	\$60.25 M	\$74.71 M
I-2 New School at Gates	\$45.00 M	1.33	\$59.85 M	\$88.58 M
I-3 Reno/Add at Conant	\$30.00 M	1.33	\$39.90 M	\$68.63 M
CIP @ Blanch,PDB,ABRHS	\$28.60 M	1.33	\$38.04 M	\$47.17 M
Subtotal	\$148.90 M	1.33	\$198.04 M	\$279.08 M
L-1 Reno/Add at Douglas	\$31.90 M	1.33	\$42.43 M	\$52.61 M
L-2 Reno/Add at Gates	\$31.80 M	1.33	\$42.29 M	\$62.60 M
L-3 Reno/Add at Conant	\$32.00 M	1.33	\$42.56 M	\$73.20 M
CIP @ Admin,Blanch,PDB,RJG,ABRHS	\$55.70 M	1.33	\$74.08 M	\$91.86 M
Subtotal	\$151.40 M	1.33	\$201.36 M	\$280.27 M
M-1 New Twin School at Gates	\$70.80 M	1.33	\$94.16 M	\$116.76 M
M-2 New School at Douglas	\$41.00 M	1.33	\$54.53 M	\$80.70 M
CIP @ Admin,Blanch,PDB,RJG,ABRHS	\$55.70 M	1.33	\$74.08 M	\$91.86 M
Subtotal	\$167.50 M	1.33	\$222.78 M	\$289.33 M



7.2

The Acton-Boxborough Regional School District

Community Presentation
of the

District Master Plan Study Report

Wednesday, November 9, 2016

7:00 p.m. – 8:30 p.m.

R.J. Grey Junior High School Auditorium

The Acton-Boxborough Regional School District has been conducting an intensive year-long study of our facilities and capital/educational needs with the assistance of Dore & Whittier, Inc. After extensive data gathering, community outreach and careful analysis of our current needs, this work will be presented as the District Master Plan Study Report. Outlining a range of possible future building and renovation options, this Report will give our Administration, our School Committee and our Acton and Boxborough communities significant opportunities to consider in the upcoming months as we plan for educating our young people.

All members of our Acton and Boxborough communities are encouraged to attend this informational session.

For more information, go to the "About Us" page on the school district website and click on "School Capital and Space Planning":

<http://www.abschools.org/district/school-capital-and-space-planning>.



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

To: All Acton and Boxborough Community Members
From: Glenn Brand, Ed.D.
Date: 10/1/16
RE: Community Presentation of the School District Master Plan Study Report on 11/9/16

As many of you are aware, the Acton-Boxborough Regional School District has spent the last 16 months intently focused on completing a thorough analysis of the capital and infrastructure needs of our nine buildings and over 1 million square feet of space.

This intensive study has been focused in two parts:

- i. To better understand the current capital needs of our existing buildings in their current configuration; and
- ii. To explore new building and renovation options that hold the potential to improve the educational space in the district, realize the overall capital and infrastructure improvements that have been identified, and seek ways to maximize the value of future investments.

This work will result in *The District Master Plan Study Report* to be completed in early November.

The District Master Plan will:

- Identify deferred maintenance needs for the next 10 – 20 years
- Identify demographic trends for the next 10 – 20 year window
- Explore different options for grade configurations in the district
- Explore varying configurations with alternative numbers of school buildings within the district
- Include a range of possible building and renovation options for further consideration by the School Committee and, in turn, by the citizens of our two towns
- Provide information about cost estimates for all of the options included

The District Master Plan will not:

- Recommend whether the district should or should not maintain the current number of schools that we currently operate
- Make any final recommendations about closing a school(s)
- Identify which specific option(s) are believed to be best for our community
- Commit the district to move forward and implement any specific plan or option

On **Wednesday, November 9th**, all members of our Acton and Boxborough communities are invited to a presentation of the *District Master Plan Study Report*. The meeting will be in the RJ Grey Junior High Auditorium at 7:00 p.m. For additional information, please visit the school website at: <http://www.abschools.org/district/school-capital-and-space-planning>.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



Acton-Boxborough Regional School District

LONG RANGE STRATEGIC PLAN

SEPTEMBER 2016

To: Acton-Boxborough Regional School Committee members
From: Glenn A. Brand, Superintendent
Date: September 30, 2016
Re: ABRSD Proposed Long-Range Strategic Plan

In the fall of 2015, work began to review the *Acton-Boxborough Regional School District's Strategic Plan* given that our previous five-year plan was coming to an end. After 15 months of discussion and decisionmaking, it is my pleasure to share this new proposed *Long-Range Strategic Plan* for the district with you.

I would like to take this opportunity to extend my sincere thanks to a number of people who are responsible for helping in the development of this work. First, I would like to thank the initial planning team that included Ms. Sinika Gary, RDL of World Language; Ms. Lynne Laramie, Elementary Special Education Coordinator; Dr. Chris Whitbeck, Principal at the Douglas Elementary School and Ms. Deb Bookis, Assistant Superintendent for Teaching and Learning. Second, I would like to thank the entire District Leadership Team (DLT) for their contributions to our new core vision, values and mission statements. Finally, my thanks goes to Dr. Dawn Bentley, Assistant Superintendent for Student Services, Ms. Deb Bookis, Assistant Superintendent for Teaching and Learning and Ms. Marie Altieri, Deputy Superintendent for leading the development of the strategic actions portion of this plan.

It is my hope that you will consider this a 'First Read' of our proposed vision, values and mission statements along with the strategic actions that are being proposed herein. I am hopeful that you as a Committee will vote to approve this Plan at your meeting scheduled for Thursday, October 20, 2017.

Core Components of our Strategic Plan – Vision, Values & Mission

At the heart of any effective organization must be the clear articulation of those central tenants or core components upon which the goals, aspirations and priorities are built.

Throughout the better part of the 2015-16 school year, the DLT, comprised of over 50 teacher-leaders and administrators, spent time developing a newly proposed vision, mission and values statements. These draft statements were shared at the end of June with our wider group of stakeholders in an electronic survey that sought feedback on these statements. The survey was open to parents/guardians, staff and students for the month of July, 2016.

The total number of respondents to the survey included:

<i>Response Group</i>	<i>Responses</i>
Parent/Guardian	663 (76.4%)
Student	7 (0.9%)
Staff Member	198 (22.8%)
Total	868

Well over 800 responses were received with just over 100 comments providing written feedback on the draft vision and mission statements and approximately 150 comments were written on the draft values statements.

The DLT carefully examined this feedback over the summer and refinements were made to these three core components. The following represent our proposed statements that will undergird our new strategic plan and center our work, goal development, and prioritization of resources:

Vision:

To inspire a community of learners

Values:

*Wellness * Equity * Engagement*

Mission:

To develop engaged, well-balanced learners through collaborative, caring relationships.

Strategic Actions

The attached plan includes specific proposed strategic actions alongside person (s) responsible, evidence/measures and a proposed timeline.

In thinking about this strategic development the following has guided this planning:

- i. The right area of focus in addressing our needs at this time.
- ii. The highest leverage to impact the most students.
- iii. The alignment with a shared understanding of our district vision, values and mission.
- iv. The limits on meaningful actionable items.
- v. Those actions that can focus the work not just of one department or school but on things that can tie together our departments, school and our district as a whole.

As you will note in the attached document there are three (3) primary goals:

Goal I: Understand and respond to our students' social-emotional needs.

Goal II: Our students will have equitable opportunities and tools to learn.

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

Within each goal there are specific strategic actions that have been built to advance our school system forward in realizing these goals.

As it currently stands, these strategic actions span the next two (2) school years and it is anticipated that as these actions are reviewed annually and evaluated, additional actions will be added and/or revised.



