



Acton-Boxborough Regional
School Committee Meeting

December 1, 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

December 1, 2016
7:00 p.m.

AGENDA

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
 - 2.1. ABRSC Meetings of 10/20/16, 11/3/16 (*addendum*), 11/17/16 (*addendum*)
3. **Public Participation**
4. **FY18 Budget Pres. #1- "Setting the Stage/Superintendent's Budget Overview – Drivers & Priorities" – Glenn Brand, Clare Jeannotte** (7:10)
5. **FY18 Revolving Budgets and Fees – First Read** (7:20)
 - 5.1. **Athletics** – Steven Martin
 - 5.2. **Carole Huebner Preschool** – Dawn Bentley
 - 5.3. **Occupational Development Program (ODP)** – Dawn Bentley
 - 5.4. **All Day Kindergarten** – Marie Altieri
6. **Class Size and Section Planning Report** (7:40)
 - 6.1. Elementary Schools - Marie Altieri
 - 6.2. High School – JoAnn Campbell, Principal
 - 6.3. Junior High – Andrew Shen, Principal
7. **Minuteman Technical High School Update (MMT) – Mary Brolin**
 - 7.1. Recommendation to Acknowledge the Boxborough Board of Selectmen's Preferred Technical High School Options for Vocational Education for Boxborough Students Commencing with the 2017-2018 school year – **Second Read - VOTE** – Mary Brolin, Andrew Shen
 - 7.2. Intergovernmental Agreement Between MMT and ABRSD – **First Read** – Glenn Brand
8. **Recommendation to Approve FY18 ABRSD School Calendar – First Read – Marie Altieri** (7:40)
 - 8.1. Calendar Survey and Recommendations Memo
 - 8.1.1. Spring 2016 Survey Results
 - 8.2. Proposed FY18 School Calendar DRAFT #1A (unchanged, no school on Good Friday & Rosh Hashana) and #1B (NEW)
 - 8.3. Proposed FY18 School Calendar DRAFT #2A (unchanged, no school on Good Friday & Rosh Hashana) and #2B (NEW)
 - 8.4. Acton Boxborough Education Association (ABEA) Contract Language
 - 8.5. Massachusetts and Federal Legal Holidays 2017
 - 8.6. Discussion of "Indigenous Peoples" Day vs. "Columbus Day" on 10/9/17
9. **ABRSD Long Range Strategic Plan – Third Read - VOTE** – Glenn Brand
 - 9.1. Proposed Plan, September 2016 (revised 11/21/16) (*addendum*)
 - 9.2. Long Range Strategic Plan 2011 – 2016, updated Spring 2014
10. **ABRSD Master Plan Study Update – Glenn Brand**
 - 10.1. Establishment of "District Master Plan Review Committee (DMPRC)" as a School Committee Subcommittee, *see 11/15/16 memo – VOTE*
 - 10.2. Master Plan Study Report Presentation Flyer – rescheduled from 11/9/16 to **12/8/16** at 7:30 p.m.
 - 10.3. Update on Final Report from Dore & Whittier

11. **Recommendation to Approve Gift Agreement between ABYL and ABRSD for an Outdoor "Bounce Back Wall" – VOTE - Glenn Brand**
12. **Recommendation to Approve Donation from Littleton Electric Light Department to Blanchard School – VOTE – Glenn Brand**
13. **Recommendation to Approve Grant from Massachusetts Interlocal Insurance Agency (MIAA) – VOTE – Glenn Brand**
14. **Recommendation to Appoint ABRSD Public Records Access Officer and Records Custodian – VOTE – Mary Brolin**
 - 14.1. Updated Public Records Laws, effective 1/1/17 - <https://www.sec.state.ma.us/pre/prenotice.htm>

15. Subcommittee Reports

- 15.1. Budget – 11/9/16 meeting – Maria Neyland (oral)
- 15.2. Policy - Brigid Bieber
- 15.3. Outreach (including PTO Co-chairs) – Kristina Rychlik

16. School Committee Member Reports

- 16.1. Acton Leadership Group (ALG) – Amy Krishnamurthy, Paul Murphy
 - 16.1.1. Minutes of 11/10/16 meeting
- 16.2. Boxborough Leadership Forum (BLF) – Mary Brolin
- 16.3. Health Insurance Trust (HIT) – Mary Brolin
- 16.4. Acton Finance Committee – Amy Krishnamurthy, Deanne O’Sullivan
- 16.5. Acton Board of Selectmen – Eileen Zhang, Paul Murphy
- 16.6. Boxborough Finance Committee- Mary Brolin
- 16.7. Boxborough Board of Selectmen – Maria Neyland, Brigid Bieber
- 16.8. Minuteman Technical High School (MMT) Update – Diane Baum
- 16.9. Acton Capital Improvement Planning (CIP) Update – Kristina Rychlik (oral)

17. Superintendent’s Report/Updates – Glenn Brand

- 17.1. Director of Finance Search Announcement

18. FOR YOUR INFORMATION

18.1. Family Learning Series Presentations:

- 18.1.1. December 1, 2016, 7:00 - 8:30 PM with Presenter: Michelle Icard
 Topic: ***Middle School Makeover: Improving the Way You and Your Child Experience the Middle School Years***
 Location: ABRHS Auditorium Audience: Grades 4-8
- 18.1.2. December 14, 2016, 7:00 - 8:30 PM with Presenter: Jessica Minahan
 Topic: ***Reducing Anxiety in Students***
 Location: RJ Grey Auditorium Audience: Grades PK-12

19. Adjourn

NEXT MEETINGS:

- December 15 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted December 9)
- January 12 – ABRSC Meeting at 7:00p.m. in the Jr High Library (packet posted January 6)
- January 21 – ABRSC Budget Saturday Meeting in the Jr High Library

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

Library
R.J. Grey Junior High School

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

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Amy Krishnamurthy, Maya Minkin (7:05 p.m.), Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O’Sullivan (7:05 p.m.), Kristina Rychlik, Eileen Zhang (7:25 p.m.)

Members Absent: none

Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Glenn Brand, Beth Petr

1. Chairperson Mary Brolin called the ABRSC to order at 7:00 p.m.
2. **Statement of Warrant & Approval of Minutes**
Paul Murphy moved, Maria Neyland seconded and it was unanimously, **VOTED:** to accept the minutes of 10/6/16 as amended.
The attached list of ABRSD Warrants were reviewed and signed by the ABRSC members.
3. **Public Participation** - none
4. **FY17 School Improvement Plans Presentation**
 - 4.1. McCarthy Towne School –
Principal David Krane and Assistant Principal Matt McDowell presented on their goals of continuing to develop and support the workshop model in all classrooms and using Responsive Classroom in the entire school.
 - 4.2. R.J. Grey Junior High School –
Principal Andrew Shen presented on the goals at the Junior High including Challenge Success-related initiatives, those focused on Student Engagement, Mechanical & Operational Protocols and others on the radar. Responding to a question about whether classrooms would be moved to create more cohesive teams, Andrew said probably not yet as outlined in the Capital Planning. Science classrooms now are located in some unusual places because they are specialized and that is a challenge. Brigid Bieber commented on how many professionals at the Junior High truly embrace change and move things forward year after year with a constant effort to make things better. This is very impressive and can be difficult for some people to do. She thanked Andrew and said that it benefits the students and adults. Several members agreed. Andrew said that new Junior High students in need of ELL services arrive with all different ability levels. This year a number of students registered just before school started, and many knew no English. It is hoped that families will register for school as soon as they arrive in the community so the schools can plan effectively.
5. **AB Special Education Parents Advisory Council (SpedPAC) Bi-annual Presentation** –
Nancy Sherburne from the Friends of AB SpedPAC introduced High School Special Educator, Nikki Jeannotte as the 2015-2016 recipient of the Staff Recognition/Teaching Excellence Award, based on parent and staff feedback. The Committee congratulated Nikki on this honor. The 2016 – 2017 SpedPAC goals were presented and progress was reported. Bill Guthlein will present an MCAS analysis at a future meeting. Mary Brolin acknowledged the “Care Map” slides and how visually impressive the map for a 6 year old with level 1 autism was. Amanda emphasized how unique each child’s “map” would be. The SpedPAC was thanked again for all of their efforts.

6. **Challenge Success Presentation – Deborah Bookis, Dawn Bentley**

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

Deborah Bookis and Dawn Bentley presented on Challenge Success and introduced the new AB Wellness website at <http://abschoolswellness.weebly.com>. They highlighted the three high-leverage areas of: homework/workload, schedule and family engagement/communication. The public was urged to attend the presentations by Dr. Denise Pope on 11/8/16 and Maria Trozzi on 11/14/16. Kristina Rychlik appreciated how this effort ties in with the District’s Long Range Strategic Plan (LRSP). She asked how the schools will try to readjust parental expectations. The Committee agreed that this could be challenging. Brigid Bieber agreed with Kristina about the LRSP and wonders how much of a disconnect there really is when it comes to how we all define success. Mary Brolin suggested inviting parents in to listen to TED talks, followed by discussion. Dawn Bentley stated that it will take time and relationship building to make some of the changes the District is considering. Maria Neyland asked if any of this conversation is filtering up to the college level. She stated that there is an expectation from the colleges when kids are filling out applications, even with the common application. She emphasized that this goes beyond just our school district. Paul Murphy encouraged everyone to attend the Denise Pope presentation because she speaks about the college piece.

Brigid Bieber moved, Paul Murphy seconded and it was,

VOTED: to accept the gift of \$2,000 from Danny’s Place Youth Services to pay for free parent access to two Challenge Success On-Demand videos. (All YES, with exception of Amy Krishnamurthy who abstained.)

7. **ABRSD Master Plan Study Report Presentation Discussion – Glenn Brand**

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)

Dr. Brand described the MSBA visit to the Douglas School and reviewed the short list of Master Planning Options. Assistant Principal Jenna Larrenaga was complimented on how she ran the tour. Mary Brolin felt the MSBA reps really knew the District’s application and the visit went well. Enrollment is the centerpiece of the MSBA’s consideration, once a District is invited in. An option does not need to be selected, however the District will need to identify the options that there might not be any interest in. The District will not be notified until February. Dr. Brand invited all to attend the District Master Plan Study Report on November 9th.

8. **ABRSD Long Range Strategic Plan (LRSP) – Second Reading – VOTE at 11/3/16 meeting – Glenn Brand**

8.1. Proposed Plan, September 2016

8.2. Long Range Strategic Plan 2011 – 2016, updated Spring 2014

At the previous School Committee meeting, the Committee had questions about the different format/approach compared to the previous LRSP. Dr. Brand agreed to consider the feedback and make some refinements. He stated that the mission, values, vision and goals are long term (five years) but strategies will be added over time for years 3 – 5. The intention was that the Plan be voted on 10/20/16.

The Committee discussed the difference between the Vision and the Mission Statement currently posted on the website. Elaine Zhang felt that the mission does not include the whole picture and should include more detail. She does like the values and the strategic actions as outlined. Amy Krishnamurthy questioned if the vision, as written, captures resilience and she thought that the District wants to build strong resilience students. Brigid Bieber was confused about what the word “equity” refers to, and if it really is about funding, or something different. She felt that the proposed plan is not that different from the previous plan, just in a more succinct way, with the exception to the reference to “equity”.

Maria Neyland thanked everyone who worked hard on the proposed Plan. She believed that the process the last time included a lot more community engagement. She was told that 55 people were involved, but emphasizing that this is a Long Range Plan for the 2 communities of Acton and Boxborough. In the past, Committee members could point to the Plan in many different ways as work was being done. She is concerned that this is lacking in the currently proposed one. She considers “equity” a buzzword. She particularly likes the current mission statement and asked that some of it be included in the new Plan.

Mary Brolin pointed out that an extensive survey was done before work began on this proposal, although it was of the school community only – parents/guardians, students and staff, not the general community and two towns’ boards. Kristina Rychlik asked if the Committee could see the survey feedback, to help them understand the process. Maya Minkin sees members’ point about how the proposed Plan is more vague/loose, but she appreciates the move away from a product orientation. Stating that this version is more about the process of being a student, this tone is better for her, although she would like a few more details to be included to include the “whole student”.

Mary Brolin commented that “academic excellence” is not mentioned at all, although it is implied. Part of her wants it to be included, but she wonders whether it might conflict with the Challenge Success philosophy. Elaine Zhang stated the basic path is study for a school. “Academic excellence” and “study” are necessary words in this type of Plan.

Maria said that there are people in the community that do want academic excellence for their children. Ultimately, the District educates children to be well balanced and well educated. Mary suggested that rather than use “academic excellence”, say “quality education”. Amy agreed with Maria, stating that “educating children for the 21st century” is not necessarily all about facts, but how to learn. She suggested including something about being sure our children are prepared for 21st century living. Paul Murphy agreed with Maya. He is not concerned with “academic excellence” missing because the words are overused these days and it is not good for kids. He wants to do something different with this Plan and not include it.

Mary concluded that the Superintendent will take this feedback and reconsider the proposal, with the intent to vote at the next meeting. Because it is a long range plan, she is fine if it takes a few more meetings for the Committee to finalize.

9. Office Support Association (OSA) Update – Marie Altieri

OSA recently held an election and it was decided that the OSA unit will go forward as the collective bargaining unit for those employees. There is a 7 day waiting period until the decision is final. There is a Memorandum of Agreement that will be in the next School Committee packet and a vote to be taken on 11/3/16.

10. Subcommittee Reports

- 10.1. Budget – *next meeting is 10/26/16 – Maria Neyland – no report*
- 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)

Brigid Bieber read the title of each of the policies in the Consent Agenda for the Committee. None of the policies were held.

Paul Murphy moved, Maria Neyland seconded and it was unanimously,

VOTED: to approve the consent agenda of policies as proposed.

- 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*

The Point of View (POV) document will be sent to School Committee before our next meeting so comments can be brought to the 3 Board Meeting.
- 11.5. Acton Board of Selectmen – *Eileen Zhang*

A company is going to move into the Nagog Office Park. Morrison Farm use is being discussed.
- 11.6. Minuteman Technical High School (MMT) Update – *Diane Baum*

Last night Belmont voted to withdraw from the Region. Diane thinks it means all towns will need to vote to approve the withdrawal but it is unclear at this time. She will confirm.

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

Kathleen Neville moved, Maria Neyland seconded and it was unanimously,

VOTED: to accept this gift with gratitude.

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

- 13.1. Interschool Council meeting on 10/19/16 – Some councils are still being formed so not everyone was there but it was a good discussion. Dr. Brand highlighted the Superintendent's goals, the Master Plan and Challenge Success.
- 13.2. School Committee Liaisons to our Schools

Maria asked for clarification about the expectations for liaisons going to events during the day/evening, as well as fundraisers, and more. Dr. Brand said it is up to the liaison and the Principal to decide whatever works, no set expectations. Mary suggested that it is whatever is the best use of your time. Maria asked Glenn to communicate this to the principals as well.
- 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

The ABRSC adjourned at 9:20 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: See agenda, list of warrants

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

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

Library
R.J. Grey Junior High School

November 3, 2016
8:00 p.m. Meeting

(Following "Mental Health: Keeping Our Kids Safe" at 7:00 p.m. in Auditorium)

Members Present: Diane Baum, Mary Brolin, Amy Krishnamurthy, Maya Minkin (8:25 p.m.), Kathleen Neville, Maria Neyland, Deanne O'Sullivan, Kristina Rychlik, Eileen Zhang
Members Absent: Brigid Bieber, Paul Murphy
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Glenn Brand, Clare Jeannotte, Beth Petr

1. Chairman's Introduction

Chair Mary Brolin called the ABRSC to order at 8:20 p.m. following a presentation by Dr. Rob Evans.

2. Statement of Warrant & Approval of Minutes

2.1. ABRSC Meeting of 10/20/16 (*next meeting*)

3. Public Participation - Lisa Jenson Fellows, parent, urged the School Committee to consider changing the start times for school as soon as possible. The School Committee has been looking into this issue and expects to make recommendations soon.

4. Enrollment Report

4.1. October 1, 2016 Enrollment Report – *Marie Altieri*

4.2. Enrollment Projections – *Peter Ashton, Mary Ann Buescher*

4.3. New England School Development Council (NESDEC) Annual Enrollment and Projections Report

They reported that enrollment is declining at a slower rate than expected. The Region experienced a decline of only 33 students, which is almost the same decline as the previous year. Housing turnover has increased significantly, which can dramatically impact projections. New home construction is at about the same rate as the past few years. Overall, the difference between the projection and actual numbers for 2016 was under by 70 students, or an error rate of 1.3%. They now use 4 year average ratios instead of 5 year because they feel this will be more accurate given recent trends. Region-wide enrollment continues to decline through 2025 with a decline of 465 students total vs today's enrollment (significantly less than projected last year). Junior High School enrollment is lowest in 2026 with 760 students, a decline of 150 from today. The Senior High School enrollment is lowest in 2017, with a total decline of 650 students.

Questions were asked about how condominiums are counted. Regarding choice students, Peter said that they are estimating how many staff children will be enrolled, not actually choice students because we have so few now. Diane Baum asked about the cohort survival method that is used and said that towns like Lexington have switched to a different model now because it tends to under predict. The Ashtons replied that Lexington has had a couple of large scale multi-home developments that our community has not had and this affects the numbers. Open enrollment also affects how our district does projections. Peter explained that they apply a statistical test to the independent ratios to test their methods. It turns out they are extraordinarily stable for the cohort survival method, particularly in Acton. Peter and Mary Ann Ashton have done the Enrollment Projections Study for our School District for the past 20 years. Their efforts are very much appreciated.

5. Recommendation to Approve the Office Support Association (OSA) Memorandum of Agreement (MOA) - VOTE – *Marie Altieri*

5.1. **Motion:** *To approve the proposed Office Support Association (OSA) Contract for the period from July 1, 2016 through June 30, 2019, as set forth in the memorandum of agreement between the bargaining committees for OSA and the School Committee.*

Marie Altieri reviewed the Agreement. It has been ratified by the OSA.

Amy Krishnamurthy moved, Katie Neville second and it was unanimously,

VOTED: to approve the proposed Office Support Association (OSA) Contract for the period from July 1, 2016 through June 30, 2019, as set forth in the memorandum of agreement between the bargaining committees for OSA and the School Committee.

6. **Acton Three-Board Meeting Prep Discussion (11/15/16) – Glenn Brand**

6.1. Acton Finance Committee's Point of View Document (POV)

Amy Krishnamurthy reviewed the POV. Mary Brolin urged the Committee to read it thoroughly before the November 15th meeting. She asked the Committee, given the gap in funding, how the School District should fill it. Mary stated that although this is an Acton conversation, the question for everyone is "Do you hold back funding increases as long as you can and then make a big jump when needed, or do it more gradually?"

Kristina Rychlik feels that Slide 6 is not a good comparison between the two towns. She feels that showing the 2016 tax rate comparison between Acton and Boxborough, is out of context and does the community a disservice. She stated that not using the full 2 ½ tax levy might give the District less flexibility, especially if there is work that has been delayed and needs to be done.

6.2. ABRSD Three Year Financial Forecast – Preliminary Assumptions – *Clare Jeannotte*

Clare Jeannotte reviewed Table 6, revenues and expenses for the upcoming three years. She stressed that this was an attempt to provide an early outlook of the anticipated budgets for the district and assessments for our two towns, given the limitations due to the level of assumptions and unknowns. Revenue growth is weak.

7. **Recommendation to Accept Gifts from the Elementary Schools' PTO/PTSOs – VOTE – Glenn Brand**

Dr. Brand read the amount of each school's gift (not including the unused amounts from the previous year). The Merriam School does have some money left over but it was not included in their memo. Kathleen Neville stated that this vote makes her uncomfortable every year because of the amount being donated to use for staffing. Glenn has a goal to address this issue and she is grateful for that.

Kristina Rychlik moved, Diane Baum seconded, and it was unanimously,

VOTED: to accept these gifts with gratitude.

8. **Sense of the Committee: Proposed Gift of Outdoor "Bounce Back Wall" from Citizens to ABRHS - (to be voted at 11/17/16 meeting) - Glenn Brand**

8.1. Possible **VOTE:** Recommendation to authorize the Administration to enter into negotiations with the Acton-Boxborough Youth Lacrosse (ABYL) organization with respect to this gift

8.2. **VOTE** at a future meeting: Approval of the proposed Gift Agreement between ABYL and the District
Dr. Brand described this proposed project being offered to the District as a gift. The estimated cost to build the structure is \$88,000 of which there would be no cost to the district. The structure would be donated, not the dollar amount. Per District counsel, two votes would be needed if the Committee wants to move forward (see above). The Committee asked about liability and Dr. Brand assured them that counsel would be sure that would be addressed in any signed agreement between the donor and the district.

Jerry Eaton, from AB Youth Lacrosse, spoke from the audience. A friend of his built the wall at Lincoln Sudbury High School. The AB piece of land being considered cannot be used for other purposes because of drainage issues. Kids are now using the snack bar to hit balls against. He stated that ABYL's goal is to work with Community Education and Todd Tidman from Acton Conservation to get it done before winter because it will get very wet. It will be a big cement wall and Jerry suggested that every year the seniors could paint it and make it an attractive focal point.

Kristina Rychlik and Deanne O'Sullivan spoke in favor of the project calling it an "incredibly generous gift". The Committee felt it important that maintenance be done by the organization, not the district. Maria Neyland stated that public/private partnerships are great, providing things for the kids that the district cannot right now. Her concern is to make sure that the amount really covers the cost and the district is not left funding it. She is comfortable with this proposal as long as this is clear.

Maria Neyland moved, Deanne O’Sullivan seconded and it was unanimously,

VOTED: that the Committee is in support of this idea and authorizes the Administration to enter into negotiations with the Acton-Boxborough Youth Lacrosse (ABYL) organization with respect to this gift as long as it is safe and the district will bear no cost.

Dr. Brand and JD Head will work with counsel and ABYL to bring a proposed Gift Agreement to the School Committee for their approval at a future meeting.

9. Subcommittee Reports

9.1. Budget – 10/26/16 meeting

Maria Neyland reported that the final FY16 budget wrap up was discussed.

9.2. Policy - Comments should be sent to Dawn, Marie or Mary Brolin prior to the Second Reading

9.2.1. Head Injury Management, File: JJIF – First Read

Dawn Bentley reported that “Marching Band” was added in this “every two years” review.

9.2.2. Staff Ethics/Conflict of Interest, File: GBEA – First Read

Marie Altieri reported that more language from the law and the guidelines has been added.

9.2.3. Gifts to and Solicitations by Staff, File: GBEC – First Read

Marie Altieri reported no real changes have been made. In an effort to be clearer, bullets have been created. The importance of everyone understanding these laws was emphasized. Group gifts might be better than individual gifts from families. Personal notes to staff are particularly appreciated. The staff and administration know that everyone means well, but employees are not allowed to accept gifts over these limits. This updated policy will be shared widely once voted.

9.3. Outreach (including PTO Co-chairs)

9.3.1. October Update

Kristina Rychlik reported that the group met on 10/24/16 and 11/2/16. They will ask the groups they are sending updates to if they are effective. The group needs to decide exactly what topics they will focus on. Flyers for Dr. Pope’s presentation next week were on the table at the Mary Poppins performances.