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

Vision:

To inspire a community of learners

Values:

- **Wellness** - We must ensure social emotional wellness, which is necessary for learning and developing resilience
- **Equity** - We must ensure all students have equitable access to programs and curricula to reach their potential
- **Engagement** - We must provide engaging educational opportunities where students develop passion and joy for learning

Mission:

To develop engaged, well-balanced learners through collaborative, caring relationships



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

Goal #1: Understand and respond to our students' social-emotional needs

Strategic Actions:	Responsible:	Evidence/Measures:	Timeline:
Use information from Challenge Success surveys and research to develop strategies to address concerns that impact that impact learning, wellness, and engagement (i.e. sleep, homework, assessment practices, etc.).	Glenn, S. Martin, L. Dorey, M. McDowell	Final report showing research, consideration of alternative start time options and recommendations to School Committee	2016-17
	Dawn, Deb, Glenn, Principals	Written review of current district-wide academic workload and homework practices and set of recommendations	2016-17
	Dawn, Deb	Family education program that promotes wellness and balance	2016-18
Review, develop and select instrument(s) and process to capture information about school community climate and culture to use at the school and district level for continuous improvement planning.	Glenn, Superintendent Wellness Committee, Principals	Selection of an evidence-based tool	2016-17
Administer school culture/climate assessments across the district. Create action plans for each school related to culture and climate.	Glenn, Superintendent Wellness Committee, Principals	Survey tool administered; data generated Action plans created	2017-18 2017-18 and beyond



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

Goal #2: Our students will have equitable opportunities and tools to learn.

Strategic Actions:	Responsible:	Evidence/Measures:	Timeline:
Implement the Massachusetts Tiered System of Support framework for school improvement that focuses on system level change across the classroom, school and district.	Dawn, Deb, Principals	<ul style="list-style-type: none"> • Self-assessment to identify gaps, action steps • Multiple ways for students to receive help • Consistent process across the district to identify student learning gaps • Systematic general education interventions • Coherent system with progress monitoring 	2016-17 2017-18 2017-18 2017-18 2017-18
Conduct an equity audit of the district, to include a review of funding structures at each level and looking mindfully at equitable access for historically underserved populations.	Glenn	<ul style="list-style-type: none"> • Determine tools, questions • Completed equity audit that includes recommendations and implementation plan 	2016-17 2017-18



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

Goal #3: Our students will have access to safe and effective learning environments.

Strategic Actions	Responsible:	Evidence/Measures:	Timeline:
<p>Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.</p>	<p>Glenn</p>	<ul style="list-style-type: none"> • Short-term capital prioritization list to inform the FY18 budget, including high-value/low-cost items for district-wide infrastructure improvements • Medium-term capital prioritization list that considers the Existing Conditions Report, District Master Plan • Committee to utilize the District Master Plan to produce a report to identify building options • Final report presented to School Committee related to building renovation and construction 	<p>2016-17</p> <p>2016-17</p> <p>2016-17</p> <p>Spring 2018</p>

Long Range Strategic Plan 2011-2016

Adopted December 1, 2011

Updated Spring 2014

Acton-Boxborough Regional School District

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Goal 3 Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences.	Page 11
Goal 4 Create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning.	Page 14
Goal 5 (added Spring 2014) Ensure that the Acton-Boxborough Regional School District supports the whole child and 21st century teaching and learning by offering safe, inspiring, accessible, diverse, and sustainable environments while maintaining the value of taxpayer investment.	Page 17
Goal 6 Develop and implement strategic budgets, aiming for continuous improvement over time in order to achieve all of the district's long-range strategic goals.	Page 20

Long Range Strategic Plan 2011-2016

Purpose

This plan was spearheaded by a committee of stakeholders (educators, parents, citizens of Acton and Boxborough, and school committee members) between the fall of 2010 and the fall of 2011. Significant effort was made to collect input and feedback from the larger school community. In spring 2014, the committee met again to report on progress to date and update and refine goals for the last two years of the plan in anticipation of expanding the region to include pre-K through sixth grades from Acton and Boxborough. To reflect the district's current need for capital improvement, the committee inserted Goal 5 ahead of the last goal.

The ultimate plan lays out the district's mission and values, as defined by our larger community, as well as a series of goals intended to help the district meet those ideals. Over the next two years, the district will strive to meet these goals in order to fully prepare our students to be lifelong learners, critical thinkers, and productive citizens.

Mission

To prepare all students to attain their full potential as lifelong learners, critical thinkers, and productive citizens of our diverse community and global society.

Values

As a community, we value:

1. An environment that promotes social development and emotional and physical well-being for the entire school community.
2. An excellent academic program that prepares all students to achieve their individual potential.
3. Diverse extracurricular opportunities accessible to all students that provide for student growth.
4. A community that welcomes and respects the differences among us.
5. Literacy, communication and technology skills for lifelong learning.
6. Educational policy and resource decisions informed by research and evidence.

Long Range Strategic Plan 2011-2016

Goal 1

Meet the diverse needs of all students by promoting social emotional learning and physical well-being through increased student-adult and student-student interactions.

Values addressed: 1, 2, 3, 4, 5, 6

Strategies:

- Provide students with increased counseling services.
- Create an advisory program at the secondary level that provides every student with a one-to-one relationship with an adult.
- Fully implement social and emotional curricula at the elementary schools.
- Partner with community organizations to expand extracurricular and intramural offerings for all students.
- Increase communication about community offerings for youth by expanding school and district websites.
- Examine and determine appropriate staffing and funding to provide diverse opportunities for all students.
- Provide increased opportunities for safe and fun activities for adolescent students during off-school hours.
- Maximize use of facilities and grounds to provide additional space for activities.
- Broaden and improve supervision of elementary students during unstructured time (e.g. bus, recess).

Measurable Outcomes:

Year 1 2011-2012

- Used existing Senior Survey to document baseline satisfaction with school climate.
- Advocated, through the budgeting process, for additional counseling personnel at the secondary level.
 - Added one 1.0 school counselor at ABRHS.
- Developed plan and conducted staff training for implementation of Advisory program at the high school in fall 2012.
- Conducted feasibility study of Lower Fields for expansion of space, including cost.
- Implemented anti-bullying/harassment curriculum at RJ Grey Junior High School.
 - Included presentations on cyberbullying and social media by Massachusetts Aggression and Reduction Center, performances by Boston Improv, lessons on social media issues embedded in 8th grade Computer Literacy course.
- Implemented JH Ambassadors program.
 - Recruited current junior high students to support the transition of new students to RJ Grey.

Long Range Strategic Plan 2011-2016

- Provided annual Project Wellness event at Merrimack College for 7th grade families.
 - Included 36+ workshops on issues of physical, social, and emotional wellness, adjusted every year to include relevant topics and issues.
- Transitioned from DARE to expanded role of school resource officers in curriculum implementation.
 - Introduced ISAFE at the elementary level and expanded drug safety program.

Year 2 2012-2013

- Implemented Advisory program at the high school.
 - Implemented Advisory program at ABRHS bringing advisors and students together for 10 minutes per 6-day cycle. Modified bell schedule to include Advisory.
- Piloted silent reading period for 20 minutes per day at RJ Grey Junior High School.
- Partnered with the community to offer additional extracurricular opportunities for students during after school and unstructured time.
 - Listed community service and service learning opportunities for students on the ABRHS Community Service website.
 - Established a Book Club at RJ Grey Junior High School to include students and adults.
 - Staffed RJ Grey Library for extended hours - until 5 PM every day - providing space for students to work and interact with peers.
 - Expanded upon RJ Grey extracurricular clubs and organizations to address varying student interests including for example: Ping Pong Club, Literary Magazine, Climate Club, Yo Yo Club, ASHA, Take Action, Girl Up.
- Created and implemented a school-wide protocol for re-entry of students diagnosed with concussions.
 - Used Research and Development grants (R&D) to support student re-entry focusing on case manager model to coordinate services and accommodations.

Year 3 2013-2014

- Adjusted Advisory schedule to increase and regulate meeting time - 15 minutes per week.
- Implemented school-wide silent reading period for 20 minutes per day at RJ Grey Junior High School.
- Continued to use existing Senior Survey to document satisfaction with school climate after introduction of initiatives.
- Inventoried and published on website community-based opportunities for students.
 - Updated ABRHS Community Service website regularly.
- Determined baseline numbers of student participation in community-based and school-based extracurricular activities.

Long Range Strategic Plan 2011-2016

- Collected data identifying student participation in extracurricular and community service activities.
- Identified, through building-based approaches, areas of concern in unstructured time at the elementary level.
- Collected data regarding effectiveness of increased after-school activities for students.
- Reallocated resources to meet school-determined needs regarding unstructured time.
 - Secured funding (i.e., grants) for natural learning spaces based on the prior year's design and plan.
 - Adapted facilities and equipment for use by students with disabilities and provide opportunities for this underserved population to participate in activities with peers.
- Determined creative approaches for counseling department to support needs of students.
 - Assessed the effectiveness of the new Student Support Team (SST) model at ABRHS and modify where necessary.
 - Added Signs of Suicide (SOS) program to Physical Education classes at ABRHS.
 - Added .6 additional therapeutic staff at Merriam and McCarthy-Towne.
 - Strengthened the relationship between elementary and secondary counseling staff.
 - Formulated a plan to address areas of concern at both the elementary and secondary levels.
 - Considered fiscal and programmatic services for medical and mental health cases.
 - Addressed counseling staff to student caseload ratios.
 - Used community and school practitioners to help plan and offer parent education workshops, presentations, etc.
 - Created resources to provide services for students who are unable to attend school for physical and mental health reasons.

Year 4 2014-2015

- Create a matrix of the social/emotional curricula at the elementary schools detailing progress towards full implementation, as defined by each school.
 - Continue enhancing social-emotional curricula for Pre-K through grade 12 with implementation to be defined by each school and its constituents.
 - Identify, through building-based approaches, gaps in curricula. Research and purchase resources and train staff.
- Reallocate resources to meet school-determined needs regarding unstructured time.
 - Continue to adapt facilities and equipment for use by students with disabilities and provide opportunities for this underserved population to participate in activities with peers.
- Determine creative approaches for counseling department to support needs of students.

Long Range Strategic Plan 2011-2016

- Continue to assess the effectiveness of the new Student Support Team (SST) model at ABRHS and modify where necessary.
- Use INTERFACE and evaluate if it provides support to counselors in terms of service delivery and therapeutic referrals.
- Add .5 school psychologist at ABRHS.
- Organize R&Ds around designing and implementing mental health curriculum K-12.

Year 5 2015-2016

- Re-allocate resources to meet school-determined needs regarding unstructured time.
 - Begin constructing natural learning spaces based on accepted design and plan.
 - Continue to adapt facilities and equipment for use by students with disabilities and provide opportunities for this underserved population to participate in activities with peers.

Connection of Goal to Value:

At the core of students' emotional health are the constructive relationships they form with adults and with each other, as well as the educational experiences provided and shared. As a school district, it is our responsibility to provide the time and resources to ensure that each student has the opportunity to develop social emotional resiliency through those relationships, provided with a variety of activities to encourage their overall academic, social, and emotional development.

Long Range Strategic Plan 2011-2016

Goal 2

Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

Values Addressed: 1, 2, 4, 5, 6

Strategies:

- Review and articulate what all students should know and be able to do at each grade level.
- Determine classroom-based authentic assessments of student learning.
- Create opportunities for students to monitor their own progress.
- Expand learning approaches by creatively leveraging resources from students' families and local communities.
- Promote the development of a deep and multifaceted understanding of global issues.

Measurable Outcomes:

Year 1 2011-2012

- Communicated to the school community the learning goals specific to disciplines, courses, and grades.
 - Completed the learning goals for all disciplines (except electives); all learning goals are now posted on the district website.
 - Worked with the new English Language Arts (ELA) and Literacy Framework to refine writing rubrics and adjust instruction and assessment to meet the new standards.
 - Created Teaching and Learning site for staff.
 - Carried out Professional Day 2011 activities.
- Developed and/or identified tools to assess students' progress towards learning goals.
 - Chose K-6 ELA Reading Assessment Tools at school level.
 - Continued implementation of K-2 mathematics assessments.
 - Discussed Common Assessments 7-12 based on learning goals.
- Reviewed present internship program and made recommendations for continued growth of the program to enrich students' learning experience outside the classrooms.

Year 2 2012-2013

- Continued developing and/or identifying tools and began implementing assessments to inform educators about the progress of individual students.
 - Examined and modified criteria of learning goals for vertical alignment of APS K-6 ELA and Literacy Task Force.
 - Used feedback from Principals, Directors and department leaders to determine next steps towards supporting educators' use of learning goals and common assessments.
 - Identified Literacy assessments used in APS according to learning goals.
- Explored possibilities for students to monitor their own progress.
 - Focused 2011 Summer Leadership Institute on formative assessment.
 - Hired consultant to work with high school staff on District-Determined Measures.
- Expanded internship opportunities for high school students.

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- Broadened international exchange activities accessible to all students from in-classroom, internet-based activities to international field trips.

Year 3 2013-2014

- Continued developing and/or identifying tools and began implementing assessments to inform educators about the progress of individual students.
- Articulated District-Determined Measures (DDMs) or common assessments for all educators and administrators.
- Reviewed current family and community involvement and have begun activities/resources that continue to build and sustain a comprehensive program of partnerships.
 - Created parent resource websites for literacy, mathematics, and science.
 - Identified school-based-community service projects.
 - Developed outdoor play spaces planning grant with Town of Acton Recreation Department and Community Preservation Committee.
 - Participated in early childhood discussions with Discovery Museum- Getting Ready to Learn.

Year 4 2014-2015

- Affirm value of authentic audiences who provide multiple or alternate perspectives to specific disciplines. To that end we will begin to explore effective authentic audiences within the school community as well as audiences external to the school community to provide critical feedback to students and staff.
 - Document where and how feedback is already being sought.
 - Create a document for the Teaching and Learning site to be shared with all staff - include what is happening in district, importance of critical feedback, potential sources and facilitation of feedback within school community and external audiences.
- Explore what effective family and community engagement looks like in different grades and roles.
 - Document current family and community engagement throughout the district. Share this information with administration and staff.
 - Explore the National Network of Partnership Schools' *6 Types of Family and Community Engagement* to identify district's strengths and weaknesses, especially with regard to students' emotional/social intelligence and needs.
 - Form a committee to "put some language to" standard three of the Educator Evaluation Process. Share with staff for feedback and refinement.
- Identify potential curriculum areas to promote a better understanding of ourselves and others and opportunities for students to address and lead topics related to global issues.

Year 5 2015-2016

- Implement activities that engage families in nurturing emotional/social intelligence and needs of students.
- Refine or augment the curriculum to promote better understanding of ourselves and others.

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- Create and/or further opportunities for students to address and lead topics related to global issues.

Connection of Goal to Values:

By achieving this goal, we will provide students with a learning environment that promotes emotional, social and intellectual development. With well-articulated learning goals and authentic assessment of progress, we can realize our value of promoting academic excellence that allows all students to achieve their individual potentials. Refining curriculum to promote better understanding of ourselves and others will further strengthen, recognize and honor the differences among us. Partnership with local community and participation in international exchange programs afford our students first-hand knowledge and experience of today's workplace and global society.

Long Range Strategic Plan 2011-2016

Goal 3

Hire and retain high-quality educators and provide supervision, evaluation, and a systemic, focused plan for professional growth that improves student experiences.

Values Addressed: 1, 2, 5, 6

Strategies:

- Attract and retain the staff most capable of meeting the needs of our learners.
- Adopt and implement a new educator evaluation system, which provides all educators with valuable feedback to improve practice.
- Create structures for faculty to work together to understand student learning and growth in light of teacher practice.
- Revise professional development program to align with other district goals.