10. School Committee Member Reports

10.1. Acton Leadership Group (ALG) – Amy Krishnamurthy reported that the next meeting is 11/10/16

10.1.1. Minutes of 10/13/16

10.2. Health Insurance Trust (HIT) – 10/28/16 meeting – Mary Brolin reported that the consultant contract was reviewed.

10.3. Acton Finance Committee – Amy Krishnamurthy reported on the meeting of 10/25/16. Diane Baum’s presentation of the comparative communities subcommittee report was very well received (presented to the School Committee on 9/15/16). The Finance Committee is concerned about going back to the MSBA multiple times for project funding. They asked that once the District gets through this series of building/renovation, a continuous plan for maintenance in the future be established. Maria Neyland responded that the District was financially in a difficult place the last time building projects were discussed. She stated that there cannot always be pushback to cut our budgets when the District is weighing textbooks/teachers/concrete sidewalks in the future. Mary Brolin thought about the issue of going back to the MSBA multiple times, but when they visited Douglas, that did not seem to be such a concern. The focus really seemed to be the need for a particular project, not if the MSBA has been to the community before.

10.4. Acton Board of Selectmen (BOS) – Eileen Zhang reported that the Board voted not to call a Special Town Meeting due to Belmont’s withdrawal from the MMT. Diane Baum reiterated that no Special Town Meeting means they agree with Belmont withdrawing. Belmont will still be in the district for 3 years, exiting in 2020. They will have to pay for some costs, but not the debt, of the construction project.

10.5. Boxborough Board of Selectmen – Brigid Bieber reported that members have been invited to the Nov 7th meeting. They will write a memo recommending their preferred technical schools and the Boxborough School Committee members will bring it to ABRSC for a vote of approval.

10.6. Minuteman Technical High School (MMT) Update – Diane Baum

10.7. Demographic Survey Update

Kristina Rychlik reported that at the Summer Workshop, this topic was reviewed and the Boston College's professors' offer to help the District continue. Kristina was concerned about the overlap with the current Challenge Success initiative and feels that what the School Committee wanted to do with the Demographic Survey, is now being covered. Mary Brolin, Kristina and Dr. Brand met and agreed on this. For some of the issues, there might be better ways to address them than in a survey. Lexington had an effort in this area and she will find out more about this. An issue that does not seem to be specifically covered is racial and ethnic diversity, although it is part of culture and climate, which is one of Dr. Brand's goals and is covered by Challenge Success. Kristina has communicated with Mike Coppolino and Boston College that it does not make sense to do another full fledged survey at this time. Mary thanked Kristina for her substantial efforts on this.

10.8. Acton Capital Improvement Plan Committee

Kristina Rychlik and John Churchill attended the October meeting and briefly shared the School Capital Plan. The group felt they should pick the plan that gets the work done quickly. They toured the Fire Stations and saw the need for renovation. Next meeting is 11/14/16 when they will tour the Acton Highway Department and Transfer Station.

11. Superintendent's Report/Updates – Glenn Brand

11.1. ABRSD Master Plan Study Report Presentation – rescheduled from 11/9/16 to **12/8/16**

11.2. Draft Letter to Commissioner Chester re MCAS 2.0 – First Read

Deborah Bookis shared the draft letter with Mike Balulesco and Karen Sonner from the ABEA and they agreed to sign it. She hopes that the Committee will approve it at the next meeting. Deanne O'Sullivan asked if these kinds of letters, or mention of it on the website, can be shared with all parents as part of community outreach.

Dr. Brand thanked Dr. Campbell and her staff at the High School for their care and concern for everyone during this tragic time of losing a second ABRHS Senior since school began. Assistant Superintendent Dawn Bentley was also thanked for her tireless efforts.

12. **FOR YOUR INFORMATION**

12.1. Friends of Lower Fields (FOLF) Annual Meeting Update, 10/25/16, Erin Bettez

12.2. FY17 Financial Status as of 9/30/16

12.3. School Committee Liaisons to our Schools – revised memo

12.4. ***Family Learning Series Presentations:***

12.4.1. Dr. Rob Evans, "*Mental Health: Keeping Our Kids Safe*", Thursday, November 3 at 7:00 – 8:00

12.4.2. Dr. Denise Pope, "*The Well-Balanced Student*" on Tuesday, November 8 at 7:00 – 8:30 p.m.

12.4.3. Ms. Maria Trozzi, "*Five to Thrive: A Conversation About the Stresses of Parenting Kids Today*", Monday, November 14 at 7:00 – 8:15 p.m.

12.5. Danny's Place Youth Services sponsoring "*Talk Saves Lives*" Program by the American Foundation for Suicide Prevention on Tuesday, November 15 at 1:00 p.m.

12.6. *Expanding Our Notion of Success*, Family Newsletter – November 2016

<https://www.smores.com/pw9v8>

The ABRSC adjourned at 9:56 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda and list of warrants



4.

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
From: Glenn Brand
Date: November 28, 2016
Re: FY18 Budget Presentation #1: Setting the Stage: Drivers & Priorities

On behalf of my administrative team, I am pleased to provide you with the following information in support of the formal launch of our FY18 budget building process. While this information primarily supports the planned kick-off presentation at your December 1 meeting, it also helps to establish the context for the entire budget process for the 2017-18 (FY18) school year.

I. Timelines

Consistent with past years, the process and timelines has been established to work within the constraints of the dates connected with our regional agreement, established School Committee meeting dates and town meeting requirements.

This year the final FY18 budget must be voted by February 17, 2017 which is the date 45 days before the earliest town meeting in the Town of Acton. Town meetings are planned for April 3 and May 8 in Acton and Boxborough, respectively.

The second and third FY18 budget presentations are planned for December 15 and January 12, respectively. We have established January 21, 2017 as Budget Saturday, the date when the SC will have to take a preliminary vote.

II. Budget Guidelines & Priorities:

At your October 6, 2017 meeting, I provided you with FY18 budget planning guidelines that included the following:

- i. Ensure that all legal mandates will be met.
- ii. Meet the needs of our increasing population of at-risk students including students receiving regular education, Special Education and English Language Learning services.
- iii. Ensure staffing levels give proper consideration to class size policies, identified needs and professional staffing guidelines.
- iv. Continue to seek options for providing services in the most cost-effective way.
- v. Plan to maintain the expansion of the district's commitment to capital assets in order to support the instructional program, protect the physical assets of the District, and ensure the health and safety of our students and staff based upon the District Master Plan.
- vi. Evaluate program requests for high priority initiatives in consideration of available resources.
- vii. Evaluate fee-based programs for propriety of fee structure given spending levels.

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.

- viii. Continue to plan to fund OPEB with gradual annual increases,
- ix. Continue to limit reliance on the use of E & D as a funding source.
- x. Review spending by school on a per pupil basis to analyze instructional costs.

Three (3) primary budget priorities have centered the planning around the budget development process.

They include the following:

- Continuing our efforts to prioritize the social and emotional learning needs (SEL) of our increasingly diverse and complex student body.
- Finalizing planning for implementing short, medium and long term capital needs.
- Continuing our efforts to thoroughly review our PreK-12 class sizes and caseloads based on updated enrollment projections. As such, the administration continues to make staffing adjustments as necessary to meet guidelines for class size and caseload ranges.

III. Revenue Assumptions

As in past years' budget development processes, the administration carefully reviews funding sources and builds a budget plan in consideration of these sources.

There are a number of key assumptions regarding funding sources included in this budget plan:

1. There will be a minimum increase in Chapter 70 state aid, estimated to be established at \$25 per student, reflecting roughly a 2% rise above FY17 budget levels.
2. Federal entitlement grants will be level funded.
3. There will be a limited reliance on Excess and Deficiency as a funding source, currently recommended at \$200,000.
4. There will be a scheduled decline of Regional Bonus Aid.
5. Regional transportation aid will be established at 70% reimbursement.
6. Circuit Breaker reimbursement for Out-of-District tuitions will be established at 68%.
7. Medicaid revenues are established at \$100,000.

IV. Budget Drivers and Expenses Assumptions

There are a number of budget drivers in the form of expenses around which the FY18 budget is being built. These operating expenditures are considered as part of this budget and include:

- Salaries to meet all contractual obligations.
- OPEB funding per plan increase to \$100,000.
- Fixed costs and obligations with no new debt accounted for.
- Special Education programming in district where possible.

- Health insurance premiums that currently include an estimated rate increase of 8%.
- A planned number of teaching sections at all grade levels that are based upon class size guidelines and enrollment projections.
- The prioritization of professional learning, including a high focus on our partnership with *Challenge Success*.

Budget expense drivers have also been carefully considered, and currently are projected as follows:

- Salaries and other compensation established at 3.2% increase.
- Fringe benefits and related costs established at 7% increase. This includes health insurance, Middlesex Retirement, Worker's Compensation, and OPEB.
- Special Education tuition and transportation are collectively planned for with a planned 3% increase.
- Capital improvements that support the District's commitment to address the needs of our buildings.

Additional information regarding these areas is included below.

a) Salaries

The District budget supports well over 800 full-time equivalent staff in a number of different categories. The administration is planning accordingly to manage salary projections within the context of this budget plan.

Teacher Salaries (450 FTE) – the District is currently in the process of negotiating a new contract for this group as the current contract expires at the end of June, 2017. Built into the plan is a cost-of-living adjustment along with 2.5% for Steps/Lanes/Supermax as collective obligations under the contractual agreement. The current contract expires on June 30, 2017.

Support Staff (200 FTE) – this group includes bus drivers, both regular and Special Education assistants and cafeteria staff. Obligations under the contract include a 1.5% cost-of-living adjustment along with 0.5% for Steps.

Office Support (43 FTE) and Custodians (40 FTEs) – Obligations under the current contract include 1.75% cost-of-living adjustments and 1% Steps.

b) Fringe Benefits

Health Insurance and Middlesex Retirement

It is important to draw attention to the fact that these represent significant 'budget drivers' for the District, and annual increases for these benefits continue to outpace overall budget increases. The administration

has incorporated a placeholder of 8% for Health Insurance and 11% assessment increase for Middlesex Retirement.

Workmen's Compensation

This area of our budget has seen significant increases in FY17, and similar increases are planned for FY18. A brief view below highlights the magnitude of the changes over the last five years.

FY15 Actual	\$272,937
FY16 Actual	\$288,016
FY17 Budget	\$295,000
FY17 Projected	\$513,141
FY18 Budget	\$550,000

Other Post-Employment Benefits (OPEB)

A two-year update to OPEB liability projections was completed in December of 2014. A deliberate plan to gradually increase the contributions over the last five (5) years has assisted in controlling the growth, and a plan design that includes co-pays and retiree prescription drugs has helped to contain costs. The full regional liability is \$40 million as of 12/31/2014.

Our funding plan has risen from \$236,000 in FY13 to \$800,000 in the current fiscal year. For FY18, we are assuming a total financial commitment of \$900,000.

c) Minuteman Middle School Program Assessment

With the Town of Boxborough withdrawal from the Minuteman Regional High School agreement the District is obligated to pursue an alternative arrangement to allow for the continuation of the middle school program at RJ Gray. There is a strong commitment to continue this program; however, in the past, the two towns have been assessed directly for the cost of this program. Due to the aforementioned change in the arrangement, the assessment for the middle school program will shift from the towns to the district. As a result, our operating budget will increase by approximately \$180,000.

d) Student Composition

Our District continues to experience significant shifts in a number of areas that result in a broader view of current and future services to meet all of the respective needs. Two prominent areas include the significant

expansion of our Economically Disadvantaged student population as well as our Emergent Bilingual/ELL student population.

Economically Disadvantaged Students

	FY '11 %	FY '12 %	FY '13 %	FY '14 %	FY '15 %	FY '16 %	FY '17 %
Elementary K-6	2.60	4.04	3.36	5.86	6.08	7.49	9.94
Secondary 7-12	2.51	3.78	4.01	4.43	6.26	5.90	7.78
Overall K-12	2.55	3.90	3.72	5.07	6.17	6.69	8.85

Emergent Bilingual (EB)/English Language Learners

	FY 10 *	FY 11 *	FY 12 *	FY 13 *	FY 14 *	FY 15 *	FY 16 *	FY 17 *
EB/ELL Students	85	104	123	144	162	187	222	248

V. Capital Outlay & Debt

As the District expands its efforts to attend to capital and infrastructure improvements, this overall area of the budget becomes critical to consider in terms of both our existing debt service commitment as well as the intention to increase our overall commitment to new projects identified through the recently completed Existing Conditions assessment of our buildings.

Planning in this area can be broken down into three (3) phases:

Short Term – these needs will be included in the operating budget, which coincides with a planned approach to increase the total budget commitment by \$250,000 each year for the next few years.

Medium Term – this area refers directly to items on the Capital Improvement Plan over time that will require significant funding that will likely exceed the available funds within the operating budget alone.

The pursuit of items in this phase of the capital planning will likely necessitate future debt for the District, such as through the possibility of bonding.

Long-Term – this area remains still to be determined, and refers to possible future building projects that include a partnership with the Massachusetts School Building Authority.

Past capital projects by the District necessitate a continuation of debt service which, for FY18, is projected to decrease by 1.5%. Currently, all debt service for prior building projects is scheduled to be paid off in FY2026.

Fiscal Year	Amount	Increase/Decrease
FY14	\$2,020,296	
FY15	\$1,847,734	9% Decrease
FY16	\$1,959,218	2% Increase
FY17	\$1,959,218	2% Increase
FY18	\$1,928,718	1.5% Decrease



Acton-Boxborough Regional School Committee



FY18 BUDGET PRESENTATION #1

SETTING THE STAGE: DRIVERS AND PRIORITIES

DECEMBER 1, 2016

FY18 Budget Process

2

- | | |
|--------|--|
| Nov 17 | Capital Budget
Three Year Financial Projection FY18 – FY20 |
| Dec 1 | FY18 Budget Presentation #1
Setting the Stage – Goals and Budget Drivers
Class Size Reports – Elementary; Jr. High; ABRHS
Revolving Accounts and Fees – All Day K; PreK; ODP, Athletics |
| Dec 15 | FY18 Budget Presentation #2
Superintendent’s Preliminary Budget Request
Overall Budget and Assessment Increases
Revolving Accounts and Fees – School Lunch; Community Ed |
| Jan 12 | FY18 Budget Presentation #3
Superintendent’s Recommended Budget
Detailed Line Item Budget |
| Jan 21 | Budget Saturday and Preliminary Budget Vote |

Budget Dates - Regional Agreement

3

Town Meetings:

Acton – April 3, 2017
Boxborough – May 8, 2017

Budget vote deadlines count backwards from the earliest Town Meeting

Preliminary Budget – 25 Days before Final Budget Deadline
January 21, 2017 (Budget Saturday)
Vote is majority of members from each town

Final Budget – 45 Days before earliest Town Meeting
February 16, 2017 (Public Hearing)
Vote is 2/3 majority of weighted votes of full committee

Budget Guidelines for FY18

4

- i. Ensure that all legal mandates will be met.
- ii. Meet the needs of our increasing population of at-risk students including students receiving regular education, Special Education and English Language Learning services.
- iii. Ensure staffing levels give proper consideration to class size policies, identified needs and professional staffing guidelines.
- iv. Continue to seek alternatives to provides services in the most cost-effective way.
- v. Plan to maintain the expansion of the district’s commitment to capital assets in order to support the instructional program, protect the physical assets of the District, and ensure the health and safety of our students and staff based upon the District Master Plan.

Budget Guidelines for FY18

5

- vi. Evaluate program request for high program initiatives in consideration available resources.
- vii. Evaluate fee-based programs for propriety of fee structure given spending levels.
- viii. Continue to plan to fund OPEB with gradual annual increases.
- ix. Continue to reduce reliance on the use of E & D as a funding source.
- x. Review spending by school on a per pupil basis to analyze instructional costs.

Budget Priorities for FY18

6

1. **Prioritize the social and emotional learning needs (SEL) of our increasingly diverse and complex student body.**
2. **Finalize plans and begin implementation of short, medium, and long term capital needs.**
3. **Review PreK-12 class sizes and caseloads based on updated enrollment projections. Make staffing adjustments as necessary to meet guidelines for class size and caseload ranges.**

ABRSD FY18 Budget

7

Revenue Assumptions

FY18 Budget Building Assumptions Revenues

8

Projected Funding Sources:

The FY18 preliminary budget is built around the following as assumptions of funding sources:

1. Minimum increases in Chapter 70 state aid
2. Level funded federal entitlement grant funds
3. Scheduled decline of Regional Bonus Aid
4. Medicaid Revenues \$100K
5. Limited reliance on E & D

Current Assumptions for Revenues and other Funding Sources

9

- Governor’s Budget will be released at the end of January
- Assuming Chapter 70 at \$25 per student minimum increase, roughly 2% above FY’17 budget
- Assuming Regional Transportation aid at 70%
- Assuming Circuit Breaker at 68%
- Minimize use of E&D – currently recommending \$200k

Revenue Projections - 3 year outlook

10

	2017 Budget	2018 Projection	2019 Projection	2020 Projection
State Revenue	15,822,959	16,253,651	16,406,751	16,562,062
E&D	200,000	200,000	200,000	200,000
Other	-	100,000	100,000	100,000
Revenues	\$ 16,022,959	\$ 16,553,651	\$ 16,706,751	\$ 16,862,062
Increase		\$ 530,692	\$ 153,100	\$ 155,311

Excess and Deficiency (E & D)

11

FY	ABRSD Budget	Budget % Increase	E & D	% of Budget
2010	\$36,858,436	0.54%	\$1.5M	4.2%
2011	\$38,228,410	3.72%	\$1.7M	4.5%
2012	\$38,502,351	0.72%	\$2.2M*	5.8%
2013	\$39,114,804	1.59%	\$1.9M	4.8%
2014	\$41,571,900	3.50%	\$1.5M	3.6%
2015	\$76,455,124	1.50%	\$1.1M	1.4%
2016	\$79,749,882	4.31%	\$1.95M	2.5%
2017	\$83,073,204	4.2%	\$2.7M**	3.3%

* FY12 returned \$313K to towns

** 6/30/16 is preliminary- not certified

• FY17 voted to use \$200,000

12

Budget Drivers Expense Assumptions

FY18 Budget Building Assumptions Expenses

13

The following operating expenditures are considered as a part of this budget:

1. Salaries to meet all contractual obligations
1. OPEB funding per plan increases \$100K
1. Fixed costs and obligations -No new debt
1. Special Education programming in district where possible
1. Health Insurance Premiums – currently est. 8% rate increase
1. Number of teaching sections at all grade levels based upon class size guidelines and enrollment projections
1. Prioritize professional learning, partnership w/ Challenge Success

Budget Expense Drivers

14

- Salaries
- Minuteman Technical Junior High Program
- Health Insurance & Middlesex Retirement
- Worker's Comp
- OPEB
- Debt Service
- Enrollment projections
- Special Education – In District
- Special Education Transportation
- Special Education Tuition

Budget Drivers - 3 year outlook

15

- Total Salaries – 3.2%
- Fringe benefit and related costs – 7%
- Special education tuition, transportation – 3%
- Capital improvements

FY18 Outlook Increases by Category

16

Category:	FY'15 Revised Budget	FY'16 Revised Budget	% inc	FY'17 Revised Budget	% inc	FY'18 Outlook	% inc
Salaries	48.7M	50.8M	4.13%	52.3M	2.86%	53.9M	3.21%
Fringe benefits	12M	13.2M	9.52%	13.7M	4.27%	14.7M	7.34%
Special Education tuition/transport	6.5M	6.8M	3.73%	7.1M	4.58%	7.3M	3.00%
Capital outlay and debt service	2.4M	2.3M	-3.65%	2.5M	6.91%	2.7M	10.06%
All other	6.7M	6.7M	-0.32%	7.6M	12.48%	7.5M	-0.38%
Total Expenditures:	76.5M	79.7M	4.31%	83M	4.17%	86.2M	3.75%

Salaries – FY18

17

- **Teachers' Salaries (450 FTE)**
Currently Negotiating Contract – Cost of Living
plus 2.5% Steps/Lanes/Supermax
Contract expires June 30, 2017
- **Support Staff (200 FTE)**
Bus Drivers, Special Ed Assistants, Classroom Assistants,
Cafeteria, etc.
1.5% Cost of Living
0.5% Steps
- **Office Support (43 FTE) and Custodians (40 FTE)**
1.75% Cost of Living
1% Steps
Contracts settled through June 30, 2019

Minuteman Program at RJ Grey

18

JHS program staffed by Minuteman employees was previously assessed directly to towns of Acton and Boxborough

Cost will now be assessed directly to the region-estimated \$180K

Increases our budget and assessments to towns

Cost shift, no net impact to towns

Health Insurance and Middlesex

19

- The annual increase for these benefits continue to out-pace overall budget increases
- Current placeholder for Health Insurance 8%
- Middlesex Retirement
Currently estimating an 11% assessment increase

Worker's Comp

20

- MIAA Worker's Comp has updated the calculations which determine our Worker's Comp Premium
- Results in significant increases in FY17 and FY18

FY15 Actual	\$ 272,937
FY16 Actual	\$ 288,016
FY17 Budget	\$ 295,000
FY17 Projected	\$ 513,141
FY18 Budget	\$ 550,000

Other Post-Employment Benefits (OPEB)

21

- Completed 2 year update to OPEB Liability Projections as of December 31, 2014 - scheduled update as of December 31, 2016
- Gradual increase in OPEB contributions over the last 5 years have helped to contain the growth
- Plan design including increased co-pays and retiree prescription drugs have helped contain costs
- Full regional liability = \$40 million at 12/31/14

ABRSD OPEB Funding Plan

22

Year	OPEB Contribution
FY13	\$236K
FY14	\$376K
FY15	\$506K
FY16	\$700K
FY17	\$800K
FY18 (assumption)	\$900K
Total	\$3.518M

Debt Service

23

- Refinancing debt provided savings in the FY '15 budget. Debt service for FY '18 is projected to decrease by 1.6%.