Measurable Outcomes:

Year 1 2011-2012

- Ensured that 100% of our educators are determined to be highly qualified by the Massachusetts Department of Elementary and Secondary Education.
- Developed rubrics, timelines, and process for teacher and administrator evaluations consistent with Massachusetts Standards for Educator Evaluation.
 - Surveyed faculty to provide data about the new teacher evaluation pilot, which guided adjustments and modifications during initial implementation.
 - Implemented new evaluation system in all schools and departments, including contract language for the evaluation system that included rubrics, timelines, and process that is consistent with Massachusetts Standards for Educator Evaluation.
- Surveyed staff about the efficacy of principals and administrators. Continue to evaluate administrators annually.
 - Implemented annual survey about school and district leadership, with annual evaluations of administrators.

Year 2 2012-2013

- Maintained 95% or better teacher retention rate (excluding retirements).
- Piloted new evaluation system in all schools and departments, and initiated training for district administrators for conducting effective observations and providing effective feedback.
- Developed several new professional development offerings in areas such as educational technology, literacy, and emotional health and wellness in an effort to be aligned with, and support, other district goals.

Long Range Strategic Plan 2011-2016

Year 3 2013-2014

- Continued training for district administrators for conducting effective observations and providing effective feedback.
- Began development of tools to measure student growth over time, including District Determined Measures, that will be fully implemented in 2014-2015.
- Ensured that 50% of licensed staff members were each observed by supervisors at least seven times.
- Implemented a new second year of mentoring for new teachers focusing on Critical Friends Groups, in an effort to provide greater emphasis on collaborative educator groups.
- Advocated for full-time assistant principals at each elementary school to provide stronger means of educator evaluation, supervision, and support.

Years 4-5 2014-2015 & 2015-2016

- Develop school-based and district-wide teams to calibrate educator ratings for consistency.
- Incorporate multiple measures of student growth over time, including District Determined Measures, into teachers' evaluations.
- Schedule time for supervisors to see all professional staff in classrooms throughout the year and consistent with each educator's evaluation plan.
- Continue to develop and offer several new professional development offerings in areas such as educational technology, literacy, and emotional health and wellness in an effort to be aligned with, and support, other district goals.
- Develop individual professional development plans and goals based on system goals and self-reflection for each teacher and administrator.
- Continue to develop programs and strategies to ensure that every educator belongs to a collaborative group that meets regularly to review student work and discuss instructional practices.
- Survey faculty to provide data about teacher satisfaction, workload, and the efficacy of the new evaluation system and the professional development program.
- Gather data showing student growth across grade levels and disciplines from District Determined Measures.
- Incorporate student feedback into teachers' evaluations.
- Incorporate full-time elementary assistant principals into school cultures, including working with students, families, and staff.
- Identify reasons for teacher turnover and other trends by reviewing five-year list of teacher retention rates.

Long Range Strategic Plan 2011-2016

- Discuss and develop meaningful strategies and goals for increasing the diversity of our staff and faculty, recognizing the importance and benefits of having a staff that reflects not only the diversity of the student population but the diversity of the larger world in which they will live and work.

Connection of Goal to Value:

Hiring and retaining high quality educators will contribute to an environment that promotes social, emotional, and physical well-being, an excellent academic program, literacy and critical thinking skills and researched based decision making about the allocation of resources. A valuable teacher evaluation system and professional development opportunities that provide growth for educators lead to high quality instruction.

Goal 4

Create a teaching and learning environment in which all students use information, technology, and communication tools in sophisticated ways to enhance learning.

Values Addressed: 1, 2, 5, 6

Strategies:

- Develop a plan that would allow each student access to technology when educationally appropriate.
- Investigate and address issues that may constrain the participation of students who are economically disadvantaged, students with special needs, English language learners, etc.
- Integrate technology learning goals with academic goals across the curriculum.
- Identify staffing levels to provide appropriate technical and instructional support for students and teachers.
- Provide training for teachers to incorporate online interaction into their curricula.

Measurable Outcomes:

Year 1 2011-2012

- Migrated all staff from First Class email to *ABschools* (powered by Google Apps for Education).
- Issued high school students *ABschools* accounts to provide email and other communication/collaboration tools for learning.
- Completed network assessment to identify elements that are in need of an upgrade or replacement to fulfill service and growth needs.
- Created student-led Technology Help Desk to provide more support for teachers and students using technology and equip students with life skills in technical support, troubleshooting, and listening to others.
- Implemented ongoing technology-related professional learning opportunities that build capacity for technical skills and provides teachers with opportunities to practice, share ideas, and discuss technology in meaningful ways.
- Equipped all 1st-3rd grade classrooms with SmartBoard technology and K-6 with document cameras.
- Distributed new MacBooks through leasing program to elementary teachers.

Year 2 2012-2013

- Introduced *ABschools* accounts to junior high students.
- Implemented Storage Area Network (SAN) and cloud data storage to begin consolidation of aging hardware platforms, meet storage demands of our end-users, and reduce hardware and operating costs.
- Implemented new help desk ticketing system district-wide to track and manage support

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metrics, resolve performance issues of the current proprietary system, and provide exceptional technical support to all staff.

- Explored equitable and consistent technologies in the classroom that support K-12 technology learning goals.
 - Evolved into Innovative Learning Program (ILP).
- Hired K-12 Instructional Technology teacher to support EDTech Academics instructional team and enhance our support model.
- Identified issues with students, teachers, and administration that may need to be addressed through policy measures (update Employee Technology Policy to include social media).
- Redesigned district website to include more resources for staff and families, enhance navigation, and increase communication to all learning community members.
- Continued technology-based professional learning program for teachers aligned with common learning goals for students such as Teacher-to-Teacher Boot Camps.

Year 3 2013-2014

- Introduced ASchools accounts for students in grades 4-6 to provide access to collaborative tools.
- Established EDTech Media Services for district-wide support.
- Upgraded wireless infrastructure (Phase I) at all schools to meet projected demands.
 - Upgraded backbone infrastructure to support 10GB connections between our schools and purchased new 1GB Cisco switches to increase wireless speeds and support our new security camera initiative.
- Explored procedures that ensure equitable access to technology to all students.
 - Provided hardware to low-income families through a legal distribution of our surplus technology equipment under the premise of state/town “fixed assets” guidelines.
 - Assisted families in gaining low-cost access to the Internet through Comcast’s Internet Essentials program.
- Piloted more cost-effective devices to meet increased access to student technology needs - ChromeBooks, iPads, Kindles, Android tablets.
- Updated K-12 educational technology learning goals to support the Massachusetts Technology Literacy and Information Fluency Standards and Benchmarks and communicate to the school community.
- Implemented an Innovative Learning Program (ILP) to support teachers and their students in meeting specific learning goals with technology.
- Continued technology-based professional learning program for teachers aligned with common learning goals for students.
 - Continued Teacher-to-Teacher Boot Camps.

Long Range Strategic Plan 2011-2016

- Supported teacher presentations at conferences (MassCUE, Google Summit, EDCO).

Year 4 2014-2015

- Merge technical services with Blanchard Memorial School to support a successful regionalization plan and take advantage of cost-saving efficiencies.
- Upgrade wireless infrastructure (Phase II) at all schools to meet projected demands
 - Install next generation wireless access points.
- Execute server virtualization to further reduce operation and hardware costs and improve disaster recovery.
 - Use cloud resources when possible (Google Drive).
- Ensure a sustainable professional development plan for teachers that can meet K-12 technology learning goals through funding commitments.
- Support Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.
- Increase student-produced educational programming.
- Provide family “Tech Nights.”

Year 5 2015-2016

- Upgrade wireless infrastructure (Phase III) at all schools to meet projected demands.
 - Create an open wireless account for students, guests, and residents to use while on campus.
- Explore plans that allow all students access to technology when needed.