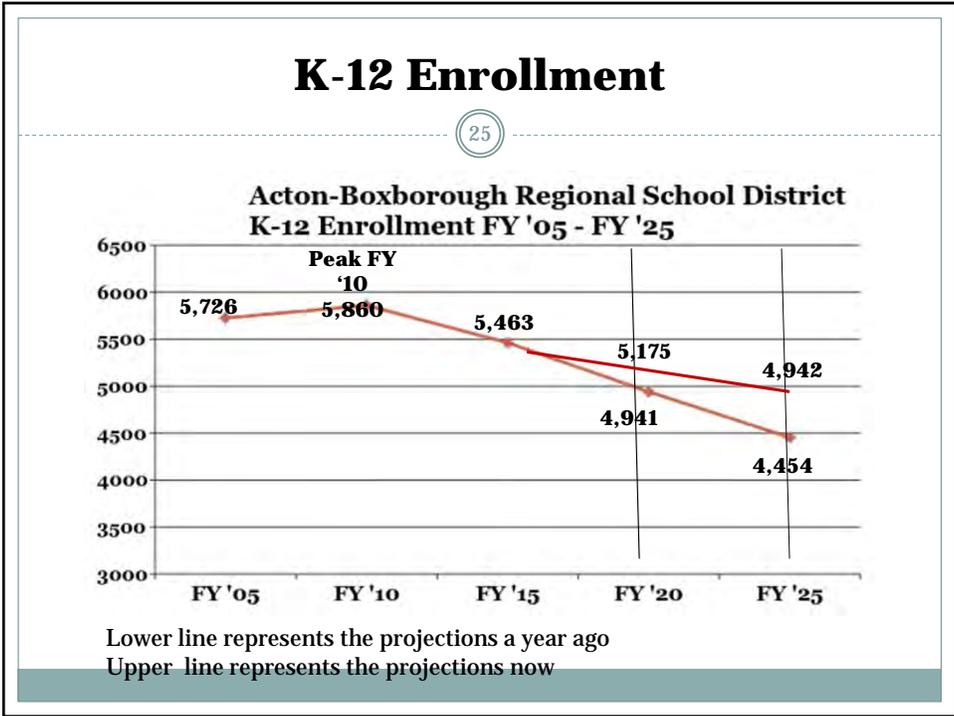
FY14	\$2,020,296				
FY15	\$1,847,733	(9% decrease)			
FY16	\$1,920,743	(4% increase)			
FY17	\$1,959,218	(2% increase)			
FY18	\$1,928,718	(1.6% decrease)			

Debt for prior building projects will be paid off in FY'26

Future Scheduled Debt Service

24

Fiscal Year	Acton	Boxborough	Regional	Total
2016	\$ 711,996	\$ 227,797	\$ 1,920,743	\$ 2,860,535
2017	\$ 680,396	\$ 212,843	\$ 1,959,218	\$ 2,852,456
2018	\$ 666,996	\$ 190,563	\$ 1,928,718	\$ 2,786,276
2019	\$ 661,546	\$ 129,174	\$ 1,897,518	\$ 2,688,237
2020	\$ 649,296	\$ 125,394	\$ 1,886,218	\$ 2,660,907
2021	\$ 635,508	\$ 116,714	\$ 1,883,118	\$ 2,635,340
2022	\$ 575,209	\$ 108,099	\$ 1,882,818	\$ 2,566,126
2023	\$ 512,994	\$ 104,590	\$ 1,880,118	\$ 2,497,701
2024	\$ 93,909	\$ 97,046	\$ 1,805,018	\$ 1,995,973
2025	\$ 16,116	\$ 93,579	\$ 1,740,318	\$ 1,850,012
2026	\$ 15,797	\$ 90,094	\$ 110,618	\$ 216,508
2027	\$ 15,478	\$ 18,266	\$ 108,465	\$ 142,209
2028	\$ 15,159	\$ 17,926	\$ 106,181	\$ 139,267
2029	\$ -	\$ 17,586	\$ -	\$ 17,586
2030	\$ -	\$ 10,225	\$ -	\$ 10,225



Economically Disadvantaged

26

	FY '11 %	FY '12 %	FY '13 %	FY '14 %	FY '15 %	FY '16 %	FY '17 %
Elementary K-6	2.60	4.04	3.36	5.86	6.08	7.49	9.94
Secondary 7-12	2.51	3.78	4.01	4.43	6.26	5.90	7.78
Overall K-12	2.55	3.90	3.72	5.07	6.17	6.69	8.85

Emergent Bilingual/ELL Students

27

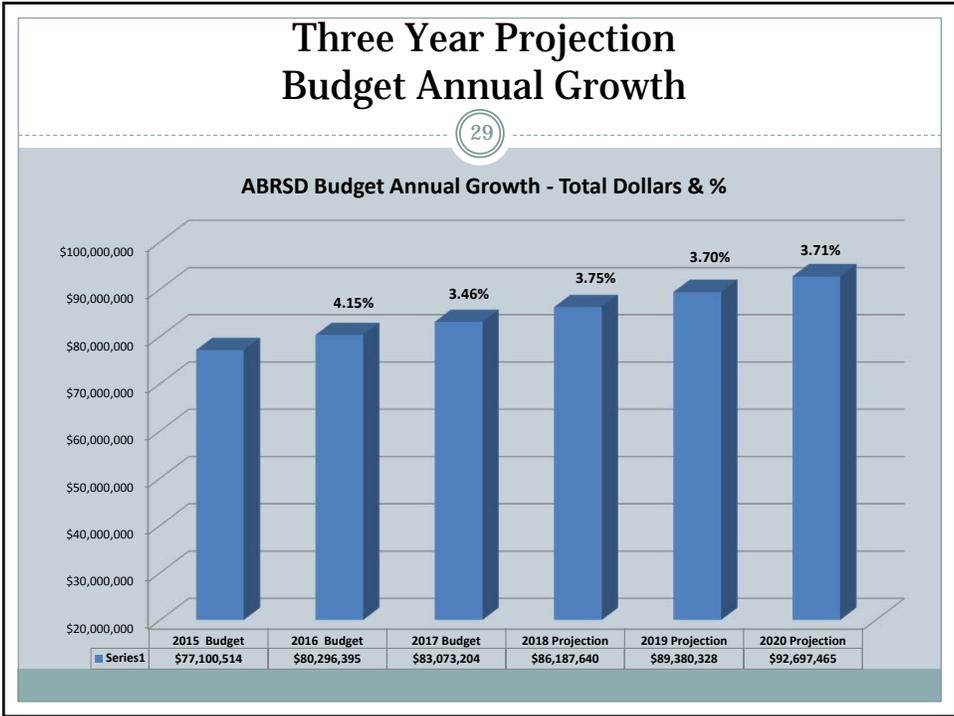
	FY 10 #	FY 11 #	FY 12 #	FY 13 #	FY 14 #	FY 15 #	FY 16 #	FY 17 #
EB/ELL Students	85	104	123	144	162	187	222	248

FY'17 represents current number of students as of November

Special Education

28

- Pathways program has enabled us to keep **8** students in district
- Each summer we have unexpected students move into A-B who require out-of-district placements (8 in FY17).
- FY17: The number of students with IEPs in grades 4 - 7 are in the upper 80's in each grade, compared to 65 in grades 8 - 9.
- Assuming **3%** increase in special education tuition rates.
- Specialized transportation continues to become more expensive as student needs become more complex.



Regional Agreement Assessments

30

	% SHARES		\$ 1,873,119		Recalculated	
			ALLOCATED BENEFIT		Assessment %'s	
	ACTON	BOX	ACTON	BOX	ACTON	BOX
FY15	80.0%	20.0%	1,498,495	374,624	82.43%	17.57%
FY16	87.5%	12.5%	1,638,979	234,140	82.60%	17.40%
FY17	90.0%	10.0%	1,685,807	187,312	82.76%	17.24%
FY18	82.5%	17.5%	1,545,323	327,796	83.24%	16.76%
FY19	60.0%	40.0%	1,123,871	749,248	84.11%	15.89%

FY 20 \$425k Flat shift in Assessment from Acton to Boxborough
 FY 21 and forward: \$25k Flat shift in Assessment from Acton to Boxborough

Capital Planning Process

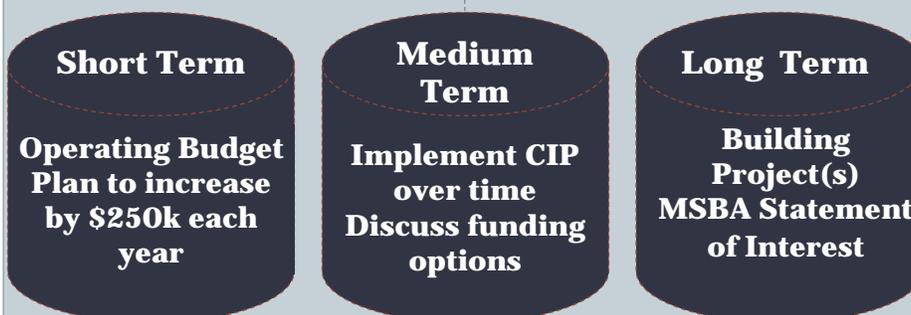
31

- Phase 1 2015-2016 – Capital Improvement Plan (CIP)
 - Full review of all facilities capital and maintenance needs
 - Will guide district’s capital improvements over the next several years

- Phase 2 2016-17 – Master Plan (Building Projects)
 - Extensive Educational Visioning Process – 80 participants
 - Final Report December 2016
 - Developed **six** possible options
 - Community Forum: **December 8 7:30 pm** JH Library

Planning Approach

32



Capital Funding Plans

33

- **Short Term Capital**
 FY17 Budget = \$273k for capital projects
 Outlook Planned to increase \$250k each year for three years

- **Medium Term Capital**
 Possibly use some reserves and/or bond over time

- **Long Term Capital**
 Building Project
 Will hear from MSBA February 2017
 If approved, will need Town Meetings to approve design funds by November 2017

Budget Timeline

34

ABRSC MEETING	TOPIC
11/17/16	FY18 Capital Overview
12/1/16	Superintendent's FY18 Budget Presentation #1 Budget Drivers and Priorities Revolving Accounts and Fees (All Day K; Pre-School; ODP; Athletic Department)
12/15/16	Superintendent's FY18 Budget Presentation #2 Preliminary Budget Request Revolving Accounts (School Lunch; Community Education)
1/12/17	Superintendent's FY18 Budget Presentation #3 Detailed Line Item Budget
1/21/17	Budget Saturday & Preliminary FY18 Budget Vote
2/2/17	Superintendent's Final FY18 Budget Recommendation
2/16/17	FY18 Public Budget Hearing



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: ABRSD School Committee
From: Glenn A. Brand
Date: 11/28/2016
Re: Approval of Fees for FY18

Each year we assess the fees charged for the following four programs and present them to you for your approval. These programs are supported by both revenue from fees collected from the users as well as from the appropriated budget, and include Athletics, All Day Kindergarten, Early Childhood Program and the Occupational Development Program.

Please find below a summary of the current fees for these respective programs alongside the proposed FY18 fees for which I am seeking your vote of approval.

<i>Program</i>	<i>Current FY17 Fee</i>	<i>Proposed FY18 Fee</i>	<i>Change</i>
<i>Athletics</i>	\$250 per sport	\$250 per sport	No Change
	\$250 surcharge for hockey, alpine skiing and gymnastics	\$250 surcharge for hockey, alpine skiing and gymnastics	No Change
	\$1000 Family Cap (4 sports)	\$1000 Family Cap (4 sports)	No Change

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.



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<i>All Day Kindergarten</i>	\$4500	\$4500	No Change
<i>Early Childhood Program</i>	\$6,830 All Day \$3,530 Half Day	\$7,070 All Day \$3,650 Half Day	\$240 Increase \$120 Increase
<i>Occupational Development Program (ODP)</i>	\$32,905	\$34,057	\$1,152 Increase

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

Steve Martin
ABRSD Athletic Director

Presentation to the School Committee
12/1/16

	FY 15 Actual	FY 16 Actual
ABSAF	41,000.00	46,000.00
Gate	43,144.39	55,679.84
Fees (with \$45 increase)	329,786.00	344,649.50
Gifts	4,352.25	22,510.08
Appropriated	577,961.00	587,065.00
Total Revenue	996,243.64	1,055,904.42
Salary Appropriated	495,548.67	483,412.26
Operating Appropriated	149,805.07	111,918.60
Salary Revolving	203,606.86	212,652.95
Operating revolving	169,927.78	203,331.47
Revolving Officials	40,748.00	53,910.00
Total Expenses	<u>1,059,636.38</u>	<u>1,065,225.28</u>
End of year Balance	(63,392.74)	(9,320.86)

		3
FY	17 Projected @ \$250 fee	
ABSAF	\$46,000.00	
Gate	\$47,000.00	
Fees (with \$45 increase)	\$386,345.65	
Gifts unconnected	\$2,000.00	
Appropriated	\$590,589.12	
Total Revenue	\$1,071,934.77	
Salary Appropriated	\$505,509.20	
Operating Appropriated	\$146,823.95	
Salary Revolving	\$207,699.40	
Operating revolving	\$166,546.21	
Revolving Officials	\$43,229.55	
<u>Total Expenses</u>	<u>\$1,069,808.32</u>	
End of year Balance	+\$2126.45	

		4
<h2>Start of This Year:</h2>		
-Participation is down 3%		
-Waivers are up from 11 to 23.5 or 2% of overall athletes for a total decrease of 5% over last year		
-Still on track with our estimates on pages as we figured in a 5% decrease based on historic numbers		

5

Revenue

- Revenue is up for athletic participation due to fee increase= \$19,542.50
- Gate fees are down, football started on road for three weeks= \$7,318.84
- ABSASF gifts \$4,000 were up but went to Junior High Uniforms for Fall

6

Fall Success

- 3 Teams went to North Sectional Championships
- 2 Teams were in State Final
- XC Teams made Eastern MA finals with one qualifying for state
- 16 Girls qualified for Sectionals in Swimming
- Cheer Hosted DCL's and qualified for regionals
- This is good but will raise expenses for travel and officials

7

Next Year:

- I recommend that our fee stay the same for next year as we seem to be on target for breaking even.
- I would like to increase the appropriated budget to expand our coaching staff and have assistants at all varsity level sports subject to budget constraints.

8



Discussion and Questions



**Acton-Boxborough Regional School District
Administration Building**

15 Charter Road Acton, MA 01720
978-264-4700 fax: 978-264-3341
www.abschools.org

Office of Student Services

To: Superintendent, Glenn Brand

CC: Director of Finance, Clare Jeannotte
Assistant Superintendent for Student Services, Dawn Bentley

From: Early Childhood Coordinator, Joe Gibowicz

Re: FY18 ABRSD Carol Huebner Early Childhood Program Tuition Recommendation

Date: 11/18/16

For FY18, we are recommending a slight rate increase for the Carol Huebner Early Childhood Program of approximately 3.5%. Despite rising costs due to salary increases, we have not considered a tuition increase since FY14.

The chart below reflects historical tuition rates over the last seven years. Also attached for your consideration is a list of annual tuition costs for local private preschools and comparable public school districts offering similar integrated preschool programs.

Year	FY11	FY12	FY13	FY14	FY15	FY16	FY17	Recommended: FY18
½ Day	\$3000	\$3100	\$3410	\$3530	\$3530	\$3530	\$3530	\$3650
Full Day	\$5810	\$6010	\$6610	\$6830	\$6830 \$5000*	\$6830	\$6830	\$7070

*Boxborough Site Early Childhood 3/4 day program

Prek Program	Public/ Private	Yearly Tuition		Full Day Tuition & Hours
		Half Day	Days/Hrs	
Acton-Boxborough Early Childhood Program	Public	\$3530	11 hrs / week	\$6830 26 hrs / week
Acton Coop	Private	\$3640	10 hrs/ week	N/A
Acton Barn	Private	\$4654	10 hrs/week	N/A
Boxboro Children's Center	Private	\$3950*	9 hrs/week (based on monthly rate)	\$10,000* 30 hrs/wk \$7900* 20 hrs/wk (based on monthly rate)
Infant Toddler Center (ITC)* 3 year olds	Private	\$5231*	11 hrs / week (based on hourly rate)	\$11, 250* 26 hrs / week (based on hourly rate)
Infant Toddler Center (ITC)* 4 year olds	Private	\$5124*	11 hrs / week (based on hourly rate)	\$11, 044* 26 hrs / week (based on hourly rate)
Mt. Calvary Preschool	Private	\$3464	11 hrs/week	N/A

*2015-2016 rate

School District	Public/ Private	Yearly Tuition	Half Day Days/Hrs	Full Day Tuition & Hours
Acton-Boxborough	Public	\$3530	11 hrs / week	\$6830 26 hrs / week
Concord Public School	Public	\$3500	10 hrs / week	\$7000 22 hrs / week
Dedham Public School	Public	\$2633*	12.5 hrs / week	\$6318* 31.25 hrs/week
Harvard Public School	Public	\$3800	12.5 hrs / week	Only extended day as option
Hingham Public School	Public	\$2455	10 hrs / week	N/A
Marblehead Public School	Public	\$2040	11 hrs/ week	N/A
Needham Public	Public	\$4200	10 hrs 40 min/week	\$10560 25.5 hrs/week
Reading Public School	Public	\$2800	10 hrs / week	\$6000 24.75 hrs/week
Sudbury Public School	Public	\$4175	10 hrs / week	N/A
Wellesley Public School	Public	\$3960	11 hrs/ week	\$7680 24 hrs/week
Westford Public School	Public	\$2850	10 hrs / week	\$6350 26.5 hrs / week
Winchester Public School	Public	\$3528	12.5 hrs / week	\$7446 27.5 hrs / week

*2015-16 rates

11/22/16



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

MEMO

To: Glenn A. Brand, Ed.D.

From: Dawn G. Bentley, Ed.D.

RE: Acton-Boxborough Regional School District FY18 Special Education Program Tuition Rates

The ABRSD Occupational Development Program (ODP) is located at the Acton-Boxborough Regional High School. ODP provides functional and inclusive education for students with moderate to intensive needs. Aspects of the program include small group instruction and remediation, schedules based on employability and academic needs, and community-based learning and employability training opportunities to support students as they transition to post-secondary opportunities. For many years, neighboring districts have paid tuition for students to attend ODP.

As a public school district, we are required to set tuition rates for our special education programs. The table below documents historical tuition rates, as well as the recommended tuition rate for FY18. A 3.5% increase has been applied to the FY18 tuition rates for both the regular school year and extended school year (ESY) services that reflect anticipated staff salary increases.

	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>FY14</i>	<i>FY15</i>	<i>FY16</i>	<i>FY17</i>	<i>FY18</i>
School Year	\$27,965	\$29,965	\$27,965	\$29,243	\$29,243	\$32,258	\$32,258	\$32,905	\$34,057
ESY	*	*	*	*	*	*	\$4500	\$4500	\$4657

**Data unavailable*

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.



All Day K Budget

**ACTON-BOXBOROUGH
REGIONAL
SCHOOL COMMITTEE**

THURSDAY DECEMBER 1, 2016



All Day K by School

School	Sections of ADK	Sections of Half Day K	All Students	Students Attending ADK
Blanchard	2	1	60	39
Conant	2	1	58	36
Douglas	2* (Hybrid)	0	46	29
Gates	1	1	40	21
McCarthy-Towne	2	1	63	43
Merriam	2	1	63	42
Total Elementary	11	5	330	210

63.6% attending ADK

All Day K Enrollment History

School Year	Total Enrolled	Total Placed in ADK	% Students Attending ADK	Number of ADK Classrooms
2016-2017	330	210	64%	11 (2 hybrid)
2015-2016	299	165	55%	10 (4 hybrid)
2014-2015	320	168	53%	9 (2 hybrid)
2013-2014	288	173	60%	9 (2 hybrid)
2012-2013	273	156	57%	8 (2 hybrid)
2011-2012	301	120	40%	7 (2 hybrid)

*All numbers include Acton and Boxborough students

Each year, approximately 65% of families request All Day K

FY17 Financial Projection

• Beginning Balance June 30, 2016	\$118,866
FY17	
Students enrolled	210
Paying Students	203
Tuition \$4,500	
Revenues	\$913,500
Expenses	
Salaries	\$724,832
Supplies & Fieldtrips	\$28,300
Admin, Software, Scholarships	\$75,000
Total Expenses	\$828,132
FY17 Profit/(Loss)	\$85,368
Projected Fund Balance June 30, 3017	\$204,234

11/28/2016



2017-2018 All Day K by School

School	Sections of ADK	Sections of Half Day K	All Students	Students Attending ADK
Blanchard	2 (1 or 2)	1	56	38
Conant	2	1	56	38
Douglas	1	1	37	19
Gates	1	1	37	19
McCarthy-Towne	2 (1 or 2)	1	56	38
Merriam	2	1	56	38
Total Elementary	10	6	298	190

63.75% seats available for ADK

Based on current enrollment projection. Numbers could change based on more or fewer K students and ADK requests.

FY18 Budget

6

• Beginning Balance June 30, 2017	\$204,234
FY18	
Projected Students enrolled	190
Tuition	\$4,500
Revenues	\$855,000
Expenses	
Salaries	\$673,485
Supplies & Fieldtrips	\$ 26,600
Admin, Software, Scholarships	\$101,000
Total Expenses	\$801,085
FY18 Profit/(Loss)	\$53,915
Projected Fund Balance June 30, 3018	\$258,149

* Recommend No Fee Increase

11/28/2016

FY17 All Day K Projection

June 30, 2016 Fund Balance: \$118,866

Total Enrolled	210	Tuition	\$4,500
Total Possible Tuition Revenue			\$945,000
Scholarships Granted	7		<u>-\$31,500</u>
Total Max Revenue			\$913,500

Revenue

School	ADK Tuition Payers	Anticipated Tuition
Blanchard (2 ADK + 1 half)	39	\$175,500
Conant (2 ADK)	36	\$162,000
Douglas (2 Hybrids)	29	\$130,500
Gates (1 ADK)	21	\$94,500
McT (2 ADK)	37	\$166,500
Merriam (2 ADK)	41	\$184,500
	<u>203</u>	<u>\$913,500</u>

Est. Max Revenues \$913,500

Expenses

	Salaries	Supplies	Total EXP
Blanchard (2 ADK + 1 half)	\$126,079	\$5,200	\$131,279
Conant (2 ADK)	\$138,235	\$5,200	\$143,435
Douglas (2 Hybrids)	\$150,990	\$4,600	\$155,590
Gates (1 ADK)	\$68,845	\$2,900	\$71,745
McT (2 ADK)	\$112,826	\$5,200	\$118,026
Merriam (2 ADK)	\$127,857	\$5,200	\$133,057
	<u>\$724,832</u>	<u>\$28,300</u>	<u>\$753,132</u>

Est. School Based Expenses \$753,132

FY17 School Based Profit /Loss

Blanchard (2 ADK + 1 half)	\$44,221
Conant (2 ADK)	\$18,565
Douglas (2 Hybrids)	-\$25,090 * Hybrid Model
Gates (1 ADK)	\$22,755
McT (2 ADK)	\$48,474
Merriam (2 ADK)	\$51,443
Per school	<u>\$160,368</u>

Admin Costs \$46,000
Additional Scholarships + Software \$29,000
Total Admin \$75,000

FY17 Profit/Loss

June 30, 2016 Fund Balance \$118,866

Revenues \$913,500
Total Expenses (School Based + Admin) \$828,132

FY17 Profit/(Loss) \$85,368

Projected June 30, 2017 Fund Balance \$204,234

FY18 Funds Projection

Projected June 30, 2017 Fund Balance	\$204,234
---	------------------

FY18 Projected Revenue	19 students per class at \$4500 per year # Students	
Blanchard (2 ADK)	38	\$171,000
Conant (2 ADK)	38	\$171,000
Douglas (1 ADK)	19	\$85,500
Gates (1 ADK)	19	\$85,500
McT (2 ADK)	38	\$171,000
Merriam (2 ADK)	38	\$171,000
Estimated Total Revenue	190	\$855,000

FY18 Projected Expenses

Head Teachers	\$393,250
Assistants	\$280,235
Total Salaries	\$673,485
Supplies 10 @ \$2300 6@\$600	\$26,600
Scholarship Est. 10 scholarships	\$45,000
Admin Costs	\$47,000
Software	\$9,000
Total Projected Expenses	\$801,085

FY18 Projected Profit/(Loss)	\$53,915
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Projected Fund Balance June 30, 2018	\$258,149
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Elementary Class Size Report



**ACTON-BOXBOROUGH
REGIONAL
SCHOOL COMMITTEE**

THURSDAY DECEMBER 1, 2016

Elementary Class Size Policy

2

- Kindergarten 18-20
- Grades 1-3 20-22
- Grades 4-6 22-24



2016-2017 Class Sizes

	10/1/2016	Sections	Class Size
K	330	16	20.6
1	324	16.5	19.6
2	372	16.5	22.5
3	397	17	23.4
4	412	18	22.9
5	414	18	23.0
6	466	19	24.5
Totals	2715	121	22.4



Growth in Specific Grades

	10/1/ 2015	Sections	10/1/2016	Increase	Sections	Class Size
			K	+44 Over Proj	16	20.6
K	299	16	1	+25	17	19.6
1	357	16	2	+15	16.5	22.5
2	372	16	3	+25	16.5	23.4
3	393	17	4	+19	18	22.9
4	405	18	5	+9	18	23.0
5	443	19	6	+23	19	24.5
6	453	19				
Totals	2,722	120	2715		121	22.4

2016-2017 Classrooms Changes

- Classrooms Added

Kindergarten	Blanchard
Mixed Grade 1/2	Blanchard
3 rd Grade	Merriam
4 th Grade	Conant

- Classrooms Reduced

Kindergarten	Douglas
3 rd Grade	Blanchard
5 th Grade	Merriam



Projected 2017-2018 Class Sizes

	10/1/2017	Sections	Class Size
K	298	16	18.6
1	362	17	21.2
2	339	17	20.5
3	392	17	23.8
4	405	17	23.8
5	417	18	23.2
6	424	18	23.6
Totals	2715	120	22.4

FY18 Section Changes

- Add 1st grade to accommodate current K enrollment plus projected new first grade students
- Blanchard 1/2 Mixed Grade – Move to full 2nd and full 3rd
- How to address large 3rd and 4th grades?
Space concerns



Kindergarten Enrollment History Includes Acton, Boxborough, and Choice

October 1	K Students
2017-2018	298
2016-2017	330
2015-2016	299
2014-2015	320
2013-2014	327
2012-2013	316
2011-2012	360
2010-2011	369
2009-2010	386

Classroom Sections			
	Acton	Boxborough	Total
FY '07	108	28	136
FY '08	108	27	135
FY '09	108	26	134
FY '10	108	25	133
FY '11	108	24	132
FY '12	107	23	130
FY '13	106	22	128
FY '14	105	22	127
FY '15	103	20	123
FY '16	103	18	121
FY '17	102	19	121
FY '18	100	20	120
FY '19	97	20	117
FY '20	95	20	115
FY '21	92	21	113
FY '22	92	21	113
FY '23	91	21	112
FY '24	90	21	111
FY '25	91	21	112
FY '26	94	21	115
FY '27	97	21	118
FY '28	100	21	121
FY '29	100	21	121

Classroom Sections

- Acton and Boxborough have gone from 136 classrooms in FY '07 to 121 sections in FY'17
- This is a reduction of 15 classrooms in 10 years
- We are projecting a low of 111 classrooms in FY '24, growing back to 121 in FY '29

Class Sizes



- Class sizes in Acton have moved from an average of 23.5 prior to regionalization to 22.4 this year and 22.0 next year.
- This is a reduction of 1.5 students on average in every classroom across the system.