Connection of Goal to Value:

In order to fully achieve their potential in the 21st century, all students must have multiple opportunities to develop technological skills.

Goal 5

Ensure that the Acton-Boxborough Regional School District supports the whole child and 21st century teaching and learning by offering safe, inspiring, accessible, diverse, and sustainable environments while maintaining the value of taxpayer investment.

Values Addressed: 1,2,3,4,5,6

Strategies:

- Document conditions of buildings and grounds.
- Develop a space utilization plan recognizing opportunities that may evolve from regionalization and declining enrollment.
- Continue to support our commitment to sustainability at the district level.
- To the extent possible incorporate strategies of other parts of the Long Range Plan in building projects.
- Develop, fund, and implement a Long Term Capital Plan.
- Collaborate with relevant Acton and Boxborough leadership boards, committees, and employees to develop funding strategy to meet Long Term Capital Plan goals.
- Continue to improve Americans with Disabilities Act (ADA) access at all facilities.

Measurable Outcomes:

Summary of Year 1-3 2011-2014

- Achieved the “Energy Star” certification for five school buildings.
- Reduced district carbon footprint by 19% from benchmark year of 2009.
- Reduced district fossil fuel dependence by 35% since benchmark year of 2009.
- Completed many capital projects ranging from \$20,000 to \$3,000,000 over three year time period; approximate total of \$4,667,000 with funding sources ranging from district operating budget, grants, and strategic partnerships.

Year 1 2011-2012

- Received International Green Flag award at high school- recognition of commitment to sustainability.
- Designed and constructed \$3,000,000 Lower Fields multi-use athletic complex.
- Funded the Energy Manager position through utility savings.

Year 2 2012-2013

- Achieved Federal Green Ribbon award for the district - recognition of commitment to sustainability, wellness, and integration of such into curriculum at an organizational level.
- Completed safety and security improvements at all schools.

Long Range Strategic Plan 2011-2016

- Reallocated an existing full-time equivalent to create district-wide Security Manager position.

Year 3 2013-2014

- Created district capital spending line item \$155,000 FY15 budget.
- Completed Richard Dow track replacement project.
- Presented draft district-wide capital plan as part of FY15 budget process with Blanchard School included.
- Received Energy Champion National Rookie of the Year Award at Gates, Douglas, and Conant Elementary Schools.
- Received Energy Champion Massachusetts School of the Year Award at ABRHS.

Year 4 2014-2015

- Launch District Capital and Space Planning Committee.
- Document the current conditions of buildings and grounds.
- Develop a space utilization plan recognizing opportunities that may evolve from regionalization and declining enrollment.
- Invest in professional consulting support to assist in capital plan development and space utilization, planning, and design.
- Develop and adopt a district policy that supports our commitment to sustainability and social consciousness at an organizational level.
- Examine how funds might be better allocated to increase opportunities to support fulfilling capital needs within operating budgets, warrant articles, borrowing opportunities, etc.
- Begin to implement Charter Road Campus Master Planning document and examine other satellite campuses for traffic flow, pedestrian safety, and walkability.
- Design natural outdoor learning environments at all elementary schools, and examine funding mechanism for future development.

Year 5 2015-2016

- Earn “Energy Star” certificate in every eligible district building.
- Continue capital plan development.
- Continue space planning and design initiatives.
- Collaborate with relevant Acton and Boxborough leadership boards, committees, and employees to develop funding strategy to meet Long Term Capital Plan goals.
- Develop a plan to improve district ADA access all buildings and grounds.
- Determine operational staffing required to meet Long Term Capital Plan goals.
- Begin constructing natural learning spaces based on the architect’s design and plan.

Long Range Strategic Plan 2011-2016

Connection of Goal to Value:

The 21st century learning environment knows no boundaries as it encompasses buildings, grounds, facilities, fields, and virtual space. Accessible, safe, diverse, sustainable, and inspiring environments are conducive to teaching and learning for the school and broader communities.

Long Range Strategic Plan 2011-2016

Goal 6

Develop and implement strategic budgets, aiming for continuous improvement over time in order to achieve all of the district's long-range strategic goals.

Value Addressed: 6

Strategies

- Examine the costs and benefits associated with regionalization.
- Determine staffing required to address long-range goals.
- Collaborate with towns' leadership to develop funding strategy to meet goals.
- Examine how funds might be better re-allocated to increase services for students.
- In accordance with Goal 1, state specifically personnel needs and determine cost implications in each fiscal budget.
- In accordance with Goal 2, determine curriculum, instruction and assessment goals and cost implications in each fiscal budget.
- In accordance with Goal 3, determine evaluation, supervision, and professional development goals for all employees and associated costs with this goal in each fiscal budget.
- In accordance with Goal 4, detail costs associated with providing a technology enhanced teaching and learning environment in each fiscal budget.
- In accordance with Goal 5, determine funds available to document current conditions of buildings and grounds and develop a capital plan.

Measurable Outcomes

Year 1 2011-2012

- Scrutinized non-classroom expenses in order to direct resources toward the classroom, consistent with Goals 1 through 4.
- Worked collaboratively with town leadership and employees to develop and implement health insurance savings.
- Transferred funds from energy and health insurance to salaries to add staff consistent with Goal 1. Implemented and refined use of vacancy factor for staffing to ensure adequacy of funds.
- Dedicated \$1 million infrastructure (technology and textbooks) to support Goal 4.
- Managed budgets to return \$1.3 million to reserves for use in supporting educational priorities in future years.
- Added 2.0 Assistant Principals (shared among four elementary schools) and one Elementary Mathematics Curriculum Specialist as part of investment budget.

Year 2 2012-2013

- Scrutinized non-classroom expenses in order to direct resources toward the classroom, consistent with Goals 1 through 4.
- Transferred funds from energy and health insurance (\$130,000 at AB) to salaries to add staff consistent with Goal 1.

Long Range Strategic Plan 2011-2016

- Implemented and refined use of vacancy factor for staffing to ensure adequacy of funds (\$225,000).
- Collaborated with town leadership in both towns to develop funding strategy to meet goals.
- Calculated investment growth number, and added to \$581,000 to budgets for fiscal year 2013.
 - Provided funding at elementary schools for full-time art, music, and physical education instructors and second year installment for elementary classroom assistant funding, as well as two English teachers and one counselor at ABRHS, Lower Fields funding and a budget analyst.
- Addressed long-term financial health of the district through management of Excess & Deficiency account and through establishment and continued contribution to Other Post-Employment Benefits (OPEB) trust (contributed \$236,000 to ABRSD OPEB trust).
- Appointed regionalization study committee, which examined costs and benefits associated with full preK-12 regionalization. Provided information to town meetings in both towns to implement regionalization.

- Year 3 2013-2014
- Scrutinized non-classroom expenses in order to direct resources toward the classroom, consistent with Goals 1 through 4.
- Transferred funds from energy and health insurance to salaries to add staff consistent with Goal 1. Implemented and refined use of vacancy factor for staffing to ensure adequacy of funds (\$200,000).
- Collaborated with town leadership in both towns to develop funding strategy to meet goals.
- Calculated investment growth number and added to budgets for fiscal year 2014 (\$563,000).
 - Provided funding for part-time Assistant Principal for Douglas, English Language Education support, counseling, two ABRHS English teachers, Bridges program, and professional learning.
- Addressed long-term financial health of the district through management of Excess & Deficiency account and through contribution to OPEB trust (contributed \$376,000 to ABRSD OPEB trust).
- Prepared for first year of regionalization, including planning the first regional budget for FY15.
- Refinanced outstanding long-term debt and received AAA bond rating to achieve savings for taxpayers in both towns.

Year 4 2014-2015

- Scrutinize non-classroom expenses in order to direct resources toward the classroom, consistent with Goals 1 through 5.
- Transfer funds from health insurance to salaries to add staff consistent with Goal 1. Implemented and refined use of vacancy factor for staffing to ensure adequacy of funds (\$425,000).