- **Current Class Sizes**

Policy	K	18-20	1-3	20-22	4-6	22-24
Current	K	20.6	1-3	21.9	4-6	23.5

Actual Acton-Boxborough Grade K-6
October 1st 2016

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Incoming	Total	# Sec.	Avg. Size
	GR.1/2	46 ADK	14 AM			36 ADK	22 AM	29 ADK	17 AM		21 ADK	19 AM	43 ADK	20 AM		42 ADK	21 AM																
K	19 3	20 4	14 0	60	18	18	22	58	23	23	46	21	19	40	21	22	20	63	21	21	21	63	0	330	16	20.6							
Rm	216/ 217	218/ 217	226	18	1	2	3	0	2	1	1	4	2	1	111	112	110	2	131	132	135	0	22										
Gr. 1	10	20	20	51	20	20	40	20	20	19	59	19	19	19	57	19	19	20	58	19	20	20	59	0	324	16.5	19.6						
Rm	215	213	211	1	5	4	1	5	4	3	1	3	5	6	2	310	311	312	0	223	224	234	1	6									
Gr. 2	10 1	21	21	53	23	22	45	23	23	23	69	23	23	22	68	23	23	22	68	22	24	23	69	0	372	16.5	22.5						
Rm	215/ 217	227	219	13	6	7	1	7	6	8	5	7	8	10	1	301	302	303	2	133	231	334	1	23									
Gr. 3	23	22	45	25	25	25	75	24	24	24	72	25	25	50	24	24	23	71	21	20	21	22	84	0	397	17	23.4						
25	229	231	4	9	10	17	2	9	10	11	0	20	9	0	313	314	315	2	100	233	322	323	1	9									
Gr. 4	19	22	22	63	23	23	22	90	22	23	23	68	23	22	45	24	24	24	72	25	25	24	74	0	412	18	22.9						
Rm	245	243	247	9	8	20	19	18	0	12	14	13	0	15	19	2	213	214	215	3	230	330	331	0	14								
Gr. 5	24	22	24	70	24	22	22	68	22	23	23	68	24	23	23	70	23	22	24	69	23	23	23	69	0	414	18	23.0					
Rm	118	130	128	7	16	15	14	2	21	20	19	1	11	17	18	0	210	211	212	4	235	321	324	0	14								
Gr. 6	23	23	24	70	25	25	25	75	24	25	25	74	25	25	24	74	25	24	25	74	25	24	25	25	99	0	466	19	24.5				
Rm	110	112	108	10	13	12	11	2	16	17	15	1	12	13	14	1	113	114	115	2	232	332	333	335	0	16							
				62				8			9			7			15						3	104									
Total	19 Sec.	Average	21.7	412	20 Sec.	Average	22.6	451	20 Sec. Average	22.8	456	18 Sec. Average	22.4	404	21 Sec. Average	22.6	475	23 Sec. Average	22.5	517	0	2715	121	22.44									

62 Acton residents attend Boxborough
42 Boxborough residents attend school in Acton

Rev. 10/18/2016

FY17

	Blanchard	Conant	Douglas	Gates	McT	Merriam	Total	Students	Ave Class Size
K	3	3	2	2	3	3	16	330	20.6
1	2.5	2	3	3	3	3	16.5	324	19.6
2	2.5	2	3	3	3	3	16.5	372	22.5
3	2	3	3	2	3	4	17	397	23.4
4	3	4	3	2	3	3	18	412	22.9
5	3	3	3	3	3	3	18	414	23.0
6	3	3	3	3	3	4	19	466	24.5
Totals	19	20	20	18	21	23	121	2715	22.4

FY18

	Blanchard	Conant	Douglas	Gates	McT	Merriam	Total	Students	Ave Class Size
K	3	3	2	2	3	3	16	297	18.6
1	3	3	2	3	3	3	17	363	21.4
2	3	2	3	3	3	3	17	342	20.1
3	3	2	3	3	3	3	17	398	23.4
4	2	3	3	2	3	4	17	413	24.3
5	3	4	3	2	3	3	18	419	23.3
6	3	3	3	3	3	3	18	428	23.8
	20	20	19	18	21	22	120	2660	22.1

Should we add another classroom for 3rd or 4th grade? If so, where?

Acton-Boxborough Elementary Enrollment and Class Size History and Projections FY '15- FY '29

2014-2015							2015-2016							2016-2017						
	Oct 1	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1	Choice/ Staff	Total Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1	Choice & Staff	Total Oct 1	Sections	Class Size	Yr to Yr Chnge
K	313	7	320	16	20.0	-3	K	294	5	299	16	18.7	-21	K	323	7	330	16	20.6	31
1	340	7	348	16	21.8	-3	1	350	7	357	16	22.3	9	1	320	4	324	16.5	19.6	-33
2	359	8	370	17	21.8	-5	2	365	7	372	16	23.3	2	2	365	7	372	16.5	22.5	0
3	384	11	392	18	21.8	-37	3	385	8	393	17	23.1	1	3	388	9	397	17	23.4	4
4	432	8	437	19	23.0	-2	4	395	10	405	18	22.5	-32	4	404	8	412	18	22.9	7
5	435	5	439	19	23.1	13	5	435	8	443	19	23.3	4	5	403	11	414	18	23.0	-29
6	432	4	436	18	24.2	12	6	449	4	453	19	23.8	17	6	456	10	466	19	24.5	13
	2695	50	2742	123	22.3	-25		2673	49	2722	121	22.5	-20		2659	56	2715	121	22.4	-7

Dec 2016

Acton-Boxborough Elementary Enrollment and Class Size History and Projections FY '15- FY '29

2017-2018							2018-2019							2019-2020						
	Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge
K	292	6	298	16	18.6	-32	K	265	6	271	15	18.1	-27	K	297	4	301	16	18.8	30
1	355	7	362	17	21.3	38	1	321	6	327	16	20.4	-35	1	292	4	296	15	19.7	-31
2	334	4	338	17	19.9	-34	2	370	7	377	17	22.2	39	2	335	4	339	16	21.2	-38
3	386	7	393	17	23.1	-4	3	354	4	358	17	21.1	-35	3	391	4	395	17	23.2	37
4	397	9	406	17	23.9	-6	4	395	7	402	17	23.6	-4	4	363	7	370	17	21.8	-32
5	409	8	417	18	23.2	3	5	402	9	411	17	24.2	-6	5	400	1	401	17	23.6	-10
6	414	11	425	18	23.6	-41	6	420	8	428	18	23.8	3	6	412	4	416	17	24.5	-12
	2587	52	2639	120	22.0	-76		2527	47	2574	117	22.0	-65		2490	28	2518	115	21.9	-56

*Possibly add 3rd or 4th grade to address class size

Acton Elementary Enrollment and Class Size History and Projections FY '15 - FY '29

2020-2021							2021-2022							2022-2023						
	Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge
K	279	6	285	15	19.0	-16	K	325	6	331	17	19.5	46	K	294	6	300	16	18.8	-31
1	327	6	333	16	20.8	37	1	307	6	313	15	20.9	-20	1	357	6	363	17	21.4	50
2	305	6	311	15	20.7	-28	2	341	6	347	16	21.7	36	2	320	6	326	15	21.7	-21
3	354	6	360	16	22.5	-35	3	323	6	329	15	21.9	-31	3	360	6	366	16	22.9	37
4	401	6	407	17	23.9	37	4	363	6	369	16	23.1	-38	4	332	6	338	15	22.5	-31
5	368	7	375	17	22.1	-26	5	406	6	412	17	24.2	37	5	368	6	374	16	23.4	-38
6	411	1	412	17	24.2	-4	6	379	7	386	17	22.7	-26	6	417	6	423	17	24.9	37
	2445	38	2483	113	22.0	-35		2444	43	2487	113	22.0	4		2448	42	2490	112	22.2	3

Acton Elementary Enrollment and Class Size History and Projections FY '15 - FY '29

2023-2024							2024-2025							2025-2026						
	Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge
K	304	6	310	16	19.4	10	K	310	6	316	17	18.6	6	K	318	6	324	17	19.1	8
1	323	6	329	16	20.6	-34	1	334	6	340	16	21.3	11	1	340	6	346	17	20.4	6
2	372	6	378	17	22.2	52	2	337	6	343	16	21.4	-35	2	349	6	355	16	22.2	12
3	340	6	346	15	23.1	-20	3	393	6	399	17	23.5	53	3	357	6	363	16	22.7	-36
4	369	6	375	16	23.4	37	4	348	6	354	15	23.6	-21	4	403	6	409	18	22.7	55
5	336	6	342	15	22.8	-32	5	373	6	379	16	23.7	37	5	353	6	359	15	23.9	-20
6	378	6	384	16	24.0	-39	6	347	6	353	15	23.5	-31	6	383	6	389	16	24.3	36
	2422	42	2464	111	22.2	-26		2442	42	2484	112	22.2	20		2503	42	2545	115	22.1	61

Acton-Boxborough Elementary Enrollment and Class Size History and Projections FY '15- FY '29

2026-2027							2027-2028							2028-2029						
	Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge		Oct 1 Proj	Choice & Staff	Total Enrolled Oct 1	Sections	Class Size	Yr to Yr Chnge
K	328	6	334	18	18.6	10	K	339	6	345	18	19.2	11	K	350	6	356	18	19.8	11
1	350	6	356	17	20.9	10	1	361	6	367	18	20.4	11	1	372	6	378	18	21.0	11
2	355	6	361	17	21.2	6	2	365	6	371	17	21.8	10	2	377	6	383	18	21.3	12
3	370	6	376	17	22.1	13	3	376	6	382	17	22.5	6	3	387	6	393	17	23.1	11
4	366	6	372	16	23.3	-37	4	379	6	385	17	22.6	13	4	386	6	392	17	23.1	7
5	408	6	414	18	23.0	55	5	371	6	377	16	23.6	-37	5	384	6	390	17	22.9	13
6	364	6	370	15	24.7	-19	6	419	6	425	18	23.6	55	6	382	6	388	16	24.3	-37
	2541	42	2583	118	21.9	38		2610	42	2652	121	21.9	69		2638	42	2680	121	22.1	28

ABRHS Class Size Report



DECEMBER 1, 2016

Overview of Presentation Goals



- Historical and current class sizes at the high school
- Factors that affect class size
- Looking ahead: enrollment and student needs

Historical and Current Class Sizes by Department

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
Enrollment	N = 1980			N=1960			N=1905			N=1902			N=1864		
Course	Sect.	Total #	Ave.												
English	100.5	1974	19.64	89	1912.5	21.49	89	1857	20.87	90	1863	20.7	88	1823	20.72
S.S.	98	2231.5	22.77	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07	94	2011	21.39
Math	91	2100.5	23.08	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92	94	2074.5	22.07
Science	95	2062	21.71	94	2085.5	22.19	94	1970	20.96	96	2022	21.06	96.5	1968.5	20.4
W. Lang.	74	1563	21.12	74	1489	20.12	74	1425	19.26	71	1447	20.38	70	1430	20.43

Current Class Sizes by Level

		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	106.0	20.0	18.0	18.0	29.0	21.0
	# Enrolled	2605.5	458.0	501.0	481.5	672.0	493.0
	Average	24.58	22.90	27.83	26.75	23.17	23.48
AE	# Sections	139.0	20	42	31.0	30.0	16.0
	# Enrolled	3080.0	430.0	960.0	740.0	634.0	316.0
	Average	22.16	21.50	22.86	23.87	21.13	19.75
CP	# Sections	83.0	8	16	30.0	23.0	6.0
	# Enrolled	1563.0	160.0	269.0	577.0	459.0	98.0
	Average	18.83	20.00	16.81	19.23	19.96	16.33
CP1	# Sections	22.5	6	3	7.0	6.5	
	# Enrolled	294.0	71.0	30.0	123.0	70.0	
	Average	13.07	11.83	10.00	17.57	10.77	

Factors that Affect Class Size: The Scheduling Process

- A multi-step process beginning in February
- Goals
 1. Balanced student enrollment
 2. Smaller class sizes at intermediate level when possible
 3. Balanced teaching loads
 4. 100% of course requests for 80-85% of students

Factors that Affect Class Size Range



- Appeals process
- Course change requests
- Room availability

Factors that Affect Class Size Range (contd.)



- **Teacher load balance**
- **Available FTEs**
- **Special Education Accommodations**
- **Combined courses**

Looking ahead: Enrollment and Student Needs

- **Consistent percentage of High Needs student populations**
- **Impact of summer school, summer PE and other variables on student schedules**
- **Work focusing on social and emotional and learning**

Looking ahead: Enrollment and Student Needs (contd.)

- A new high school schedule
- Projected increase in students requiring IEPs as projected at JHS
- District-wide start time

Thank you!

- JoAnn Campbell, Principal, ABRHS
- Larry Dorey, Associate Principal
- Tina Vanasse, Data Manager
- Padmini Narayan, Data Assistant

TO: Glenn Brand, Superintendent
 FROM: JoAnn Campbell, Principal, ABRHS
 DATE: November 28, 2016
 SUBJECT: **ABRHS Class Size Report**

This report on class size at the high school includes both an overview of average class size over several years and a more detailed look at class size within the current school year.

With over 150 course offerings and 8 periods within which to schedule classes on a 6-day schedule, the high school has flexibility in creating a schedule that meets the needs of our more than 1800 students. Because a new schedule is built each year, we are able to respond to the shifting needs of our population. This same abundance of options also creates challenges in terms of determining the number of sections of a course, balancing enrollment across sections, and monitoring teacher loads. Within the scheduling process, priority is placed on achieving balanced class sizes with a specific focus on class size balance across similar sections. Whenever possible, class sizes are smaller at the intermediate levels than at the advanced levels. Despite beginning each summer with a fully balanced schedule for the coming year, many factors affect class size and balance throughout the year and some of these will be addressed in this report.

Overview of Class Size

Class sizes at the high school have remained relatively consistent over the past five years. The annual *October 1 Class Count Report* (Appendix A) provides a detailed look at average class sizes for all major academic courses from 2011 to 2016. This year, with 38 fewer students than last year, class sizes have remained consistent with past years. A summary of the October 1 Class Count in Table I below shows class sizes over a five year period.

TABLE I: October 1 Class Count 2012-2016 Summary

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
Enrollment	N = 1980			N=1960			N=1905			N=1902			N=1864		
Course	Sect.	Total #	Ave.												
English	100.5	1974	19.64	89	1912.5	21.49	89	1857	20.87	90	1863	20.7	88	1823	20.72
S.S.	98	2231.5	22.77	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07	94	2011	21.39
Math	91	2100.5	23.08	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92	94	2074.5	22.07
Science	95	2062	21.71	94	2085.5	22.19	94	1970	20.96	96	2022	21.06	96.5	1968.5	20.4
W. Lang.	74	1563	21.12	74	1489	20.12	74	1425	19.26	71	1447	20.38	70	1430	20.43

In Table II, class size range over a four-year period shows consistency over the years in keeping 70% or more of classes with fewer than 25 students. This year, 81% of classes have fewer than 25 students.

TABLE II: October 1 Class Size Range 2013-2016 (n sections and % of total sections)

School Year	<19		19-21		22-24		25-27		28+	
	n	%	n	%	n	%	n	%	n	%
2016-17	101.0	23	131.5	30	123.0	28	59.5	13	27.5	6
2015-16	112.5	25	104.0	24	132.5	30	65.0	15	32.0	7
2014-15	100.5	23	119.0	27	121.5	27	78.0	18	24.5	6
2013-14	92.5	21	107.5	24	114.0	26	76.5	17	54.0	12

Another look at class sizes in Table III shows the distribution of class size this year among the various course levels. We see that the high school is successful in keeping class sizes smaller at the intermediate levels than at the advanced levels. There are times that this balance is not possible and the factors that influence class sizes are addressed later in this document. A detailed report of class size by course is presented in the *Course Section Size Report* in Appendix B.

TABLE III: Average Class Size in Leveled Courses, October 1, 2016

		All	English	Social	Math	Science	World
		Departments		Studies			Language
H/AP	# Sections	106.0	20.0	18.0	18.0	29.0	21.0
	# Enrolled	2605.5	458.0	501.0	481.5	672.0	493.0
	Average	24.58	22.90	27.83	26.75	23.17	23.48
AE	# Sections	139.0	20	42	31.0	30.0	16.0
	# Enrolled	3080.0	430.0	960.0	740.0	634.0	316.0
	Average	22.16	21.50	22.86	23.87	21.13	19.75
CP	# Sections	83.0	8	16	30.0	23.0	6.0
	# Enrolled	1563.0	160.0	269.0	577.0	459.0	98.0
	Average	18.83	20.00	16.81	19.23	19.96	16.33
CP1	# Sections	22.5	6	3	7.0	6.5	
	# Enrolled	294.0	71.0	30.0	123.0	70.0	
	Average	13.07	11.83	10.00	17.57	10.77	

H/AP = Honors/Advanced Placement
 AE = Accelerated/Enriched
 CP = College Preparatory
 CP1 = College Preparatory 1

The Scheduling Process

Each year, a multi-step scheduling process results in a new schedule for the following year that is largely shaped by the course requests submitted by students in early March. These requests are then considered in light of available teacher FTEs both within the school as a whole and within each department. The scheduling process is guided by the following goals:

1. Create balanced student enrollment across like sections
2. When possible create smaller class sizes at the intermediate academic levels
3. Maintain balanced teaching loads

4. Schedule 100% of the course requests for 80-85% of the students.

The process formally begins in February and is completed in late spring. All students can make changes to their course requests until early May. The specific steps of the process are as follows:

1. In March, course level recommendations are discussed with students and put into PowerSchool by teachers
2. Students register for classes online via the PowerSchool Portal
3. Students are allowed until May to change requests and override recommended classes
4. Administration and Department Leaders meet to distribute sections based on student requests and available FTEs
5. Department Leaders submit teaching assignments
6. Administration creates a master schedule based on teaching assignments, student requests, room assignments and scheduling constraints.
7. Counselors work with students who have scheduling conflicts
8. Schedules are distributed to students in August
9. Students and parents make various requests for schedule changes throughout August

See *Appendix C for Course Scheduling Dates for the 2016-17 Year.*

Factors that Influence Class Size Range

The PowerSchool software through which the high school runs its scheduling process is able to consider thousands of criteria and assists the school in creating a balanced schedule. Despite starting in the spring with a balanced class schedule, there are multiple factors that influence final class sizes on October 1st and beyond.

Appeals Process and Course Changes

In early August, student schedules are posted on the parent portal and students are given the opportunity to submit appeals for schedule changes. The majority of change requests are from students who wish to

- drop or add an elective,
- drop a course level to make course load more manageable,
- rearrange their schedule after finding that they had been scheduled for 5 academic classes in a row,
- switch teachers if they or a sibling had the teacher previously.

Once the school year begins, students may meet with their counselor to submit additional change requests. Sometimes students find their schedule is too challenging or have an interest in a different elective or in some cases, need additional support services and shift their schedule to accommodate the new services. Table IV shows course change trends over three years from the first day of school to October 1st. This year, 562 students made changes to their schedules between August 31st and October 1st, comprising 855 changes.

TABLE IV: Schedule Changes: First Day of School to October 1, 2016

	2014-15	2015-16	2016-17
# students with changes	420	409	562
# schedule changes	912	765	855

Although these changes create a strain on the class balances set in the spring, we support allowing these appeals to give all students a chance to have a schedule that is challenging yet manageable and fair. In creating sections in the spring, we anticipate class level changes that will shift class sizes and seek to minimize the impact to intermediate level classes. Table V shows the effect class level changes had on several courses last year.

TABLE V: Changes in Class Size from October 1, 2015 to End of Year 2015-16

Course	Oct 1 2015-16		EOY 2015-16	
	enrolled	ave. class size	enrolled	ave. class size
Geometry H	110	27.5	87	21.75
Geometry AE	155	25.83	152	25.33
Geometry CP	154	19.25	174	21.75

Course	Oct 1 2015-16		EOY 2015-16	
	enrolled	ave. class size	enrolled	ave. class size
Algebra II H	112	28	89	22.25
Algebra II AE	194	24.25	199	24.88
Algebra II CP	175	19.44	181	20.11

Course	Oct 1 2015-16		EOY 2015-16	
	enrolled	ave. class size	enrolled	ave. class size
Physics H	83	27.67	71	23.67
Physics AE	152	25.33	157	26.17
Physics CP	150	18.75	156	19.5

Room availability

Class size balance is also affected by classroom availability. There are certain periods of the day that room space is at a premium. During those periods, it is impossible to add more sections to reduce class sizes. All students have lunch scheduled during either period 4, 5, 6, or 7. This means that many classrooms are available during these periods; however, very few classrooms are open periods 1, 2, 3 and 8, when all students are available for scheduling. Some of our largest classes occur during these periods.

Table VI: Number of Empty Classrooms Available 2016-17

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
2	7	0	14	13	11	11	0

Student Needs Increasing

Just as enrollment appears to be relatively stable over the next few years, we are also seeing consistency in the percentage of students with high needs. The number of students with high needs in a school, as defined by the Massachusetts Department of Education, is an unduplicated count of students with an Individualized Education Program (IEP), students who are Emergent Bilingual/English Learners (EB/EL), students who are formerly EB/EL, or students who are from low income families.

As of October 1, as shown in Table VII, 17% of our student population is considered High Needs and an additional subgroup of students is receiving other academic supports to meet learning goals.

Table VII: ABRHS Students with High Needs and Other Students Receiving Academic Support

	% of ABRHS Students					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Students with High Needs	na	17.1	18.2	17.9	17.7	17.1
with an IEP	12.9	13.5	14.3	14.2	12.9	11.2
EB/EL	0.6	0.4	0.7	0.9	1.1	0.9
Former EB/EL	na	na	na	na	na	1.6
Low Income	3.4	3.8	4.3	6.3	5.8	6.5
Other supported services						
with a 504 Plan	na	na	na	na	na	6
supported in ASC*	na	na	na	na	na	5

na = data not available, * = receiving daily or alternate-day support in the Academic Support Center

Over the past few years, we have seen a significant percentage of our transfer students entering with high needs. Of the 69 transfer students who entered the high school before October 1st this year, 41% would fall under this category. For the 2015-16 school year, 39% of transfer students were students with high needs.

Table VIII: Transfer Students 2015-16 to Oct 1 2016

	(FULL YEAR) Transferred to ABRHS 2015-16		(TO OCT 1 ONLY) Transferred to ABRHS 2016-17	
		% of transfer students		% of transfer students
Total Transfer Students	79		69	
High Needs Transfer Students	31	39	28	41
with an IEP	20	25	9	13
EB/EL	6	8	11	16
Low Income	12	15	16	23

We anticipate that these trends in students with high needs will require a continued increase of our offerings to support students and families, including the provision of special education and other support classes (such as Academic Support Center tutoring), support for students who are emergent bilingual, transition support, counseling and psychological services, as well as increasing the number of supported sections and sections in the smaller class size range.

Additional Factors

Depending on the department, period during the school day, overall course demand, and projections for course levels, there are other factors that may impact class size ranges. They include available FTEs, teacher load balance, supported sections of a course, and combined classes. At any given time, these factors may be considered when balancing student demand for courses and the assignment of teaching loads.

**ABRHS Class Count
October 1, 2016**

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
Enrollment		N = 1956			N = 1980			N=1960			N=1905			N=1902			N=1864		
sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	English I - H	3	69	23.00	4	85	21.25	4	87	21.75	4	93	23.25	5	111	22.20	5	111	22.20
	English I	19	369	19.42	19	369	19.42	16	341	21.31	16	324	20.25	17	333	19.59	15	310	20.67
	English I CP1 (Trn)	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00
	English I CP1 (Ind)	1	12	12.00	1	15	15.00	1	15	15.00	1	15	15.00	1	15	15.00	1	9	9.00
	Total English I	24	459	19.13	25	483	19.32	22	457	20.77	22	445	20.23	24	470	19.58	22	438	19.91
	American Studies	4	99	24.75	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00	2	40	20.00
	English II - H	4	93	23.25	4	89	22.25	5	129	25.80	6	123	20.50	6	124	20.67	7	154	22.00
	English II - AE	9	194	21.56	10	219	21.90	8	172	21.50	9	184	20.44	7	129	18.43	9	187	20.78
	English II - CP	5	111	22.20	6	105	17.50	4	93	23.25	4	93	23.25	4	89	22.25	4	76	19.00
	English II CP 1(Ind)	1	17	17.00	1	10	10.00	1	11	11.00	1	14	14.00	1	16	16.00	2	19	9.50
	Total English II	23	514	22.35	23	464	20.17	21	475	22.62	22	465	21.14	22	446	20.27	24	476	19.83
	English III - H	4	83	20.75	5	116	23.20	4	107	26.75	6	130	21.67	6	133	22.17	6	149	24.83
	English III - AE	12	298	24.83	13	280	21.54	11	254	23.09	10	256	25.60	10	223	22.30	9	203	22.56
	English III - CP	4	86	21.50	5	103	20.60	5	97	19.40	4	73	18.25	4	87	21.75	4	84	21.00
	English III - CP 1	1	12	12.00	1	12	12.00	1	10	10.00	1	11	11.00	1	16	16.00	1	10	10.00
	Total English III	21	479	22.81	24	511	21.29	21	468	22.29	21	470	22.38	21	459	21.86	20	446	22.30
	English IV - H	3	58	19.33	2	41	20.50	3	59	19.67	2	45	22.50	3	62	20.67	2	44	22.00
	English IV - AE	8	214	26.75	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	English IV - Project	5	95	19.00	3	54	18.00	4	84	21.00	3	65	21.67	2	56	28.00	2	54	27.00
	English IV - CP	4	78	19.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Senior Sem Electives	0	0	0.00	18.5	363.5	19.65	15	344.5	22.97	16	343	21.44	15	343	22.87	16	342	21.38
	English IV - CP 1	1	8	8.00	1	13	13.00	1	18	18.00	1	14	14.00	1	13	13.00	1	17	17.00
	Total English IV	21	453	21.57	24.5	471.5	19.24	23	505.5	21.98	22	467	21.23	21	474	22.57	21	457	21.76
sem	MAP I & II	2	14	7.00	2	10	5.00	2	7	3.50	2	10	5.00	2	14	7.00	1	6	6.00
sem	Pub. Speak. Deb.	1	11	11.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Creative Writing I &II	1	20	20.00	1	18.5	18.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total	4	45	11.25	4	44.5	11.13	2	7	3.50	2	10	5.00	2	14	7.00	1	6	6.00
	Grand Total English	93	1950	20.97	100.5	1974	19.64	89	1912.5	21.49	89	1857	20.87	90	1863	20.70	88	1823	20.72

sem	Course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	W. History - H	3	52	17.33	3	63	21.00	2	49	24.50	2	43	21.50	5	115	23.00	4	94	23.50
	W. History - AE	13	315	24.23	13	312	24.00	15	298	19.87	12	279	23.25	12	272	22.67	11	255	23.18
	W. History - CP	5	84	16.80	5	99	19.80	5	100	20.00	6	113	18.83	5	76	15.20	5	80	16.00
	W. History CP 1 (Trn)	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00
	W. History Total	22	460	20.91	22	488	22.18	23	461	20.04	21	448	21.33	23	474	20.61	21	437	20.81
	American Studies	4	99	24.75	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00	2	40	20.00
	USH/GOV I - H	4	96	24.00	3	73	24.33	4	90	22.50	3	64	21.33	3	64	21.33	4	108	27.00
	USH/GOV I - AE	9	214	23.78	11	275	25.00	9	230	25.56	11	246	22.36	9	218	24.22	11	252	22.91
	USH/GOV I - CP	4	85	21.25	4	67	16.75	4	85	21.25	4	98	24.50	4	77	19.25	4	70	17.50
	USH/GOV I - CP 1	1	21	21.00	1	13	13.00	1	12	12.00	1	14	14.00	1	11	11.00	1	9	9.00
	Total USH/GOV I	22	515	23.41	21	469	22.33	21	487	23.19	21	473	22.52	21	458	21.81	22	479	21.77
	USH/GOV II - H	5	111	22.20	5	111	22.20	4	104	26.00	5	124	24.80	4	104	26.00	5	108	21.60
	USH/GOV II - AE	12	286	23.83	12	288	24.00	12	276	23.00	12	270	22.50	11	254	23.09	11	264	24.00
	USH/GOV II - CP	4	79	19.75	5	104	20.80	4	85	21.25	4	84	21.00	5	93	18.60	4	70	17.50
	USH/GOV II - CP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	18	18.00	1	13	13.00
	Total USH/GOV II	21	476	22.67	22	503	22.86	20	465	23.25	21	478	22.76	21	469	22.33	21	455	21.67
	Psych - H	3	161	53.67	3	158	52.67	3	167	55.67	3	173	57.67	3	128	42.67	3	130	43.33
	Psych - AE	5	129	25.80	6	138	23.00	7	158	22.57	6	125	20.83	6	131	21.83	7	149	21.29
	Psych - CP	3	50	16.67	2	42	21.00	3	53	17.67	3	57	19.00	2	37	18.50	3	49	16.33
	Total Psych	11	340	30.91	11	338	30.73	13	378	29.08	12	355	29.58	11	296	26.91	13	328	25.23
sem	Sociology	3	52	17.33	4	68	17.00	2	48.5	24.25	3	59.5	19.83	3	59	19.67	3	51	17.00
sem	Holocaust (Facing Hist.)	1.5	22.5	15.00	1	16.5	16.50	0.5	12	24.00	1	20.5	20.50	0.5	11.5	23.00	0.5	7.5	15.00
sem	You and the Law	1.5	34.5	23.00	2	42	21.00	1	24.5	24.50	1	23.5	23.50	1.5	22	14.67	1.5	24.5	16.33
	European Hist-H/AP	3	56	18.67	2	48	24.00	2	57	28.50	2	50	25.00	2	60	30.00	2	61	30.50
	Economics	3	70	23.33	4	82	20.50	5	113	22.60	3	74	24.67	4	96	24.00	3	59	19.67
	International Relations	2	60	30.00	3	88	29.33	3	67	22.33	3	84	28.00	4	89	22.25	3	63	21.00
sem	Political Science	1	16	16.00	1.5	29	19.33	1	14.5	14.50	1	21	21.00	1	19	19.00	2	29	14.50
sem	Current Events	1	23.5	23.5	2.5	53	21.2	1.5	29.5	19.7	1.5	31.5	21.0	0	0	0.0	0	0	0.00
sem	Pub. Speak. Deb.	0	0	0.00	0	0	0.00	0.5	8.5	17.00	1	14.5	14.50	1	16	16.00	0	0	0.00
	History Fundamentals	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00
	MAP I & II, WH, Psy	2	10	5.00	2	7	3.50	2	5	2.50	2	6	3.00	1	5	5.00	1	3	3.00
	Misc. SS Totals	18	344.5	19.14	22	433.5	19.70	18.5	379.5	20.51	18.5	384.5	20.78	18	377.5	20.97	17	312	18.35
	Grand Total Soc. St.	94	2135.5	22.72	98	2231.5	22.77	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07	94	2011	21.39

sem	Course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	El.Algebra I -1 CP1	2	34	17.00	2	19	9.50	2	24	12.00	2	28	14.00	2	38	19.00	2	31	15.50
	El. Algebra 1 -1 CP1 (Trn)	1	7	7.00	1	13	13.00	1	10	10.00	1	10	10.00	1	9	9.00	1	4	4.00
	El.Algebra I -2 CP 1	2	50	25.00	3	59	19.67	2	48	24.00	2	44	22.00	2	44	22.00	2	42	21.00
	Algebra I - H	2	45	22.50	2	34	17.00	2	41	20.50	1	28	28.00	2	44	22.00	2	40	20.00
	Algebra I - AE	7	152	21.71	7	147	21.00	7	164	23.43	6	116	19.33	7	153	21.86	6	126	21.00
	Algebra I - CP	6	129	21.50	6	124	20.67	5	114	22.80	6	130	21.67	6	100	16.67	5	99	19.80
	Found.Alg/Math Fund.	1	7	7.00	1	6	6.00	1	11	11.00	1	13	13.00	1	8	8.00	1	3	3.00
	Total Algebra	21	424	20.19	22	402	18.27	20	412	20.60	19	369	19.42	21	396	18.86	19	345	18.16
	Geometry CP1	1	17	17.00	1	29	29.00	1	23	23.00	1	24	24.00	2	25	12.50	1	31	31.00
	Geometry - H	3	87	29.00	3	95	31.67	3	88	29.33	4	105	26.25	4	110	27.50	4	107	26.75
	Geometry - AE	8	206	25.75	9	223	24.78	8	177	22.13	8	203	25.38	6	155	25.83	9	227	25.22
	Geometry - CP	7	124	17.71	7	156	22.29	8	157	19.63	8	162	20.25	8	154	19.25	8	139	17.38
	Total Geometry	19	434	22.84	20	503	25.15	20	445	22.25	21	494	23.52	20	444	22.20	22	504	22.91
	Algebra II - H	3	94	31.33	3	94	31.33	3	96	32.00	3	77	25.67	4	112	28.00	3	91	30.33
	Algebra II - AE	9	223	24.78	7	191	27.29	8	197	24.63	7	173	24.71	8	194	24.25	7	176	25.14
	Algebra II - CP	8	164	20.50	0	0	0.00	0	0	0.00	8	159	19.88	4	76	19.00	9	169	18.78
	Algebra II - CP/CP 1	0	0	0.00	8	158	19.75	9	198	22.00	0	0	0.00	5	107	21.40	0	0	0.00
	Algebra II CP 1	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00	0	0	0.00	1	15	0.00
	Total Algebra II	20	481	24.05	18	443	24.61	20	491	24.55	19	423	22.26	21	489	23.29	20	451	22.55
	Precalc/Intro Calc H	2	66	33.00	2	68	34.00	2	66	33.00	3	75	25.00	2	56	28.00	2	64	32.00
	Precalc/Intro Calc AE	7	167	23.86	7	186	26.57	7	178	25.43	7	187	26.71	6	137	22.83	8	193	24.13
	Precalculus CP	7	153	21.86	7	173	24.71	8	173	21.63	8	173	21.63	8	173	21.63	8	170	21.25
	Total Trigonometry	16	386	24.13	16	427	26.69	17	417	24.53	18	435	24.17	16	366	22.88	18	427	23.72
	Calculus AE	1	19	19.00	1	15	15.00	1	19	19.00	1	14	14.00	1	16	16.00	1	18	18.00
	BC Calc-H/AP	1	39	39.00	1	37	37.00	1	41	41.00	1	35	35.00	1	40	40.00	1	30	30.00
	AB Calc - H/AP	4	95	23.75	4	98	24.50	4	111	27.75	4	95	23.75	4	101	25.25	3	73	24.33
	Total Calculus	6	153	25.50	6	150	25.00	6	171	28.50	6	144	24.00	6	157	26.17	5	121	24.20
sem	JAVA Prog - H/AP	1	16	16.00	1	23	23.00	1.5	32	21.33	1.5	35	23.33	1.5	30.5	20.33	1	23	23.00
sem	Intro to JAVA	1	25.5	25.50	1	26	26.00	1.5	38	25.33	1.5	39	26.00	1.5	36.5	24.33	1	26.5	26.50
	MAP I & II/ConsumMth	2	8	4.00	2	9	4.50	2	2	1.00	2	5	2.50	2	13	6.50	1	3	3.00
sem	Prob/Stat	1	35	35.00	1.5	43	28.67	1.5	44.5	29.67	2	55	27.50	2	54	27.00	2	55.5	27.75
	Accounting	2	39	19.50	2	35	17.50	1	27	27.00	1	25	25.00	1	22	22.00	1	26	26.00
sem	STATS H/AP	1	32.5	32.50	1.5	39.5	26.33	1.5	42	28.00	2	53	26.50	2	52.5	26.25	2	53.5	26.75
	Exploring Comp. Sci.	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	39	19.50
	Misc. Math Totals	8	156	19.50	9	175.5	19.50	9	185.5	20.61	10	212	21.20	10	208.5	20.85	10	226.5	22.65
	Grand Total Math	90	2034	22.60	91	2100.5	23.08	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92	94	2074.5	22.07

sem	Course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Earth Science - H	4	89	22.25	5	123	24.60	4	87	21.75	3	74	24.67	5	125	25.00	4	93	23.25
	Earth Science - AE	8	195	24.38	6	148	24.67	7	180	25.71	7	161	23.00	6	132	22.00	8	157	19.63
	Earth Science - CP	5	75	15.00	5	85	17.00	5	84	16.80	6	93	15.50	5	79	15.80	3	59	19.67
	Earth Science - CP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	7	7.00	1	8	8.00
	Earth Science CP1 (Trn)	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00
	Total Earth Science	18	368	20.44	17	370	21.76	17	365	21.47	17	341	20.06	18	354	19.67	17	325	19.12
	Biology - H	7	173	24.71	6	185	30.83	6	182	30.33	7	176	25.14	7	194	27.71	8	210	26.25
	Biology - AE	8	188	23.50	8	181	22.63	6	160	26.67	7	166	23.71	6	143	23.83	7	151	21.57
	Biology - CP	5	90	18.00	5	102	20.40	5	90	18.00	6	107	17.83	6	103	17.17	5	93	18.60
	Biology - CP1	3	39	13.00	2	16	8.00	2	30	15.00	2	25	12.50	2	33	16.50	2	19	9.50
	Total Biology	23	490	21.30	21	484	23.05	19	462	24.32	22	474	21.55	21	473	22.52	22	473	21.50
	Chemistry-H	6	157	26.17	5	133	26.60	4	115	28.75	5	111	22.20	5	118	23.60	6	127	21.17
	Chemistry-AE	8	204	25.50	9	191	21.22	8	170	21.25	7	161	23.00	7	159	22.71	8	163	20.38
	Chemistry-CP	6	120	20.00	7	126	18.00	9	175	19.44	8	149	18.63	9	155	17.22	7	145	20.71
	Total Chemistry	20	481	24.05	21	450	21.43	21	460	21.90	20	421	21.05	21	432	20.57	21	435	20.71
	Physics - H/AP	3	92	30.67	3	88	29.33	4	101	25.25	3	87	29.00	3	83	27.67	3	77	25.67
	Physics - AE	7	147	21.00	6	141	23.50	7	169	24.14	6	147	24.50	6	152	25.33	7	163	23.29
	Physics - CP	6	112	18.67	7	149	21.29	7	150	21.43	9	167	18.56	8	150	18.75	7	140	20.00
	Total Physics	16	351	21.94	16	378	23.63	18	420	23.33	18	401	22.28	17	385	22.65	17	380	22.35
	Found/Fundamentals CP1	1	5	5.00	1	8	8.00	2	17	8.50	2	20	10.00	1	7	7.00	1	10	10.00
	Env. Sci.-H/AP	2	49	24.50	3	69	23.00	2	52	26.00	2	46	23.00	2	42	21.00	3	59	19.67
	Adv. Chem. - H	3	54	18.00	3	66	22.00	3	56	18.67	2	45	22.50	2	51	25.50	2	39	19.50
	Adv. Bio - H	4	89	22.25	4	98	24.50	4	95	23.75	4	96	24.00	3	81	27.00	3	67	22.33
	Sci Tech CP1	1	19	19.00	0	0	0.00	2	26	13.00	0	0	0.00	2	30	15.00	0	0	0.00
sem	Human Body CP1	0	0	0.00	1	16	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.5	11	22.00
sem	Bioethics	0	0	0.00	0.5	7	0.00	1	23.5	23.50	1	19	19.00	2	37.5	18.75	2	31.5	15.75
sem	Anat/Phys	1.5	35.5	23.67	1.5	37	24.67	1.5	39	26.00	1	28	28.00	2	40	20.00	2	40	20.00
	Physical Science CP	1	19	19.00	2	38	19.00	1	29	29.00	1	26	26.00	1	23	23.00	1	22	22.00
	Physical Science CP 1	0	0	0.00	0	0	0.00	0	0	0.00	1	18	18.00	1	13	13.00	1	14	14.00
	Environ Sci. (on-line)	1	23	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Sci. & Environment	0	0	0.00	1	16.5	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.5	9	18.00
sem	Oceanography	1.5	39	26.00	1	18.5	18.50	1.5	37	24.67	1	18.5	18.50	2	43.5	21.75	1.5	31.5	21.00
sem	Engineering	0	0	0.00	0	0	0.00	0	0	0.00	1	10.5	0.00	0	0	0.00	1	17.5	17.50
	MAP I & II	2	13	6.50	2	6	3.00	1	4	4.00	1	6	6.00	1	10	10.00	1	4	4.00
	Misc. Science Totals	18	345.5	19.19	20	380	19.00	19	378.5	19.92	17	333	19.59	19	378	19.89	19.5	355.5	18.23
	Grand Total Science	95	2035.5	21.43	95	2062	21.71	94	2085.5	22.19	94	1970	20.96	96	2022	21.06	96.5	1968.5	20.40

sem	Course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sect.	Total #	Ave.															
	French I	1	16	16.00	1	19	19.00	1	21	21.00	1	17	17.00	1	16	16.00	1	15	15.00
	French II - H	2	48	24.00	1	37	37.00	2	35	17.50	2	59	29.50	2	55	27.50	2	59	29.50
	French II - AE	0	0	0.00	2	45	22.50	2	52	26.00	2	33	16.50	2	49	24.50	0	0	0.00
	French II - AE/CP	3	60	20.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	51	25.50
	French II - CP	0	0	0.00	2	27	13.50	1	19	19.00	1	18	18.00	1	12	12.00	0	0	0.00
	Total French I&II	6	124	20.67	6	128	21.33	6	127	21.17	6	127	21.17	6	132	22.00	5	125	25.00
	French III -H	1	28	28.00	2	50	25.00	2	37	18.50	2	42	21.00	2	59	29.50	2	56	28.00
	French III - AE	2	44	22.00	2	42	21.00	2	39	19.50	2	36	18.00	1	24	24.00	2	39	19.50
	French III - CP	1	17	17.00	0	0	0.00	1	24	24.00	1	17	17.00	1	14	14.00	1	11	11.00
	French III-CP/IV-CP	0	0	0.00	2	20	10.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total French III	4	89	22.25	6	112	18.67	5	100	20.00	5	95	19.00	4	97	24.25	5	106	21.20
	French IV-CP	1	14	14.00	0	0	0.00	1	10	10.00	1	14	14.00	1	10	10.00	1	12	12.00
	French IV -AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	19	19.00
	French IV-H/V-AE	2	48	24.00	1	26	26.00	2	47	23.50	2	36	18.00	2	37	18.50	2	52	26.00
	French IV-AE/V-CP	2	34	17.00	2	37	18.50	2	36	18.00	2	31	15.50	1	29	29.00	0	0	0.00
	Total French IV	5	96	19.20	3	63	21.00	5	93	18.60	5	81	16.20	4	76	19.00	4	83	20.75
	French V-H/AP	1	22	22.00	1	32	32.00	1	19	19.00	1	24	24.00	1	19	19.00	1	24	24.00
	French V-AE	1	14	14.00	1	11	11.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total French V	2	36	18.00	2	43	21.50	1	19	19.00	1	24	24.00	1	19	19.00	1	24	24.00
	Grand Total French	17	345	20.29	17	346	20.35	17	339	19.94	17	327	19.24	15	324	21.60	15	338	22.53
	Spanish I	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	47	23.50	4	61	15.25
	Spanish I Part 1	2	46	23.00	3	49	16.33	2	25	12.50	2	37	18.50	0	0	0.00	0	0	0.00
	Spanish I Part 2	2	38	19.00	3	41	13.67	3	46	15.33	2	25	12.50	0	0	0.00	0	0	0.00
	Spanish I - AE	1	21	21.00	1	25	25.00	1	21	21.00	1	25	25.00	1	14	14.00	0	0	0.00
	Total Spanish I	5	105	21.00	7	115	16.43	6	92	15.33	5	87	17.40	3	61	20.33	4	61	15.25
	Spanish II	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	41	20.50	3	41	13.67
	Spanish II-CP	4	89	22.25	5	89	17.80	4	94	23.50	4	93	23.25	3	63	21.00	2	38	19.00
	Spanish II -H	4	90	22.50	3	82	27.33	4	104	26.00	4	92	23.00	5	113	22.60	5	109	21.80
	Spanish II - AE	7	144	20.57	6	139	23.17	6	123	20.50	7	133	19.00	6	134	22.33	5	107	21.40
	Spanish II CP/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	22	22.00
	Total Spanish II	15	323	21.53	14	310	22.14	14	321	22.93	15	318	21.20	16	351	21.94	16	317	19.81
	Spanish III - CP	4	87	21.75	5	90	18.00	4	83	20.75	4	77	19.25	4	65	16.25	0	0	0.00
	Spanish III- AE	0	0	0.00	6	133	22.17	6	124	20.67	6	124	20.67	6	124	20.67	5	113	22.60
	Spanish III - H	3	83	27.67	2	67	33.50	3	66	22.00	4	83	20.75	4	86	21.50	5	125	25.00
	Spanish III AE / IV CP	6	144	24.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish III CP / IVCP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	3	57	19.00
	Total Spanish III	13	314	24.15	13	290	22.31	13	273	21.00	14	284	20.29	14	275	19.64	13	295	22.69