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- Collaborate with town leadership in both towns to develop funding strategy to meet goals.
- Calculate investment growth number and reallocations from reductions in other areas and added to budgets for fiscal year 2015. Funding provided 3 Assistant Principals for elementary schools, additional psychologist and SPED positions.
- Address long-term financial health of the district through management of Excess & Deficiency account and through contribution to OPEB trust (contributed \$506,000 to ABRSD OPEB trust).
- Prepare first regional budget for FY15; implement first year of full regionalization.

Year 5 2015-2016

- Continue to scrutinize non-classroom expenses in order to direct resources toward the classroom, consistent with Goals 1 through 5.
- Use any savings from health insurance and vacancy factor to augment staff consistent with Goal 1.
- Continue to address long-term financial health of the district through establishment and continued contribution to OPEB trust.
- Evaluate the adequacy and needs of the Excess and Deficiency (E&D) account in light of the increased size of the new school district. Work to set policies with regard to use and replenishment of E&D.
- Develop budget for strategic investments in educational improvements. Examine how funds might be better prioritized and reallocated to increase services for students.
- Continue to collaborate with town leadership in both towns to develop funding strategy to meet goals.

Connection of Goal to Value:

Educational practices and policies must be determined based on the best available research and evidence. However, in these economic times, decisions and policies are often constrained by budgetary considerations. Careful planning, in combination with ongoing measurement of outcomes, allows for educational programming that reflects best practices.

File: EBBC

ENTRY INTENDING TO HARM
First Read 10/6/16, Second Read 10/20/16

When anyone comes onto school property or enters a school building and there is reason to believe that there is intent to harm a student, teacher, staff member, or any other person, either with or without a weapon, the police shall be called immediately and the appropriate Intruder Alert Plan ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol shall be activated.

REFERENCE: Emergency Plans Policy File: EBC

ENTRY INTENDING TO HARM PROCEDURES
(revised 10/14/16)

1. During school hours, all exterior doors will be locked with the exception of the High School front doors. Visitors to our schools will be provided access by the main office using an electronic entry system.
2. In the event there is a situation, Each school will post and reinforce the practice of requiring visitors to the school to sign in ~~at~~ the Principal's front office. Staff is encouraged to politely question any stranger about his/her reason to be in the school.
- ~~32.~~ In the event there is a situation, Each school will ~~have an Intruder Alert Plan. The plan will include the tasks which need to be performed and whose responsibility it is to perform those tasks,~~ follow the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. Staff and students will be empowered to evacuate, barricade or utilize a series of steps associated with this protocol.
- ~~43.~~ In the event there is a situation, Sstudents and staff will be instructed to get out of corridors. Classroom doors which can be locked should be.

When students are at recess or in the lunchroom, the supervisor on duty will determine whether students should remain where they are or move to another location, such as a classroom. The schools will periodically practice this procedure.
- ~~54.~~ The Principal or a member of the school ~~office~~-staff will call the police and the Central Office.
- ~~65.~~ If anyone has been injured~~harmed or hurt~~, the Principal or a member of the school ~~office~~ staff will ensure that an ambulance has been called.

REFERENCE: Buildings and Grounds Security Policy, File: ECA

9/14/16

File: EBBD

A THREAT OR THREATS TO SAFETY

First Read 10/6/16

When a student threatens violence against, or the safety of, his/her self or another person, the ~~student threat~~ will be taken seriously and ~~the threat~~ reported to the Principal or person in charge so that appropriate measures can be taken.

REFERENCE: Restraint of Students Policy File: JKAA

File: EBC

EMERGENCY PLANS

(First Read 10/6/16 - BASED ON MASC SAMPLE)

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

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

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

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

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE

at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

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

SOURCE: MASC August 2015

LEGAL REF: M.G.L. 69:8A

Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings

EEAEB, Security Camera Systems

JL, Student Welfare

JLC, Student Health Services and Requirements

ABRSD Emergency Plans

Current

File: EBC

EMERGENCY PLANS

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

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

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

CROSS REF.: EBCD, Emergency Closings

BOMB THREATSFirst Read 10/6/16

In the event that a call or notice to the effect that a bomb has been placed in a school or in any other building or establishment in the system, the following procedures will be followed:

1. The threat shall be reported to the Police immediately. Upon Police and Fire arrival, a joint assessment by Police and Fire shall be made to determine the legitimacy and validity of the threat. Police and Fire will decide on whether to evacuate or take a different course of action in accordance with State Fire Marshall guidelines. If immediate evacuation of the school or building is appropriate, by pulling the fire alarm an announcement to evacuate will be made (See procedures for EBCCA).
2. If the call was not received originally by the Fire and Police Departments, immediate notification is required. One department will notify the other.
3. If the report comes from the Police Department, the school must check by calling 911 to verify.
4. The Fire Department is in charge, unless or until a suspicious article is found and determined to be so by the senior officer in charge. The scene then becomes a crime scene and the Police Department takes charge. A search of the premises is conducted under the direction of the senior Fire officer present. All officers, firefighters and custodians of the building should assist in the search. Volunteers from the staff are encouraged to assist (The Principal will identify standing volunteers, if any).
5. The senior police officer present (he/she will make that status known to the Principal or designee) will decide whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.
6. After a thorough search of the building, or a section thereof, has been conducted and assurance given that re-entry is possible, the Principal or designee should be notified by the senior member of the local protective department (or Bomb Squad) that re-entry will be permitted. If the Superintendent or designee is present, he/she will be consulted by the Principal. Any decision concerning the dismissal of school pupils and subsequent action after the above procedures have been followed is the prerogative of the Superintendent of Schools or his/her designee.
7. Investigation of the incident should be made by the local police department assisted by the State Fire Marshal's office (the Bomb Squad), if requested.

File: EBCCA

EVACUATION PROCEDURES

9/14/16

If an evacuation is deemed necessary, staff and students will meet at a predetermined rally point.

1. Students and staff should be moved as far away from the building as possible.
2. If the evacuation is lengthy, students may be assigned to other schools to be appropriately and temporarily housed under the direction of the school's Principal. Buses may be called into service to take students home.
3. If the Principal makes the decision, in consultation with the senior officer in charge, to place students and staff in a cleared section of the school building (such as a gymnasium), all staff and students must follow that directive.
4. If the Superintendent or designee decides that evacuation becomes a dismissal, the Principals of the other schools will be notified by Central Office, with any other directions which may be required.
5. If other programs are impacted, the director of that program has the responsibility to notify parents.
6. Each building will develop its own procedure for internal communication.

File: ECA

BUILDINGS AND GROUNDS SECURITY AND ACCESSFor First Read at 10/6/16 SC meeting**BASED ON MASC SAMPLE**

Public school buildings and grounds are one of the greatest investments of the towns. It is deemed in the best interest of the school departments and towns to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committees expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to authorized individuals. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

REFERENCE: Use of School Facilities Policy and Procedures, File: KF and KF-R

(NOTE: ADDING NEW PROCEDURES)

**BUILDING SECURITY AND ACCESS
Procedures**

1. During school hours, all exterior doors will be locked with the exception of the High School front doors. Visitors to our schools will be provided access by the main office using an electronic entry system.
2. Each school will post and reinforce the practice of requiring visitors to the school to sign in at the front office. Staff is encouraged to politely question any stranger about his/her reason to be in the school.