sem	Course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-17		
		Sect.	Total #	Ave.															
	Spanish IV - H	3	73	24.33	3	69	23.00	3	60	20.00	3	58	19.33	3	67	22.33	3	75	25.00
	Spanish IV - AE	5	110	22.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish IV - CP	3	38	12.67	4	72	18.00	3	54	18.00	3	53	17.67	3	51	17.00	2	37	18.50
	Spanish IV-AE/V-CP	0	0	0.00	4	104	26.00	4	98	24.50	5	105	21.00	5	115	23.00	5	111	22.20
	Total Spanish IV	11	221	20.09	11	245	22.27	10	212	21.20	11	216	19.64	11	233	21.18	10	223	22.30
	Spanish V-H/AP	1	28	28.00	1	30	30.00	2	25	12.50	1	24	24.00	2	28	14.00	2	34	17.00
	Spanish V-AE	2	28	14.00	1	32	32.00	2	38	19.00	1	19	19.00	1	16	16.00	2	23	11.50
	Sp. V CP	1	5	5.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total Spanish V	4	61	15.25	2	62	31.00	4	63	15.75	2	43	21.50	3	44	14.67	4	57	14.25
	Grand Total Spanish	48	1024	21.33	47	1022	21.74	47	961	20.45	47	948	20.17	47	964	20.51	47	953	20.28
	Latin I/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	63	31.50	0	0	0.00
	Latin I	3	50	16.67	2	47	23.50	1	31	31.00	2	29	14.50	0	0	0.00	2	30	15.00
	Latin I H	0	0	0.00	1	21	21.00	1	21	21.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin I H/III	0	0	0.00	0	0	0.00	0	0	0.00	1	24	24.00	0	0	0.00	0	0	0.00
	Latin I AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II	0	0	0.00	0	0	0.00	1	27	27.00	1	18	18.00	1	21	21.00	0	0	0.00
	Latin II AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II AE/H	1	24	24.00	1	20	20.00	1	15	15.00	1	10	10.00	1	15	15.00	0	0	0.00
	Latin III AE/H	1	16	16.00	1	16	16.00	0	0	0.00	1	10	10.00	0	0	0.00	0	0	0.00
	Latin III/IV AE/H	0	0	0.00	0	0	0.00	1	12	12.00	0	0	0.00	1	11	0.00	0	0	0.00
	Latin I/AE/III/IV	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	43	21.50
	Latin IIIH/IVH	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00
	Italian I	2	50	25.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian II AE/H	1	25	25.00	1	23	23.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian III AE/H	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian III/IV AE/H	0	0	0.00	1	10	10.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00
	Chinese I	1	16	16.00	1	27	27.00	1	15	15.00	1	16	16.00	1	19	19.00	1	20	20.00
	Chinese II AE	1	18	18.00	1	17	17.00	1	24	24.00	1	16	16.00	1	13	13.00	1	15	15.00
	Chinese III AE/H	1	15	15.00	1	14	14.00	1	17	17.00	1	18	18.00	1	10	10.00	0	0	0.00
	Chinese IV AE/H	0	0	0.00	0	0	0.00	1	11	11.00	1	9	9.00	1	7	7.00	0	0	0.00
	Chinese IIIH/IVAE/IVH	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	20	20.00
	Total Other WL	12	230	19.17	10	195	19.50	10	189	18.90	10	150	15.00	9	159	17.67	8	139	17.38
	Grand Total W. Lang.	77	1599	20.77	74	1563	21.12	74	1489	20.12	74	1425	19.26	71	1447	20.38	70	1430	20.43

**ABRHS Course Section Size
October 1, 2016**

ENGLISH DEPARTMENT

of Sections (n) by Size

Course	Sections	Enrolled	Ave. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
English I - H	5	111	22.20			1	20%	4	80%				
English I	15	310	20.67			7	47%	8	53%				
English I CP1(Trn)	1	8	8.00	1	100%								
English I CP1 (Ind)	1	9	9.00	1	100%								
American Studies	2	40	20.00			2	100%						
English II - H	7	154	22.00					7	100%				
English II - AE	9	187	20.78			3	33%	6	67%				
English II - CP	4	76	19.00			4	100%						
English II CP1 (Ind)	2	19	9.50	2	100%								
English III - H	6	149	24.83					5	83%	1	17%		
English III - AE				Appendix A – October 1 Class Count Report (World Language) - pg. 6 of 6									
English III - CP	4	84	21.00			2	50%	2	50%				
English III - CP1	1	10	10	1	100%								
English IV - H	2	44	22.00			1	50%	1	50%				
English IV - Project	2	54	27.00							2	100%		
Senior Sem Electives	16	342	21.38			4	25%	12	75%				
English IV - CP1	1	17	17.00			1	100%						
Eng.(MAP I & II)	1	6	6.00	1	100%								
Total English*	88	1823	20.72	6	7%	27	31%	50	57%	5	6%		

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

Format of chart taken from Newton Public Schools Enrollment Planning & Class Size Report, January 2015

SOCIAL STUDIES DEPARTMENT

of Sections (n) by Size

Course	Sections Enrolled		Avg. Size	1-15		16-20		21-25		26-30		Above 30	
	n	%		n	%	n	%	n	%	n	%	n	%
World History - H	4	94	23.50					4	100%				
World History - AE	11	255	23.18			1	9%	8	73%	2	18%		
World History - CP	5	80	16.00	2	40%	3	60%						
World History - CP1 (Trn)	1	8	8.00	1	100%								
American Studies AE	2	40	20.00			2	100%						
USH/GOV I - H	4	108	27.00					4	100%				
USH/GOV I - AE	11	252	22.91					11	100%				
USH/GOV I - CP	4	70	17.50	1	25%	3	75%						
USH/GOV I - CP1	1	9	9.00	1	100%								
USH/GOV II - H	5	108	21.60			1	20%	4	80%		0%		
USH/GOV II - AE	11	264	24.00			1	9%	6	55%	4	36%		
USH/GOV II - CP	4	70	17.50	1	25%	2	50%	1	25%				
USH/GOV II - CP1	1	13	13.00	1	100%								
Psych - H	3	130	43.33									3	100%
Psych - AE	7	149	21.29			2	29%	5	71%				
Psych - CP	3	49	16.33	2	67%	1	33%						
Sociology	3	51	17.00	1	33%	2	67%						
Holocaust (Facing Hist.) (sem)	0.5	7.5	15.00	0.5	100%								
You and the Law	1.5	24.5	16.33	0.5	33%	1	67%						
European History - H/AP	2	61	30.50							1	50%	1	50%
Economics	3	59	19.67	1	33%			2	67%				
International Relations	3	63	21.00			2	67%	1	33%				
Political Science (sem)	2	29	14.50	2	100%								
History Fundamentals	1	14	14.00	1	100%								
MAP I & II, WH, Psy	1	3	3.00	1	100%								
Total Social Studies*	94	2011	21.39	16	17%	21	22%	46	49%	7	7%	4	4%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

**ABRHS Course Section Size
October 1, 2016**

MATH DEPARTMENT

of Sections (n) by Size

Course	Section	ed	Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
Algebra I - H	2	40	20.00			2	100%						
Algebra I - AE	6	126	21			3	50%	3	50%				
Algebra I - CP	5	99	19.8			3	60%	2	40%				
Elem.Alg I -1 CP1 (Trn)	1	4	4.00	1	100%								
Elem.Alg I -1 CP1	2	31	15.50	1	50%	1	50%						
Elem.Alg I -2 CP1	2	42	21.00			1	50%	1	50%				
Found.Alg/Math Fund.	1	3	3.00	1	100%								
Geometry H	4	107	26.75					1	25%	3	75%		
Geometry AE	9	227	25.22					4	44%	5	56%		
Geometry CP	8	139	17.38	1	13%	6	75%	1	13%				
Geometry CP1	1	31	31.00									1	100%
Algebra II - H	3	91	30.33							2	67%	1	33%
Algebra II - AE	7	176	25.14					4	57%	3	43%		
Algebra II - CP	9	169	18.78			8	89%	1	11%				
Algebra II - CP1	1	15	0.00	1	100%								
Precalc/Intro Calc H	2	64	32.00									2	100%
Precalc/Intro Calc AE	8	193	24.13					7	88%	1	13%		
Precalculus CP	8	170	21.25			3	38%	5	63%				
Calculus AE	1	18	18.00			1	100%						
BC Calc -H/AP	1	30	30.00							1	100%		
AB Calc -H/AP	3	73	24.33					2	67%	1	33%		
Java Prog - H/AP (sem)	1	23	23.00					1	100%				
Intro to JAVA (sem)	1	26.5	26.50					1	100%				
MAP I & II/Cons.Mth	1	3	3.00	1	100%								
Prob/Stat (sem)	2	55.5	27.75					0.5	25%	1.5	75%		
Stats H/AP (sem)	2	53.5	26.75					0.5	25%	1.5	75%		
Accounting	1	26	26.00							1	100%		
Exploring Comp. Sci.	2	39	19.50			2	100%						
Total Math*	94	2075	22.07	6	6%	30	32%	34	36%	20	21%	4	4%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

SCIENCE DEPARTMENT

of Sections (n) by Size

Course	sections	rollme	Avg. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
Earth Science - H	4	93	23.25			1	25%	2	50%	1	25%		
Earth Science - AE	8	157	19.63			6	75%	2	25%				
Earth Science - CP	3	59	19.67			2	67%	1	33%				
Earth Science - CP1	1	8	8.00	1	100%								
Earth Science - CP1 (Trn)	1	8	8.00	1	100%								
Biology - H	8	210	26.25					3	38%	5	63%		
Biology - AE	7	151	21.57			4	57%	2	29%	1	14%		
Biology - CP	5	93	18.60			5	100%						
Biology - CP1	2	19	9.50	2	100%								
Chemistry - H	6	127	21.17			3	50%	3	50%				
Chemistry - AE	8	163	20.38			5	63%	3	38%				
Chemistry - CP	7	145	20.71			3	43%	4	57%				
Physics - H	3	77	25.67					1	33%	2	67%		
Physics - AE	7	163	23.29			2	29%	4	57%			1	14%
Physics - CP	7	140	20.00			3	43%	4	57%				
FS Life Sciences CP1	1	10	10.00	1	100%								
Env.Sci. - H/AP	3	59	19.67			3	100%						
Adv. Chemistry H/AP	2	39	19.50			2	100%						
Adv. Biology H/AP	3	67	22.33					3	100%				
Human Body CP1	0.5	11	22.00					0.5	100%				
Bioethics (sem)	2	31.5	15.75			2	100%						
Anat. & Physiol. (sem)	2	40	20.00			2	100%						
Physical Science CP	1	22	22.00					1	100%				
Physical Science CP1	1	14	14.00	1	100%								
Sci. & Environment	0.5	9	18.00			0.5	100%						
Ocean/Marine Bio (sem)	1.5	31.5	21.00	1	67%	0.5	33%						
Engineering (sem)	1	17.5	17.50			1	100%						
MAP I & II	1	4	4.00	1	100%								
Total Science*	96.5	1969	20.40	8	8%	45	47%	33.5	35%	9	9%	1	1%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

October 1, 2016

WORLD LANGUAGE DEPARTMENT

of Sections (n) by Size

Course	Section	Enroll	Avg. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
French I	1	15	15.00	1	100%								
French II - H	2	59	29.50							1	50%	1	50%
French II - AE/CP	2	51	25.50					1	50%	1	50%		
French III - H	2	56	28.00							2	100%		
French III - AE	2	39	19.50			1	50%	1	50%				
French III - CP	1	11	11.00	1	100%								
French IV-H/V-AE	2	52	26.00			1	50%	1	50%				
French IV-AE	1	19	19.00			1	100%						
French IV - CP	1	12	12.00	1	100%								
French V - H/AP	1	24	24.00					1	100%				
Spanish I	4	61	15.25	2	50%	2	50%						
Spanish II	3	41	13.67	3	100%								
Spanish II - H	5	109	21.80			1	20%	4	80%				
Spanish II - AE	5	107	21.40			2	40%	3	60%				
Spanish II - CP	2	38	19.00			2	100%						
Spanish II CP/III	1	22	22.00					1	100%				
Spanish III - H	5	125	25.00					3	60%	2	40%		
Spanish III - AE	5	113	22.60			1	20%	4	80%				
Spanish III CP / IVCP1	3	57	19.00			3	100%						
Spanish IV - H	3	75	25.00					2	67%	1	33%		
Spanish IV-AE/V-CP	5	111	22.20			2	40%	3	60%				
Spanish IV - CP	2	37	18.50			2	100%						
Spanish V - H/AP	2	34	17.00			2	100%						
Spanish V - AE	2	23	11.50	2	100%								
Latin I	2	30	15.00	1	50%	1	50%						
Latin IIAE/III/IV	2	43	21.50			1	50%	1	50%				
Latin IIIH/IVH	1	11	11.00	1	100%								
Chinese I	1	20	20.00			1	100%						
Chinese II AE	1	15	15.00	1	100%								
Chinese IIIH/IVAE/IVH	1	20	20.00			1	100%						
World Language Total:	70	1430	20.43	13	19%	24	34%	25	36%	7	10%	1	1%

Course Scheduling Dates for 2016-2017 Year

ABRHS*****

February 1	2016-17 Program of Studies goes on-line at the ABRHS Website.
February 1 -February 26	Teachers complete the Course Recommendation process.
March 1 (Advisory)	Advisory to distribute On-Line PCR instructions.
March 1 - March 4	Teachers review completed recommendations with students.
March 7 @ 8:00 AM	PS Parent Portal is opened for Grade 11 course selections
March 8 @ 8:00 AM	PS Parent Portal is opened for Grade 10 course selections
March 9 @ 8:00 AM	PS Parent Portal is opened for Grade 9 course selections
March 21 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for 2016-17 school year are displayed.
March 21 -April 1	HS Override Process
May 2	Last day of changes for all students

RJGJHS*****

Feb 11 @ 7:00	Eighth Grade Parents Night
Feb 22- March 18	JRHS Teachers complete the Course Recommendation process.
March 10	ABRHS visits JRHS students
March 10 -18	Teachers review completed recommendations with students.
March 21 @ 8:00 AM	PS Parent Portal is opened for grade 8 course selections
April 1 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for the 2016-17 school year are displayed.
April 4- April 15	JRHS Override Process
April 28	8 th Grade Override Night
May 2	Last day for all course changes

2016-2017 Class Size Report

RJ Grey Junior High School
December 1, 2016

1

Agenda

- Enrollment Overview
 - Team Size and Class Size
 - Math Levels
 - Enrollment Trends within the JH Student Population
- Students Receiving Special Education Services
 - Projections for Next Three years
 - Plans and Areas to Monitor

2

Overall Enrollment and Trends

Current Enrollment (October 1, 2016): **911 Students**

- RJ Grey Enrollment had experienced a steady decline since 2008-2009, when enrollment peaked at 1003 students
 - 2014-2015 Enrollment: 909 Students
 - 2015-2016 Enrollment: 888 Students
- Enrollment increase this year *and next year* before another anticipated decline

3

	7th Grade	8th Grade	Choice (7th + 8th)	Total Enrollment
2014-2015	424	473	16	911 (actual)
2015-2016	441	436	11	888 (actual)
2016-2017	454	451	11	911 (actual)
2017-2018	464	471	15	950
2018-2019	422	471	21	914
2019-2020	427	428	19	874

Ashton Enrollment Projections for RJ Grey, October 2016

4

Team Size

Grade 7 is currently at **470 students**, and Grade 8 is currently at **445 students**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 117.5 students, and 111 students in Grade 8.

Team	# Students	Team	# Students
7 Gold	120	8 Gold	110
7 Green	117	8 Green	113
7 Orange	116	8 Orange	112
7 Red	117	8 Red	109

Class Size and Math Levels/Sections

If divided equally into the 5 team classes, average class size this year would be as follows:

7 Gold	120	24	8 Gold	110	22.2
7 Green	117	23.4	8 Green	113	22.6
7 Orange	116	23.2	8 Orange	112	22.4
7 Red	117	23.4	8 Red	109	21.8

7th Grade Math Section Distribution

	16-18 Students	19-21 Students	22-24 Students	25-27 Students	Total	Avg.
7th Standard	1 section	2 sections	5 sections	0	8 sections	22.25
7th AE	0	1 section	10 sections	1 section	10 sections	23.3

7

8th Grade Math Section Distribution

	< 15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Avg
8th Standard	1 section	5 sections	0	0	0	6 sections	15.6
8th AE	0	0	6 sections	1 section	0	7 sections	23
8th Honors	0	0	4 sections	3 sections	0	7 sections	25.4

8

Class Sizes on Teams

Below is an example of class size distribution on a 8th grade team during two periods of the day

8 Red	Math	Science	Social Studies	English	World Language	Other (ASC, SPED, ELL)
Period 1	28 (Honors)	22	22	20	16/Spanish	0
Period 5	24 (AE)	21	23	18	14/Spanish	9/Learning Ctr.
Period 2	16 (Standard)	23	22	23	25/French	3/Learning Ctr.

9

Exploratory Classes

7th Art	26-29	8th Art	26-28
7th Digital Literacy	19-26	8th Digital Literacy	20-25
7th Minuteman Tech	27-32	8th Drama	27-29
7th Music	19-29	8th Minuteman Tech	19-27

10

Enrollment Trends

- Declining enrollment is not a current storyline at the RJ Grey
 - Difficult class sizes in Exploratory programs next year
 - Teams in both grades with student caseloads averaging 120

- Analysis of shifts in *overall* enrollment must also involve examination of changing profile of student (and family) population and their needs
 - Students with mental illness
 - 115 students receiving support from ASCs (general education)
 - Growing Emergent Bilingual population and levels of need

Academic Support & English Language Learners

Emergent Bilingual (EB) Student Enrollment Year-to-Year

	13-14	14-15	15-16	16-17
EB Student Enrollment	9	11	7	17

WIDA Levels of Current Students Receiving Emergent Bilingual Services

WIDA	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6	FLEP
Grade 7	3	4	2	4	--	--	6
Grade 8	--	--	3	--	1	--	5

Enrollment and Staffing - Special Education Services

The following charts show a baseline projected enrollment of students receiving special education services at RJ Grey for the three years following this current year.

They are based on October 1, 2016 enrollment reports of students with active IEPs at the Junior High, and grades 4 thru 6 in the AB elementary schools

13

	Grade	Students Currently with IEPs*	Notes
Class of 2020	8	65	
Class of 2021	7	77	
Class of 2022	6	89	2 current referrals, increase of 9 students from last year
Class of 2023	5	80	3 evals in progress, increase of 9 students from last year
Class of 2024	4	85	4 initial evals in progress

**October 1, 2016 enrollment report ; does not include out-of-district placements or parent-placed students in other schools*

Current Enrollment by Grade of Students with IEPs

14

Current Projections for Enrollment at RJ Grey of Students with IEPs

	7th Grade	8th Grade	Total	% of total school population	% Change of from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017 *Oct 1	77*	65*	142	15.6% of 911	+7%
2017-2018	89	77	166	17.5% of 950	+17%
2018-2019	80	89	169	18.5% of 914	+1.8%

15

Enrollment of Students with IEPs is Not Static

The previous figures should be seen as baseline figures; we typically experience increases in both grades because of:

- Newly registered students to AB who come with active IEPs
- Newly registered students to AB who undergo an initial evaluation within their first year here
- Current AB students in Grades 4 thru 7 who undergo an initial evaluation and qualify for special education services

16

Preparation for these Shifts

- FY16 Addition of JH Education Team Leader (ETL)
- FY17 Increase of 2.0 FTEs in Special Education Dept. Staffing
 - Prepared to absorb increase in terms of caseload for special educators and equitable distribution by teams
 - Providing special educators additional bandwidth to focus on single grades

17

Areas to Monitor

- Related services for students with IEPs - reading, speech and language, social pragmatics, more supported classes (including Exploratory)
- Reduced bandwidth of special educators to provide additional intervention services
- Students who may not be fully prepared to participate in general education math curriculum and classroom setting

18



Thank You

Any Questions?





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

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

TO: Glenn Brand; Superintendent
 FROM: Andrew Shen; Principal, RJ Grey
 RE: Junior High Enrollment & Class Size Report
 DATE: November 15, 2016

This memo is intended to provide a general overview of class sizes at the Junior High for the current **2016-2017** school year. The information found herein is based on enrollment as of October 1, 2016, and *projected* class and team enrollment is based on the updated Fall, 2016 Ashton Report and School Choice enrollment data.

The implementation of a team-based model for scheduling and supporting students creates opportunities to offer elements of a “school within a school” experience and the benefits associated with that approach. Please keep in mind that our genuine desire and efforts to have comparable class and team sizes across each grade must naturally be balanced with our commitment to meeting individual needs and choices, and the placement of specialized programs. Leveled math classes, world language choices, and academic services (ELL, Special Education, Academic Support) are significant factors in this process. Some, but not all, of those factors are explored within this memo.

OVERALL ENROLLMENT

Overall enrollment at the Junior High has experienced a steady decline since 2008-2009, when we peaked at 1003 students, and recently fell to 888 last year (15-16). For those peak years, the Junior High also had a “half-team” in 7th grade, with approximately 45 students, to help reduce team sizes in that grade. In 2012-2013, the half-team was eliminated.

This year, October 1 enrollment at the Junior High is **911 students**, which represents a 2.6% increase from last year. Projections suggest that overall school enrollment for next year (2017-2018) will increase and reach 950 students, an increase of 4.2% above this current year. Those same projections suggest that we would then return to a gradual decline in enrollment, from 914 students in 2018-2019, to 874 students in 2019-2020, and then 870 students in 2020-2021. Current projections for these years include an increase of approximately 30 students above the previous year’s Ashton enrollment report for this same time period.

	7th Grade	8th Grade	Choice (7th + 8th)	Total Enrollment
2014-2015	424	473	16	911 (actual)
2015-2016	441	436	11	888 (actual)
2016-2017	464	438	9	911 (actual)
2017-2018	464	471	15	950
2018-2019	422	471	21	914
2019-2020	427	428	19	874

TEAM SIZE

Grade 7 is currently at **470 students**, and **Grade 8** is currently at **445 students** (enrollment has increased by 4 students since October 1, 2016). The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 117.5 students, and 111 students in Grade 8.

7 Gold	120	8 Gold	110
7 Green	117	8 Green	113
7 Orange	116	8 Orange	112
7 Red	117	8 Red	109

For the next three years (including this current year), we anticipate that **Team Size average in Grade 7 will land between 117 and 122 students**, and **Team Sizes in Grade 8 will land between 118 and 123 students**. Within a given year, overall team size will often vary between teams by approximately 5 to 7 students. Variability of team size is often a function of, among other things, world language choices (since French is not offered on every team), and the cohort size of students receiving specialized services assigned to a specific team (for example, ELL students being scheduled on specific teams in both grades).