REFERENCE: Use of School Facilities Policy and Procedures, File: KF and KF-R

9/28/16

Town of Acton Multi-Year Financial Model

Prepared by the Board of Selectmen, School Committee, and Finance Committee

Summary	Tax Recap FY15	Tax Recap FY16	Projection FY17	Projection FY18	Projection FY19
Municipal Funding Sources:					
Tax Levy (excluding debt exclusion)	\$ 70,450,000	\$ 73,348,000	\$ 76,623,952	80,446,675	83,355,342
State Aid	\$ 1,194,000	\$ 1,476,000	\$ 1,528,090	1,614,543	1,614,543
Local Receipts	\$ 4,702,000	\$ 4,800,000	\$ 4,840,386	4,935,066	4,935,066
Debt Exclusion	\$ 2,868,000	\$ 2,835,000	\$ 2,817,959	2,768,612	2,538,007
SBAB Reimbursement	\$ 923,000	\$ 923,000	\$ 923,000	923,000	923,000
Add: Town Reserves	\$ 1,652,145	\$ 2,641,000	\$ 2,467,969	1,600,000	1,300,000
Acton Total Funding Sources	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	92,287,896	94,665,958
Allocation to Budgets					
Municipal Spending	\$ 31,341,000	\$ 31,955,000	\$ 32,656,604	\$ 33,799,585	\$ 34,982,571
Percent change year-to-year		2.0%	2.20%	3.50%	3.50%
ABRSD Assessment	\$ 49,690,145	\$ 53,171,000	\$ 55,547,097	\$ 58,157,810	\$ 60,891,227
Percent change year-to-year		7.0%	4.47%	4.70%	4.70%
Minuteman Assessment	\$ 758,000	\$ 897,000	\$ 997,655	\$ 1,097,655	\$ 1,197,655
Percent change year-to-year		18.3%	11.22%	10.02%	9.11%
Total Acton Spending	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	\$ 93,055,051	\$ 97,071,453
Net Position	#REF!	\$ (0)	\$ 0	\$ (767,154)	\$ (2,405,495)

Table 6 Data	Regional Actual	Table 6	FY17 ABRSD Revenues	FY18 ABRSD Revenues	FY19 ABRSD Revenues
ABRSD Funding Sources:					
State AID Ch.70	\$ 14,254,476	\$ 14,393,376	\$ 14,531,276	14,833,821	14,971,546
Transportation	\$ 1,353,855	\$ 1,266,283	\$ 1,190,000	1,345,826	1,386,201
Regional Bonus Aid	\$ 136,900	\$ 111,200	\$ 74,000	49,000	24,000
Other Revenue	\$ 25,810	\$ 34,287	\$ 27,683	25,004	25,004
Excess & Deficiency	\$ 300,000	\$ 200,000	200,000	200,000	200,000
Total	\$ 16,071,041	\$ 16,005,146	\$ 16,022,959	\$ 16,453,651	\$ 16,606,751

Additional OPEB Contribution	\$ 1,100,000	\$ 1,249,000	\$ 1,400,000	\$ 1,500,000	\$ 1,500,000
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Town of Acton - Tax Impact	FY15	FY16	FY17	FY18	FY19
Total Valuation ('000s)	\$ 3,905,857	\$ 3,981,512	\$ 4,005,892	\$ 4,126,068	\$ 4,249,851
Tax Rate	\$ 19.05	\$ 19.23	\$ 19.34	\$ 20.05	\$ 20.49
SF Value	\$ 531,639	\$ 539,896	\$ 556,093	\$ 561,654	\$ 567,270
% Change in SF Value	5.2%	2.0%			-
SF Tax Bill	\$ 10,127	\$ 10,384	\$ 10,752	\$ 11,259	\$ 11,623
% Change in SF Tax Bill	3.0%	2.5%	3.55%	4.71%	3.23%
\$ Change in SF Tax Bill	\$ 294	\$ 371	\$ 515	\$ 507	\$ 364

**13-Oct-16
ALG Plan
Summary of Changes**

<u>Municipal Funding Sources</u>	START FY18	10/13/2016 ALG	Change
Tax Levy	80,446,675	80,446,675	-
State Aid	1,559,546	1,614,543	54,997
Local receipts	4,887,415	4,935,066	47,651
Debt Exclusions	2,768,612	2,768,612	-
SBAB	923,000	923,000	-
Town reserves	1,600,000	1,600,000	-
Total Funding Sources	92,185,248	92,287,896	102,648
Total Acton spending	93,055,051	93,055,051	-
Net Position	(869,803)	(767,155)	102,648

10/12/16

ACTON HEALTH INSURANCE TRUST

October 28, 2016

(Note: This is a Friday)

Central Office Conference Room – JH Library

8:00 a.m.

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MEETING AGENDA

- 1) Call to Order
- 2) Approval of Minutes
- 3) Discussion of Treasurer's Report
- 4) Discussion of Cash Flow Report (Peter will not be with us)
- 5) Discussion of Timetable for Audit
- 6) Discussion of Authorship of Report for Acton Annual Report
- 7) Next Meeting: Thursday December 1st
- 8) Adjourn



Raymond J. Grey Junior High School
16 Charter Road, Acton, Massachusetts 01720-2995
Andrew Shen, Principal

12.
Acton-Boxborough Regional School District
(978) 264-4700 x3303 FAX (978) 264-3343
James Marcotte, Assistant Principal
Allison Warren, Assistant Principal

Date: Thursday, October 13, 2016
To: Acton-Boxborough Regional School Committee
Glenn Brand, Superintendent of Schools
From: Andrew Shen, RJ Grey JHS Principal
Re: Gift from ABR PTSO

Dear Glenn,

We would like the School Committee to accept a gift of \$3,500.00 from the Acton-Boxborough Regional PTSO. This represents funds we will receive from the PTSO, which is given to offset the cost of student planbooks which are given annually to all RJ Grey students at no cost.

Please let me know if you have any questions.

Regards,

A handwritten signature in black ink, appearing to read 'AShen'.

Andrew Shen

/attach



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

To: Acton-Boxborough Regional School Committee Members
Date: October 18, 2016
Re: School Committee Liaisons to Individual Schools

In an effort to expand the connections between our schools, the School Committee and our communities, I would like to continue the School Committee liaisons "assigned" to each school.

Overview:

The ABRSD will have one School Committee member for each school as well as the pre-school, with the exception of the high school which will have two. The SC Chair will not serve as a liaison. The purpose of this liaison is to serve as a representative from the School Committee to each school and its community.

Appointment:

The School Committee shall establish a liaison for each school through a discussion at a public meeting and a vote of appointment. A liaison cannot be appointed to a school at which they currently have a child enrolled. The appointment would be for a one-year term. Based on last year's structure, I would like to suggest the following liaisons:

Blanchard – Maria Neyland	Conant – Deanne O'Sullivan
Douglas – Kristina Rychlik	Gates – Kathleen Neville
McCarthy-Towne – Eileen Zhang	Merriam – Paul Murphy
Huebner Preschool – Brigid Bieber	RJGJHS – Diane Baum
ABRHS – Amy Krishnamurthy and Maya Minkin	

Responsibilities:

- Meet with the building principal /Director of Pre-School minimally two times per year. This meeting would serve to allow the School Committee member the opportunity to learn about the various programs and services offered in the school.
- Connect with the PTO and School Councils at each school and offer to attend meetings to provide district updates.
- Attend school events as practicable to represent the School Committee.
- Report at School Committee meetings periodically about news, events or activities at the school.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



13.3

From the Superintendent's Desk - Resources In Support of Student Health & Well-Being

Glenn Brand <gbrand@abschools.org>
To: All Staff <allstaff@abschools.org>

Fri, Oct 14, 2016 at 10:43 AM

Greetings,

I want to be sure you saw this message, which has just been sent to all AB families.

Dear AB Families,

A few years ago, the district began work to support the health and well-being, including social emotional learning (SEL), for all members of our learning community. This area of focus has represented a significant and growing commitment on the district's behalf to attend to this vitally important aspect of student development. This commitment has most recently been captured in the newly proposed mission statement of AB "...to develop engaged, well-balanced learners through collaborative, caring relationships" now before the School Committee for their approval.

It is with tremendous pride and great pleasure that I share with you below information regarding a number of recent efforts related to this work. I hope that you will take some time to access the suggested resources and learning events.

Sincerely,

Glenn Brand, Ed.D.
Superintendent of Schools

Expanding Our Notion of Success

We have created a new monthly newsletter that provides resources, including websites and short video clips, to support our continued efforts to develop engaged, well-balanced learners. Please take a few minutes to read the October installment of the AB *Expanding Our Notion of Success* newsletter at: <https://www.smores.com/app/pages/preview/0dbh3>.

AB Wellness Website

A new AB Wellness website has been constructed at <http://abschoolswellness.weebly.com/>. While still a work in progress, our plan is to expand the content and information in an effort to create a helpful place to assist our families.

Upcoming Workshop for Pre-K-Grade 6 Parents

We have planned an upcoming workshop for parents of preschool through grade 6 students centered around the stress of parenting children today. More information regarding this presentation by Maria Trozzi entitled *Five to Thrive: A Conversation About the Stresses of Parenting Kids Today* can be found at <https://www.smores.com/app/pages/preview/k4h00>.

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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

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

TO: Acton-Boxborough Regional School Committee
FROM: Glenn A. Brand, Superintendent
DATE: 10/14/16
RE: November Ballot Question re Charter School Cap

As requested by the Executive Director of the Massachusetts Association of Regional Schools (MARS), of which we are a member, I am informing you of a vote taken at their meeting last week:

At its meeting on Tuesday, October 11, 2016, the Board of the Massachusetts Association of Regional Schools voted not to support ballot questions 2 – Charter Schools. The members of the Board express several concerns:

1. Funding of Charter Schools
2. Lifting the Cap on the number of charter schools
3. Increasing number of regional charter schools, qualifying for regional school transportation reimbursement

Please share this vote with your school committees.

Perry P. Davis, Ed.D
MARS Executive Director

Office of the Superintendent
Acton-Boxborough Regional School District
(978) 264-4700 x 3211
www.abschools.org

To: Parents and Guardians
From: Dr. Glenn A. Brand, Superintendent of Schools
Date: October 2016
Re: No School, Delayed Opening & Emergency Release Procedures

Our goal as a school system is to ensure that our school campuses and facilities are safe for students to attend each day. While every effort will be made to achieve this goal, there will be times when conditions beyond our control, including weather and/or environmental factors, might force a decision to delay the opening of school, release school early or cancel school altogether. This information is provided in an effort to clarify the plans that will take effect when the holding of school is impacted.

The Decision-Making Process

The Superintendent is responsible for deciding when to cancel, delay or close our schools. This decision-making process, however, is influenced by a number of factors including consultation with the Departments of Public Works in Acton and Boxborough, local public safety officials and our own facilities and transportation offices. The Superintendent will make a determination between approximately 5:00 and 5:30 a.m. regarding any school closure or delays for the day.

Communication

If schools are closed or delayed, the information will be disseminated through the following means:

- District website (www.abschools.org)
- ConnectEd (automated system that places calls to home and cell phone numbers provided to PowerSchool)
- Superintendent's Twitter Account: @SuperABRSD
- Local media including WBZ, Channel 7 WHDH, Channel 5 WCVB, and FOX 25.

If you would like to change your contact information, including phone number(s) and/or email, or if you would like to opt out of the ConnectEd notifications, please update your information in the PowerSchool Parent Portal at <https://absis.ab.mec.edu>.

Delayed-Opening Announcement

If extra time is deemed necessary to safely clear roads and sidewalks, a decision will be made to shorten the day through a "Delayed-Opening." Once this decision is made, usually either a "1-Hour" or "2-Hour" Delayed-Opening will be announced.

Under such conditions, the following will apply:

- Transportation will begin their schedules and pick-up times as close to the delayed time of opening as possible. For example, if a bus run begins at 6:45 a.m. on a regular

school day and a two-hour delay is called, that bus will then aim to pick-up students beginning at 8:45 a.m.

- Schools will be dismissed at their regular times.
- Meals will be served at their regular times in the cafeteria.
- Kindergarten AM sessions will be cancelled.
- PM and All Day sessions at the Carol Huebner Early Childhood Program-Acton Site will begin at 12:30. PM and All Day sessions at the Boxborough Site will begin at 12:35. For both sites, AM sessions will be cancelled.
- Community Education Extended Day will open on a delayed schedule. All after-school activities and programs will operate under their normal schedule.
- School offices will open either one or two hours later depending on the delay announced.

School Closure

If the decision is made to cancel school for the day a "No School" announcement will be made and all schools and programs within the Acton-Boxborough Regional School System will be closed. An emergency notification system will be used to contact home phones, cell phones and emails provided by parents/guardians through PowerSchool at 6:00 a.m.

If a "No School" decision is made then the following will apply:

- All classes PreK-12 and school activities will be canceled for the day, unless otherwise notified. This will include all before and after school activities, sports and extra-curricular events.
- All after school and evening meetings will be cancelled unless an exception is made.
- All Community Education programs will be cancelled.
- Transportation of students to out-of-district schools will be cancelled when the Acton-Boxborough Regional School District is closed.
- All offices will be closed.

Emergency Release

Once students arrive at school and the buildings are open, every effort will be made to operate a normal schedule and release students at the normally scheduled time. However, in the event of severe weather or other emergency conditions, it may be necessary for the Acton-Boxborough Regional Schools to release students before the end of the school day. If such a decision needs to be made, the emergency notification system will be used to alert parents and guardians.

Please have a plan in place with your child who might arrive home early on these unusual occasions.



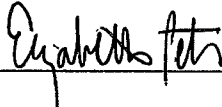
Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

14.2

TO: Margaret Dennehy, District Treasurer
FROM: Elizabeth Petr, Clerk of the Acton-Boxborough Regional School Committee (ABRSC)
RE: Change to Members of the Board of Advisors of the OPEB Trust Fund
DATE: 10/14/16

Per the Other Post –Employment Benefits (OPEB) Trust Fund Agreement approved by the Acton-Boxborough Regional School Committee on 12/6/12, I hereby certify that Superintendent Glenn A. Brand has appointed the following members to the Board of Advisors of the ABRSD OPEB Trust Fund:

- Clare Jeannotte, ABRSD Director of Finance
- Steve Noone, Acton Finance Committee
- Dilip Subramanyam, Boxborough Finance Committee
- Mary Brolin, Acton-Boxborough Regional School Committee Chairperson, ex officio



Elizabeth Petr
Clerk, ABRSC



Acton-Boxborough Regional School District 2016-2017 Family Learning Series

Supported by the ABRSD, ABRSD PTOs, PTF, and PTSOs,
AB Special Education Parent Advisory Council, Danny's Place
Youth Services and AB United Way

Denise Pope, PhD

The Well-Balanced Student

This learning event is for all parents / guardians and grandparents with children preschool through grade 12, and for any interested community members.

November 8, 2016
7:00-8:30 PM
ABRHS Auditorium



In a high-stakes, high-pressure culture, parent and school expectations may have unintentional but damaging effects on students. Increasing demands on students may lead to unhealthy stress, resulting in burnout, disengagement, or debilitating physical and mental health symptoms. Join us as she examines the tension that parents, students and teachers often experience over issues such as homework, grades, and the culture of competition, and offers tools for creating a healthier community of learners.

Denise Pope, Ph.D., is a Senior Lecturer at the Stanford University Graduate School of Education, where she specializes in student engagement, curriculum studies, qualitative research methods, and service learning.

Challenge Success is an expanded version of the SOS: Stressed-Out Students project that Dr. Pope founded and directed from 2003-2008. Dr. Pope lectures nationally on parenting techniques and pedagogical strategies to increase student health, engagement with learning, and integrity. She lives in Los Altos, CA with her husband and three children.

Dr. Pope is the author of *Doing School: How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students* and co-author of *Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids*.

Questions? Call ABRSD 978.264.2700 x 3213