CLASS SIZE ON TEAMS

Within an individual team, average class sizes are greatly, but not solely, influenced by math levels. Since all other team-based classes (Science, English, Social Studies, World Language) are heterogenous, the enrollment of students (by recommendation and parental override) in the different math levels is a considerable factor in student scheduling. If divided equally into the 5 team classes, average class size this year in both grades would be as follows:

7 Gold	120	24	8 Gold	110	22
7 Green	117	23.4	8 Green	113	22.6
7 Orange	116	23.2	8 Orange	112	22.4
7 Red	117	23.4	8 Red	109	21.8

In a single grade, there are 20 math sections (5 sections for each math teacher, of which there are four). Once the math level enrollments have stabilized (post-override period), we determine how many of the sections are devoted to Standard, AE, and (for 8th grade) Honors. When deciding on the number of sections to offer at a particular level, a number of factors are incorporated. Three worth noting are:

- A commitment to having, when possible, Standard-level class sizes be smaller than AE-level classes, and (in 8th grade) for AE to be smaller than Honors-level sections
- To anticipate typical movement during the year where students move from Honors to AE, and from AE to Standard (when a student is struggling and a level change is considered an appropriate intervention)

- The need to have enough sections of each level (on each team) to allow for team placement flexibility and honoring other scheduling priorities (i.e. specific academic services, World Language, balancing demographics such as gender and ethnicity)

7th Grade Math Class Distribution, Current/Previous Year Comparison

2015-2016 (last year)	16-18 Students	19-21 Students	22-24 Students	25-27 Students	Total	Average
7th Standard	9 sections	1 section	0	0	10 sections	18
7th AE	0	0	5 sections	5 sections	10 sections	24.7

2016-2017 (current)	16-18 Students	19-21 Students	22-24 Students	25-27 Students	Total	Average
7th Standard	1 section	2 sections	5 sections	0	8 sections	22.25
7th AE	0	1 section	10 sections	1 section	12 sections	23.3

8th Grade Math Class Distribution, Current/Previous Year Comparison

2015-2016 (last year)	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
8th Standard	2 sections	4 sections	0	0	0	6 sections	15
8th AE	0	1 section	7 sections	0	0	8 sections	21.75
8th Honors	0	0	0	5 sections	1 section	6 sections	28

2016-2017 (current)	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
8th Standard	1 section	5 sections	0	0	0	6 sections	15.6
8th AE	0	0	6 sections	1 section	0	7 sections	23
8th Honors	0	0	4 sections	3 sections	0	7 sections	25.4

Because the size of an individual math class may vary quite a bit from the average, this sometimes has a direct impact on the class sizes of the other team-based classes. Additionally, there will always be students who receive Special Education and/or ELL services and would not necessarily be enrolled in one or more of these classes. For example, some Special Education students do not take a World Language and instead meet with their special educator during that time. Below are *examples* from an 8th grade team and a 7th grade team for different periods of the day.

8 RED	Math	Science	Social Studies	English	WORLD LANG	Other (ASC, SPED, ELL)
Period 1	28 (Honors)	22	22	20	16/SPANISH	
Period 5	24 (AE)	21	23	18	14/SPANISH	9/LEARNING CTR
Period 2	16 (Standard)	23	22	23	25/SPANISH	3/LEARNING CTR

7 GOLD	Math	Science	Social Studies	English	WORLD LANG	Other (ASC, SPED, ELL)
Period 1	24 (Standard)	26	24	25	21/SPANISH	
Period 2	23 (Standard)	23	24	22	19/SPANISH	9/LEARNING CTR

EXPLORATORY CLASS SIZE

In both grades we offer four (4) Exploratory classes. In 7th grade, we offer Art 7, Digital Literacy 7, Minuteman Tech 7, and Music. In 8th grade, we offer Art 8, Digital Literacy 8, Drama, and Minuteman Tech 8. Students attend these classes for one-half of the year, every other day (approx. 42 sessions). If one divides an entire team by four, the class sizes for each Exploratory in 7th grade would be between 28 and 30, and between 26 and 28 students for 8th grade Exploratory classes. The *actual* enrollment for these classes will sometimes be lower because a number of students who receive other academic services (ASC and Special Education) will often have those services scheduled instead of an Exploratory class. The next chart highlights the current class size ranges for our Exploratory teachers:

7th Art	26-29	8th Art	26-28
7th Digital Literacy	19-26	8th Digital Literacy	20-25
7th Minuteman Tech	27-32	8th Minuteman Tech	27-29
7th Music	19-29	8th Drama	19-27

Staffing and Services Implications, Part I -- Impact of Current and Projected Enrollment

After eight consecutive years of a slow decline in enrollment at the Junior High we are experiencing at least two years of increased enrollment and reaching **950 students next year (2017-2018)**, and an additional year (2018-2019) where enrollment remains above 900 students, before an anticipated steady decline in enrollment. To be sure, having team sizes returning to **above the 120 student** range will undoubtedly require teachers to manage all that accompanies a larger overall student load, along with the additional demands that are presented below. Additional analysis of specific student populations, including students receiving special education services, academic support, and English-language support, is included later in this memo.

There is a concern that for next year, many **Exploratory classes will have 30 or more students**. Because this is likely an issue for only one school year, our focus will be on identifying various short-term strategies to support courses with larger-than-optimal class sizes.

In addition to the overall growth of the student population, the **cohort of high-needs students** at the Junior High continues to increase. While the remainder of this memo will highlight enrollment of students receiving special education services at the Junior High, we also feel compelled to pay attention to our growing population of students accessing the **Academic Support Centers, Emergent Bilingual (English Learner) support**, and those students who arrive at RJ Grey with significant academic gaps and interruptions in their schooling. As of October 1, our Academic Support Centers (a general education service) currently work with **115 students (13% of the student population)**. Within that cohort of students, we continue to encounter a broad range of students who require more global support in terms of school-parent collaboration and assistance, and whose academic preparation is well-below grade level.

This year we experienced a sudden increase in the number of students who **require Emergent Bilingual (EB, formerly called English Language Learner, or ELL) services**. This was due primarily to enrollment of students new to Acton-Boxborough shortly before the start of the year. This increase was mostly concentrated in our 7th grade class, and includes several students who are currently assessed at Levels 1 and 2 on the WIDA scale (the assessment used to identify English language proficiency). It is difficult to predict at this time whether this year's increase in emergent bilingual students is the beginning of a new enrollment trend. To be sure, increased enrollment of emergent bilinguals at the elementary level will certainly influence figures at the Junior High over time. Please see below chart for WIDA levels of current 6th grade students receiving ELL services.

Students who receive EB support are provided English-language instruction from an instructor who divides her time between the Junior High and the High School, and they are also automatically placed in our Academic Support Centers where they receive additional support and instruction in various subject areas. As a result, the expanded needs of our emergent bilingual population has a direct impact on the bandwidth and capacity of our ASC staff. Within this population of students we typically have individuals who require academic intervention for gaps in their academic progress that are separate from supporting their transition to English language-based instruction. Our experiences this year suggests to us the necessity to examine more closely our practices and strategies for supporting our students who are emergent bilingual. Additionally, we recognize the need to establish more supports and guidance for the classroom teachers who are providing instruction to our students who are emergent bilingual.

October 1 Enrollment Data for EB Students at RJ Grey, 2013 to Present

	2013-2014	2014-2015	2015-2016	2016-2017
EB Student Enrollment at RJG	9	11	7	17

2016-2017 Entering WIDA Levels for Students Receiving EB Services

	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6	FLEP*
Grade 7	3	4	2	4	--	--	6
Grade 8	--	--	3	--	1	--	5

* Students who previously received EB services and now receiving general support from Academic Support Ctrs.

2016-2017 Current WIDA Levels of 6th Grade Students Receiving EB Services

(students who will likely require EB or Former Limited English Proficient-related support at the Junior High)

	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 6	3	1	3	2	0	1

Special Education Enrollment Projections for RJ Grey (as of October 1, 2016)

The charts below include a projected enrollment of students with disabilities at RJ Grey for the next three years. These projections are based on October 1, 2016 enrollment reports of students with active Individualized Education Programs (IEPs) at the Junior High, and in grades 4, 5, and 6 within the six elementary schools. As discussed last year, the current 7th grade class includes a substantial increase in the number of students receiving special education services as of October 1. The change **for 7th grade is a 24% increase**, while the total change for the school is 7% given a slightly lower number of students in 8th grade receiving special education services.

The concerns stated last year regarding the enrollment figures in the **current 6th grade class (Class of 2022) remain and the current number of students in that grade with active IEPs has increased by 9 students, for a total of 89**. Additionally, the current 5th grade class (Class of 2023) has also seen an increase of 9 for the number of students with active IEPs, for a total of 80 students. Please see the below charts for additional enrollment data, and year-to-year comparisons.

October 1 Enrollment Reports of Students with an IEP - Current/Previous Year Comparison

<i>2015-2016 School Year</i>	<i>Current Grade</i>	<i>Number of Students Currently with IEPs</i>	<i>Notes</i>
Class of 2020	@RJG - 8	71	
Class of 2021	@ RJG - 7	62	
Class of 2022	6	84	
Class of 2023	5	80	
Class of 2024	4	71	

<i>2016-2017 School Year</i>	<i>Current Grade</i>	<i>Number of Students Currently with IEPs</i>	<i>Notes</i>
Class of 2021	@RJG - 8	65	
Class of 2022	@ RJG - 7	77	
Class of 2023	6	89	2 current referrals; increase of 9 students from last year
Class of 2024	5	80	3 evals in progress; increase of 9 students from last year
Class of 2025	4	85	3 evaluations in progress

**RJ Grey Population of Students with IEPs: Actual and Projected
Current and Previous Year Projections Based on October 1 Enrollment Reports**

Enrollment and Projections Provided in October, 2015

<i>October 1, 2015 Report</i>	7th Grade	8th Grade	Total	% of total school population	% change of population from previous year
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%
2016-2017	84	62	146	16% of 916	+11%
2017-2018	80	84	164	17.7% of 929	+12.3%
2018-2019	71	80	151	17% of 888	-8%

**Actual October 1, 2015 enrollment figures; future enrollment figures (2016-2019) are also based on October 1, 2015 reporting for those classes, and do not represent any anticipated additional increases.*

Updated Enrollment and Projections Provided in October, 2016

<i>October 1, 2016 Report (current year)</i>	7th Grade	8th Grade	Total	% of total school population	% change of population from previous year
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%
2016-2017	77*	65*	142	15.6% of 911	+7%
2017-2018	89	77	166	17.5% of 950	+17%
2018-2019	80	89	169	18.5% of 914	+1.8%
2019-2020	85	80	165	18.9% of 874	-2.3%

**Actual October 1, 2016 enrollment figures; future enrollment figures (2017-2020) are also based on October 1, 2016 reporting for those classes, and do not represent any anticipated additional increases.*

As noted above, I see the above three years-out projections as baseline figures. As evidenced by the change between October 1, 2015 and October 1, 2016 figures, there is typically fluctuation and movement of enrollment because of developments over the course of a single year, and certainly between school years. As the below chart illustrates, there is typically an annual increase in enrollment of students with disabilities because of **newly registered students** who enter with active IEPs or who are evaluated during their first year in Acton-Boxborough. There are also typically students in Grades 4 thru 7, *not* new to A-B, who are **referred by the school for an initial evaluation**, or whose **families request an initial evaluation**, based on a variety of concerns, observations, and experiences that emerge during this period of adolescent development. Those increases are indeed tempered by the **withdrawal of students with IEPs who leave A-B**, as well as **students in 7th grade who are found to no longer be eligible for special education services**. Nevertheless, the net change has consistently resulted in an increase in the school's population of students receiving special education services, beyond the figures shared from October 1 enrollment reports.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>Total Student Enrollment</i>	935	931	911	888	911
RJG Students (not new to AB) evaluated and qualified for IEPs	13	12	9	13	---
New-to-AB Students coming to RJG with IEPs	6	3	6	5	4
New-to-AB Students qualifying for an IEP during year	3	5	3	2	---
Students on IEPs withdrew from AB after 6th grade	(3)	(1)	(4)	(7)	(3)
Students on IEPs withdrew from AB after 7th grade	(1)	(2)	(1)	(5)	---
Students on IEPs re-evaluated in 7th Grade and dismissed from SPED (no services in 8th grade)	(5)	(6)	(3)	(3)	---
<i>Net Change in SPED Population at RJ Grey from Above Factors</i>	+13	+11	+10	+5	---

In reviewing the above data and the consistent level of students referred for a special education evaluation, it is important to note that the adolescent middle school years are often a period when emotional disabilities begin to emerge with greater frequency and severity, and require specific intervention to address high(er)-risk behaviors. Identification and treatment of anxiety and depression, as two primary examples, have been a growing aspect of this annual increase. Additionally, students who struggle with pragmatics (the social rules for using language) experience increasing difficulties that affect both academic progress and social development, and who are often referred for an initial special education evaluation. Over the past four school years, we have had an average of four to five students who qualify initially under the category of an emotional disability.

Staffing and Service Implications, Part II -- Impact of Current and Anticipated Special Education Enrollment Increase

In anticipation of the current increase in students receiving special education services, the School Committee endorsed a budget proposal last year for FY17 that included two additional full-time teacher positions for our Special Education department. This increase has allowed us to not only plan effectively for this year's increase in student needs, it has also allowed us to shift to a service model that can absorb a good deal of the increases that we anticipate over the next few years. Specifically, the current staffing model allows us to maintain appropriate caseload sizes for special educators and permit them to provide direct support to the general education classroom teachers. This current staffing level also provides necessary scheduling flexibility that is needed to pursue an equitable distribution of students with IEPs across all teams.

While the Junior High is well-positioned to absorb an increase in Learning Center numbers and special educator caseloads, there are some aspects of our service delivery model that will likely experience greater stress and demands and warrant closer examination. Below is a list of a three issues that we will be monitoring when we begin the process of planning for next year's students:

- Accompanying the overall increase in students with IEPs is also a noticeable increase in the breadth and scope of **related services** that many of those students require. In particular, additional reading support and speech and language services have increased substantially, and this will likely present some scheduling challenges for the school and for students.
- We continue to look more closely at the needs of students who arrive at the Junior High who are not prepared for full participation in our **general education math classes**. Whenever possible, we include students in the general education math program, and this is proving to be an increasingly challenging endeavor for a number of different reasons.
- The large class sizes of our Exploratory programs will also add a layer of challenge as it relates to appropriate supervision and individualized support that is available. We may have students who, because of the large class sizes, will need to be assigned staffing support and supervision.

Based on the newly updated enrollment figures, it does not appear that the increased number of students at the Junior High who will likely be receiving special education services will decrease during the timeframe that we originally predicted. Instead, enrollment figures for the current 4th and 5th grade elementary classes suggest that it may be prudent for the Junior High to anticipate that current special education caseloads may remain at this level for at least the next four to five years.

Respectfully Submitted,
Andrew Shen
Principal, RJ Grey



BOXBOROUGH BOARD OF SELECTMEN
 29 Middle Road, Boxborough, Massachusetts 01719
 Phone: (978) 264-1712 · Fax: (978) 264-3127
www.boxborough-ma.gov

Leslie R. Fox, Chair Susan M. Bak, Clerk Vincent M. Amoroso Richard M. Barrett Robert T. Stemple

TO: Mary Brolin, Chair, ABRSC
 Brigid Bieber, Boxborough member, ABRSC
 Kathleen Neville, Boxborough member, ABRSC
 Maria Neyland, Boxborough member, ABRSC

FROM: Les Fox, Chair, Board of Selectmen

RE: Designation of Vocational Education Preferred Schools

CC: Glenn Brand, ABRSD Superintendent
 Andrew Shen, Principal, RJ Grey Junior High School
 Deborah Bookis, ABRSD Assistant Superintendent

DATE: November 10, 2016

With the withdrawal of Boxborough from the Minuteman Regional Vocational School District, we have the opportunity to provide Boxborough students with options for pursuing vocational education. Information regarding educational opportunities that would be available to Boxborough students upon withdrawal from the Minuteman District was provided by the Board of Selectmen (BoS) and the Vocational Education Advisory Committee (VEAC) at several open meetings, a forum specifically held to provide information to the Boxborough community about the upcoming special town meeting and at the February 24, 2016 Special Town Meeting. The availability of these options was discussed and cited by both the BoS and VEAC in their rationale for the positions taken on the special town meeting article to withdraw from the District.

As families are beginning to explore vocational education opportunities with their children, the junior high staff is being asked about available options and the process for moving forward. It is important to provide parents and students with a clear and timely notice of the preferred school option. We discussed the importance of designating preferred options at the selectmen's meeting on the 7th; as noted, the town will be responsible for providing transportation to those schools that have been designated as "preferred schools", or to an out-of-district vocational program under the Chapter 74 Non-resident Program.

We have been advised by Jeff Wulfson, Deputy Commissioner of the Massachusetts Department of Elementary and Secondary Education (DESE), that the designation of a "preferred school" should be approved by the town's school committee, which, in the case of Boxborough, is the A-B Regional School Committee (ABRSC). Commissioner Wulfson further commented that it is appropriate for the BoS to make a recommendation to the school committee, but that DESE seeks the school committee's approval because they have primary responsibility for informing students and helping them apply to voc-tech schools.

On November 7, 2016, the Board of Selectmen voted (4-1), Selectman Barrett dissenting, to designate Assabet Valley Regional Vocational Technical High School, Minuteman Regional Vocational Technical High School, and Nashoba Valley Regional Vocational Technical High School as preferred options for vocational education for Boxborough students commencing the 2017-2018 school year, and further, to ask the ABRSC to vote to provide information and support the application process for Boxborough students for these three designated schools.

The Board of Selectmen respectfully requests that the ABRSC to take up this matter at their meeting on November 17.

Thank you for your consideration.

Selina S. Shaw, Town Administrator
sshaw@boxborough-ma.gov

Intergovernmental Agreement
Between the Minuteman Regional Vocational Technical School District Committee
And the Acton-Boxborough Regional School Committee

This Intergovernmental Agreement is entered into between the Minuteman Regional Vocational Technical School District Committee ("Minuteman RSC" or "Minuteman") and the Acton-Boxborough Regional School Committee ("Acton-Boxborough RSC" or "Acton-Boxborough").

WHEREAS, the Minuteman RSC is the School Committee established pursuant to Massachusetts law for the Minuteman Regional Vocational Technical School District ("Minuteman"), a Regional Vocational School District presently comprised of 16 member towns, including both the Towns of Acton and Boxborough, and;

WHEREAS, the Acton-Boxborough RSC is the School Committee established pursuant to Massachusetts law for the Acton-Boxborough Regional School District, a K-12 school district comprised of the Towns of Acton and Boxborough, and;

WHEREAS, the Town of Boxborough has taken all necessary steps to effectuate its withdrawal from Minuteman, and said withdrawal will be effective July 1, 2017, after which date Boxborough will no longer be a member of Minuteman, and;

WHEREAS, the Acton-Boxborough RSC and the Minuteman RSC desire to enter into an agreement, to provide for the continued provision by Minuteman of a science and technology outreach program for 7th and 8th grade students at the RJ Grey Middle School in Acton, a school operated by the Acton-Boxborough RSC, and the terms on which said program will be provided by Minuteman and billed to Acton-Boxborough;

NOW THEREFORE, the Parties hereto hereby agree as follows:

1. All students in the 7th and 8th grade enrolled at the RJ Grey Middle School will participate in an introduction to engineering program, which shall be provided by Minuteman. Minuteman will provide the teaching staff, supplies, equipment and other resources as required to support one such program at the 7th grade level and one such program at the 8th grade level. Minuteman will be responsible for all curriculum development, preparation and instruction for the program. Acton-Boxborough will provide a suitable program space to accommodate programs in both grade levels.
2. Minuteman will prepare an annual program budget identifying the costs of the program, including but not limited to, teacher salaries and benefit costs, supplies, equipment, and other course-related costs, and will provide said annual program budget to Acton-Boxborough by December 31 of the preceding school year. Minuteman will keep accurate and comprehensive records of services performed and costs incurred in the operation of the program, and will issue an invoice to Acton-Boxborough by October 1 of each school year for the costs of the program, based upon the annual program budget.
3. This Agreement will have an initial term of July 1, 2017 to June 30, 2018, and shall thereafter renew annually for an additional one-year term unless, prior to October 1 of a given year, either School Committee votes to terminate the agreement. In the event that either School Committee

so votes to terminate the agreement prior to October 1, and written notice of said vote is delivered to the other party by October 15, this Agreement will terminate effective the following June 30. It is understood that either party may terminate this agreement in the aforementioned manner for any reason.

For the Acton-Boxborough Regional
School Committee:

Date: _____

For the Minuteman Regional
School Committee:

Date: _____



Acton-Boxborough Regional School District
Personnel Office
16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

8.1

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: November 9, 2016
Re: Calendar Survey and Recommendation

*This material is posted
separately from
the packet....*

A joint teacher and School Committee calendar committee worked through the Spring and Fall of this year with the following goals:

1. Create and implement a survey for parents/guardians and staff to gather feedback about possible school calendar options. Since we were doing a widespread survey, we also included survey questions about the elementary school schedule. We will use those results to inform future discussions about schedules.
2. Review survey results and options for the 2017-2018 school calendar and make recommendations for the School Committee to consider when voting the new school calendar.
3. Review Acton Boxborough Education Association (ABEA) contract language related to the calendar (Article 9.2). If the preferred calendar for 2017-2018 does not match the current contract language, work with the ABEA to see if they will consider a one time side letter agreement to agree on the proposed calendar.

A summary of the survey results as well as the current contract language are attached. After reviewing, the calendar committee is bringing forth the two attached calendar options for 2017-2018. The committee is unanimously recommending Draft #1. This option has the two teacher days scheduled on Wednesday, August 30 and Thursday, August 31. The first day for students is Tuesday, September 5, the day after Labor Day. Grades 8, 10, 11, and 12 would start on Wednesday, September 6.

The ABEA contract states, "Teachers will not be scheduled to report more than two calendar days before the scheduled arrival of students." Working with the calendar subcommittee, the ABEA has agreed that Draft #1 is the preferred option and they have agreed to sign a side letter allowing us to have teachers start the week before students. We are pleased to say that this will resolve the issue we have had the last two years where students have started before Labor Day but they have only been scheduled for one or two days that week (as would happen with calendar Draft #2).

We are grateful for the collaborative effort between the teachers and the School Committee members who served on this committee.

Please let me know if you have any questions.

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.

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
Date: November 29, 2016
Re: Long Range Strategic Plan Development

Work has been underway over the last number of months to generate a new strategic plan for the district inclusive of newly proposed vision, values and mission statements. I presented this draft plan at your meeting on October 6th, at which time your feedback was gathered. While it was my intention to bring this revised Plan back for your vote of approval sooner, a variety of circumstances within the District prevented that. However, I am pleased to be able to provide you with a revised strategic plan that incorporates a variety of changes that I hope meets the overall desires and recommendations by members of the Committee.

Please find below a brief summary of the developments related to this work.

Overview:

Throughout the course of the 2015-16 school year, time has been spent with the District Leadership Team (DLT) in examining a number of critical questions that help define our work as a school district. The DLT consists of over 50 people who serve in formal leadership roles throughout the district from Preschool all the way through to the High School, including assistant principals, principals, department leaders, directors and Central Office administrators.

This work establishes our district’s core beliefs and central mission and will collectively serve as the foundation for our strategic plan to guide our organization over the course of the upcoming years.

The Core Tenets of the Strategic Plan:

There are a number of core tenets included in our proposed strategic plan that include:

Vision Statement: defines the future that we want for our students.

Values Statement: those ideas that guide our perspectives of our organization and drive our actions. They represent and capture our culture and beliefs.

Mission Statement: a statement that addresses why we exist as an organization and what our organization is all about.

Goals: the identified priorities that we strive to achieve in service to our students.

Strategic Actions: the high level strategies that the District will seek to execute in order to realize the established goals.

The Process:

October 2015 - June 2016

Based upon an explorative process working with the DLT, it became clear that the previous mission statement and values created back in 2011 (the District did not have a vision statement at that time) required revision. The overarching rationale for pursuing a revision centered around the collective beliefs that the statements no longer embraced those facets most important to our District.

Numerous meetings were held with DLT members between the fall and spring of the 2015-16 school year that led to the development of a proposed set of values, vision and mission statements. This was followed by outreach to the entire school community (i.e. staff, parents/guardians) in June of 2016 to gather feedback and input on the proposed statements.

June - July 2016

A survey was sent to the entire school community using the Survey Monkey tool inclusive of parents/guardians and staff, that sought to gather feedback and input on the proposed draft statements noted below. A summary of the responses to the survey are included herein along with a raw copy of the unedited responses to the open-ended questions as requested. As you will note, over 650 parents/guardians and almost 200 staff responded to the survey, along with seven secondary students.

August 2016

A review of the survey results was completed by the DLT and revisions were made. Additionally, work began on the development of our goals and strategic actions.

September 2016

A proposed draft of the strategic plan was shared with the School Committee and feedback was obtained.

October - December 2016

The School Leadership Team (comprised of principals and Cabinet) reviewed a revision of the vision, values and mission statements which are included herein for your hopeful approval.

Vision, Values and Mission Statement Development

The following chart outlines the changes and revisions to the vision, values and mission statements since June. Most notably, the revised finalized statements respond to some of the feedback received by members of the Committee at the October 6th meeting including the incorporation of “*high-quality educational opportunities...*” to the vision statement and the “*partnership with families to prioritize social emotional wellness...*” to the Wellness value.

	<i>Originally Proposed Statements June 2016</i>	<i>Revised Statements September 2016</i>	<i>Finalized Proposed Statements 2016</i>
Vision	To inspire a community of learners.	To inspire a community of learners.	To provide high-quality educational opportunities that inspire a community of learners.
Values	<p><i>Joy</i></p> <p>Students need to learn skills that can help them achieve passion, creativity and critical thinking to become resilient, caring members of the community.</p> <p><i>Wellness</i></p> <p>The emotional and physical wellbeing of students should inform and drive decisions.</p> <p><i>Safety</i></p> <p>Students should feel safe and be safe.</p> <p><i>Equitable Access</i></p> <p>Determining what each student needs to learn and grow is vital as we strive to provide equitable access to opportunities that meet the diverse needs of our student body.</p>	<p><i>Wellness</i></p> <p>We must ensure social emotional wellness, which is necessary for learning and developing resilience.</p> <p><i>Equity</i></p> <p>We must ensure all students have equitable access to programs and curricula to reach their potential.</p> <p><i>Engagement</i></p> <p>We must provide engaging educational opportunities where students develop passion and joy for learning.</p>	<p><i>Wellness</i></p> <p>We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience.</p> <p><i>Equity</i></p> <p>We ensure all students have equitable access to programs and curricula to reach their potential.</p> <p><i>Engagement</i></p> <p>We provide engaging educational opportunities where students develop passion and joy for learning.</p>
Mission	The Acton-Boxborough Regional School District seeks to build relationships that guide caring, passionate learners.	To develop engaged, well-balanced learners through collaborative, caring relationships.	To develop engaged, well-balanced learners through collaborative, caring relationships.

Strategic Planning Goal Development and Revisions

There were three (3) goals identified and proposed as part of the strategic plan proposed to you in October.

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

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

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

While the commitment to these three goals has not changed, I am proposing two somewhat minor revisions to the timeline and strategic actions as part of Goal #2.

Revision I:

Strategic Action - "Implement the Massachusetts Tiered System of Support framework for school improvement that focuses on system level change across the classroom, school and district."

The changes involved here include only planning on completing the self-assessment during the current school year. Due to concerns with capacity and the ability of my team to effectively manage all that we currently have going throughout the District, I have revised the second and third steps of this process to the 2017-18 and 2018-19 school year.

Revision II:

Strategic Action - "Conduct an equity audit of the district, looking mindfully at equitable access for historically underserved populations."

This was originally intended to be completed during the current school year but I have revised this and moved ahead its completion to the 2017-18 school year.

A complete review of the goals will take place at the conclusion of the school year followed by the development of future goals that extend the plan.



Acton-Boxborough Regional School District

Long-Range Strategic Plan

DRAFT- REVISED

Vision:

To provide high-quality educational opportunities that inspire a community of learners

Values:

- **Wellness** - We ~~must~~ partner with families to ~~ensure~~ prioritize 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- REVISED

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.).	Superintendent, Athletic Director, Principals/Asst. Principals	Final report showing research, consideration of alternative start time options and recommendations to School Committee	2016-17
	Superintendent, Assistant Superintendents, Principals	Written review of current district-wide academic workload and homework practices and set of recommendations	2016-17
	Assistant Superintendents	Family education program that promotes wellness and balance	2016-18, beyond
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.	Superintendent Wellness Committee, Principals	Selection of an evidence-based tool	2016-17
Administer school culture/climate assessments across the district.	Superintendent Wellness Committee, Principals	Survey tool administered; data generated	2017-18
Create action plans for each school related to culture and climate.		Action plans created	2017-18 beyond



Acton-Boxborough Regional School District Long-Range Strategic Plan DRAFT- REVISED

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	• Self-assessment to identify gaps; MTSS learning	2016-17
		• Continued learning, planning, capacity building	2017-18
		• Implementation of a consistent process across the district to identify learning gaps	2018-19
Review funding structures at each level.	Glenn	• Completed outline of funding structures, mechanisms at each level.	2016-17
Conduct an equity audit of the district, looking mindfully at equitable access for historically underserved populations.	Glenn	• Determine tools, questions	2017-18
		• Completed equity audit that includes recommendations and implementation plan	2017-18

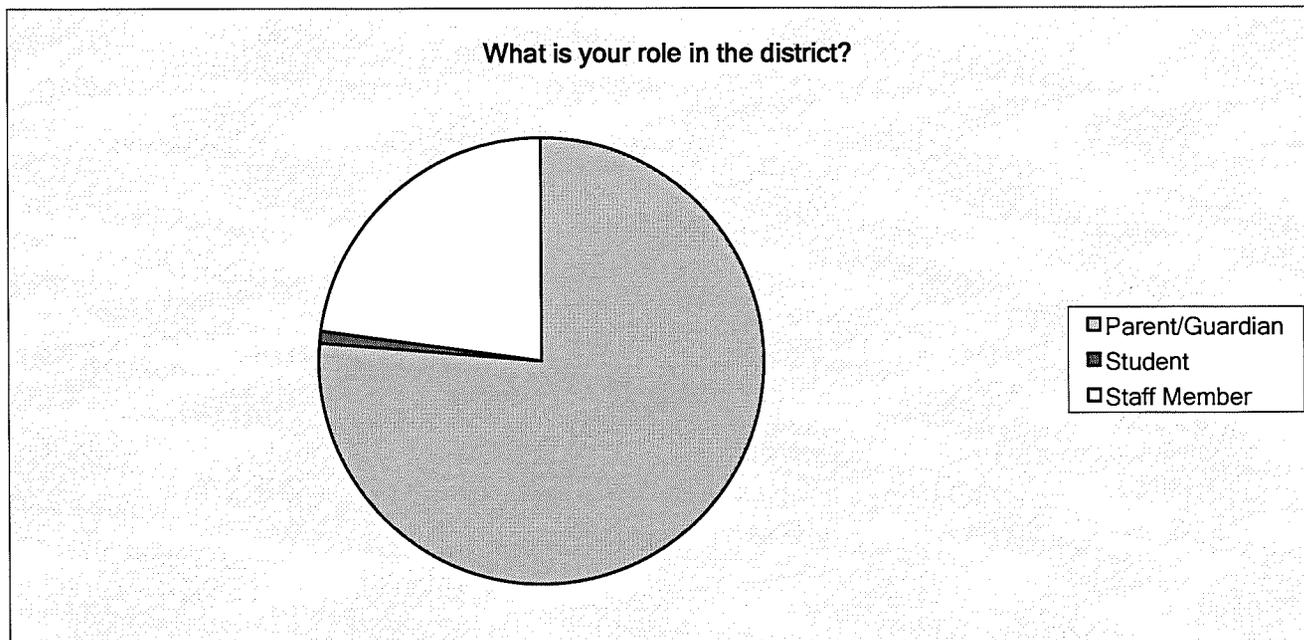
Goal #3: Our students will have access to safe and effective learning environments.

Strategic Actions	Responsible:	Evidence/Measures:	Timeline:
Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.	Glenn	• Short-term capital prioritization list to inform the FY18 budget, including high-value/low-cost items for district-wide infrastructure improvements	2016-17
		• Medium-term capital prioritization list that considers the Existing Conditions Report, District Master Plan	2016-17
		• Committee to utilize the District Master Plan to produce a report to identify building options	2016-17
		• Final report presented to School Committee related to building renovation and construction	Spring 2018

June 2016
9.3

ABRSD Strategic Plan - Vision, Values, and Mission

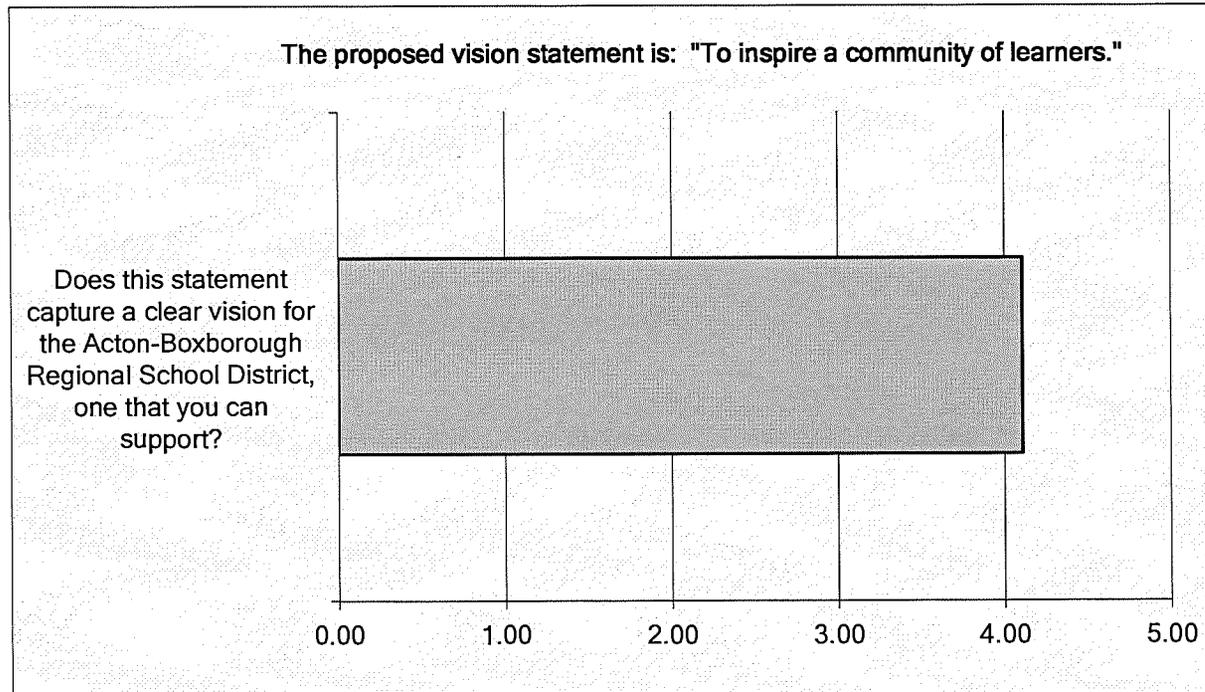
What is your role in the district?		
Answer Options	Response Percent	Response Count
Parent/Guardian	76.4%	663
Student	0.9%	7
Staff Member	22.8%	198
<i>answered question</i>		868
<i>skipped question</i>		1



ABRSD Strategic Plan - Vision, Values, and Mission

The proposed vision statement is: "To inspire a community of learners."

Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average	Response Count	
Does this statement capture a clear vision for the Acton-Boxborough Regional School District, one that you can support?	246	370	98	23	7	4.11	744	
							<i>answered question</i>	662
							<i>skipped question</i>	107



ABRSD Strategic Plan - Vision, Values, and Mission

Please share any comments or feedback about the proposed vision statement.

Answer Options	Response Count
	117
<i>answered question</i>	117
<i>skipped question</i>	652

I believe my classroom displays this value.

Like the word "inspire". "learning" sounds like we are creating a group of career students.

Imagination ... proper risk taking ... feels like it should be more than "learning" coming out of 13 years in AB. I know it's hard to do in a few words.

1) inspire: we can't accomplish our goals for learning unless we inspire in our students the desire to learn

2) community: a learning community, in particular, is one that supports the learning of its members. Everyone has something to learn; everything has something to contribute to the learning of others.

This reads more like a mission statement than a vision statement. From my understanding, a vision is what we hope to achieve, and mission is something we set out to do.

Needs to be clear, specific and actionable. The proposed statement is too vague.

I like the idea of stressing on a

community of learners" which implies that learning is a social activity and a collaborative one.

Good sentiment, just a bit vague.

I don't think it is enough to just "inspire." I believe part of our existence should be to truly prepare our students for what lies ahead. I think having "community" in the vision statement is great.

To inspire a limitless community of learners, as learning never stops feels powerful.

uninspiring.

Its so difficult to express my feelings in English.

I don't think that the wording of the vision statement matters much, because I do not think that any vision statement has much impact.

I think it's a good vision but misses the part about actually teaching them.

Agree we need to inspire the community to learn, but I feel just inspiration is insufficient. we also need to provide an environment where teachers feel empowered to teach, students feel supported to learn, and parents are encouraged to participate in the learning and teaching process.

Expand it to include ... "And build the foundation for lifelong learning"

Not very inspirational ...

community of learners but to help each student become well rounded. This feels a little constraining and not take into consideration the arts or athletics. Inspiring a community of learners to freely express their talents?

It conveys that we are not trying to control the students' learning experiences, but instead are allowing them to feel inspired by our teaching and role modeling of engaged learning.

Perhaps taking the vision further: To inspire a community of learners to become our future leaders.

It is a good vision, but at times I don't feel that this is necessarily the vision.

To inspire a community of global learner

well done!

Good statement.

....Who contribute to the wellbeing of our schools, town, country, and worldwide communities

While I like this statement, some qualification or quantification is needed. Do we want to inspire a community of mediocre learners? Or self-sufficient, driven learners? Etc.

just doesn't seem right or flow

constructive members of society. Students need to discover their passion and then find a way to apply that to their future

academic excellence

Perhaps incorporate an additional note regarding fostering respect, character & responsibility

Na

I appreciate the directness of this proposed vision statement.

It's better than previous ones!

Seems a bit limiting; inspire & what else?

learn deeply. Not just meet expectations and then stop when quota has been accomplished. I would like to think that learning to love to learn is the passion that will drive a child and our district to excel. Right now my children are asked to wait until others catch up before learning more. This stifles and frustrates. There has to be an option for kids to go deeper or explore interests at least while waiting for peers to catch up. Repetition and waiting is deadening enthusiasm.

Are you trying to inspire a community? Inspire learning within a community? Build and inspire a community of learners? How do you define this community? What if learners feel excluded from your community? I appreciate this work I feel this vision

is not clear.

It's a very vague statement. Inspire a community of learners to do what?

Inspired. Focus group jargon.

Vision statements are a ridiculous waste of time. If you feel like you need a vision statement to convince people you're doing something, you're probably not doing a great job actually working on it.

... a community of learners that includes.....

Short and sweet. All encompassing.

community is very competitive, understanding and caring for others is not enough of a priority, which perpetuates the competitiveness.

I like the focus and simplicity of the statement

While this is at the core of what we do; we want our students to be learners. However, this vision is broad enough to really apply to any school or educational institution. I would hope that when someone reads our vision they have more insight into who we, AB, are.

On the first slide, "eight schools" are written, but that number leaves out the Integrated Preschool.

I really like the use of the word "inspire" as I think that captures what I hope to do in my classroom. I wish there was some connection to global citizens.

Very vague

It would be wonderful for education in the US to focus on the love and wonder of it all ... vs. numbers and scores. AB can be a leader in this.

I feel we need to learn to be better examples for our students, show more kindness when we interact with the community as a whole.

Learning should not be the goal in and of itself; it should be learning to make the world a better place, and to help lessen the suffering of others

Seems too vague - what kind of learners? Curious learners? Caring learners?

Seems to focus on the act of learning instead of applying one's lessons.

And strive for continued improvement of the school district

How do you plan to accomplish this goal?

does not fit all. All students belong to us and there should be no divide between regular and special education. I'd like to see our statement strongly reflect that philosophy. Maybe the word diverse could be added before the word learners.

It's a little hard to know exactly and specifically what that means, tho...

Yes, I can support it, but no, it is not clear. I am not sure what it actually means in the real, messy world. It is lofty and aspirational and could lead to positive things, but it's vague to me. I don't see what real world actions will result from it.

To inspire a community of learners should not mean a race to the top or if you are not at the top you don't matter. We want our kids to be lifelong learners, not just learners to get into a good college. I like the components of the vision statement - "inspire" and "community of learners" - and wonder if it can be modified to focus more on outcomes and less about the actions of the district. It may be as simple as a shift to "an inspired community of learners who something, something, and something", where the "somethings" are more outcome oriented. I know priorities and measurable goals are coming, but think there's an opportunity to provide a vision that more tightly links back.

no comment

If we come to work/school every day with the goal to be a learner, we can do AMAZING things for kids!! Every single person in the organization should see him/herself as a learner, first and foremost. It sounds wonderful but the truth is that the high school is stressful and far from inspiring.

it is nice sentiment but what does it mean? right now AB does everything but inspire learning because the fear of failing is so high

I think it's great.

maybe "our community"? "learners" feels awkward but I like that it is inclusive of everyone (students as well as teachers, administrators, parents, etc)

Do all the requirements of what we must "cover" for MCAS testing actually allow us the time with students in order to do this??

I like the idea. In reality I think the emphasis at AB has been more on achievement rather than learning and is the root of a lot of stress for both students and teachers.

I like the word inspire. This seems to put value in the *process* of learning, not just the end result. The brevity and simplicity of the statement is attractive. I'd also like to see somewhere spelled out broader goals than "learning", such as service to others, active citizenship, personal responsibility.

Too general

To inspire a community of learners ... to do what? This statement needs to be expanded on. Perhaps something like: To inspire a community of learners to achieve their best. To inspire a community of learners to become innovative thinkers and doers.

by supporting the staff who will be inspiring the community learners. We need to prepare them for the world that they will face outside our community

Please address the need for more regular education support at the elementary level, as well as more speech language pathologists. Thank you.

Too vague. And we have to do more fun just 'inspire'

6/33 (Vision)

Learning = homework assignments = just schoolwork overtime?

What does that entail?

The vision is limiting as ABRHS does not have capacity for students to be fully engaged in extra curricular activities. For example a student cannot be in band, theater as well as play an athletic sport. They must choose between their interests.

I like it. It includes our basic mission of teaching kids yet adds the intention of making the learning enjoyable and able to be assimilated .

Sense that after school programs sometimes is more important than learning.

inspire sounds a little weak. community is a good word. learners is a bit weak. it would be nice to intimate success a bit more. AB is a very successful school system. For example, it be "to create a community of lifelong scholars" - something bolder and more impressive.

Acton is so focused on academics that some degree of character education is missing. I would love the mission to represent the fact that being a good citizen is has highly valued as a high GPA it is vague, doesn't mean a lot

I am an academic. I have seen many vision statements at various levels of education. They all share certain qualities: vacuous, ambiguous, and subject to enough multiple interpretations that anyone can assent to them. This statement fits the bill. What you decide to do in the district will not depend in any significant way on the vision statement, but it will look good on the letterhead.

Vision statements are necessarily vague but this doesn't seem to capture idea of "providing students with tools for a lifetime of learning and doing" or something similar.

A vision (to me) is somewhere where you want to get to. So "Create a community of inspired learners" works, but this does not.

Should include well rounded students...social, academic, community service focused temporarily retaining knowledge for results of assessments - vision statement moves in positive direction.

I don't believe the vision statement captures the full breath of AB. it is not just learning. it is Doing. it is developing thinkers. it is working to bring out the best in each.

I think it sends a good, strong message. It might be nice if it could also convey a sense of school spirit or comradery since we are such a large district.

next phase of their lives will bring. We have a uniquely diverse population in Acton, more so than most other districts. Need to be sure that a learning community doesn't just mean academic high achievers or kids who are doing umpteen activities.

I think it says what we aspire to do

Having looked at the example layouts and my own experiences, the nicer and more functional the place, the more inspired people become.

As a mother of two young boys, and student as well, I value your effort to inspire our community to learn something new each day.

I appreciate the hopeful and optimistic spirit of the statement and the inclusive nature of it.

Sort of weak. How about

" Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment. "

Short, concise and to the point. I like it.

7/33 (Vision)

This is a vague statement that really means nothing. This statement should be concrete and specific and represent what you actually do in the classrooms.

If you want to create a community of learners, the curriculum cannot be designed to move quickly through the content but instead to inspire and allow students to gain deeper understanding.

It is an uninspired statement about inspiring learners

Too vague

Meh

Inspire and motivate learners are important, what about creativity and innovation?

fundamental value

I like the concise vision statement

Good grief - who cares about the vision statement.

Way too many education buzz words. Just let teachers teach and kids learn

Acton is already a community of learners. This is the most academically competitive town there is.

I would prefer a statement that highlights fostering the love of learning.

It is inspiring to say that you are an AB alumni or an AB student.

I like the vision based on the idea of learning as a goal, but something more emphatic would be nice

Stating the obvious. What does it really mean?

I like the word community being used as this part is very important to focus on

Spot on. A great balance to the relatively encumbering state/federal regulations. Eager to see the impact of instilling a "desire to learn" that will pay dividends for years alike.

Too generic??

I would like to see it more oriented around success. Inspiration is good but what about enabling them to achieve/maximize their potential once they are inspired? Inspiring them isn't enough.

succinct and direct

It's a bit weak.

It's weak- to create a community of INSPIRED / ENTHUSIASTIC// passionate/ learners .. Nothing about community service, respect etc

Implied is that inspired students will independently choose to learn and act to improve their communities, but you might want action addressed more directly. Students can be inspired without acting. The ultimate goal is students who become educated, thoughtful, contributing members of society.

Lifelong learners? Inspire them to want to learn?

I would like to see school policies that embody this statement. Is leveling in math in 7th grade an embodiment of this or is it a gatekeeper tool.

How about create or grow instead of inspire? Inspire doesn't mean that it happens.

It's very vague!

what type of "challenging curriculum" that is being delivered to their children- doesn't reflect the true meaning of inspiring ALL types of learners.

I really like that this statement implies a process that will take students through high school and beyond.

Sounds weak to me. Inspire this community of learners to do or be what?

population.

It's a bit vague. Inspire them how, and to do what?

It's the wrong vision. The school system should focus on encouraging achievement and maximizing each student's potential. Learning is the pathway, but that's the goal.

Compete Self reliant Scientifically curious Distinguish fact from belief Have fun and be happy

I feel as a parent with severe learning differences (& children that don't) that the above statement applies to kids who fit "the norm". I wish there was better support and services for kids who don't fall into it and help make those who do learn differently feel as close to normal as kids can feel these days.

The presentation was good however I would have like to see a measurement of result somewhere in the descriptive terms. For example, the key words such as Excellence, attainment, striving for results, etc.. should be included. A component of learning should be determining if the learning is effective therefor a measurement.

I think this is very vague

I believe that this must be led by everyone involved in the community - staff, parents and administration

This is important in order to help our students become lifelong learners.

I think it would be better to add caring or comassionate. Such as "To inspire a community of compassionate learners." I think this ties in better with values.

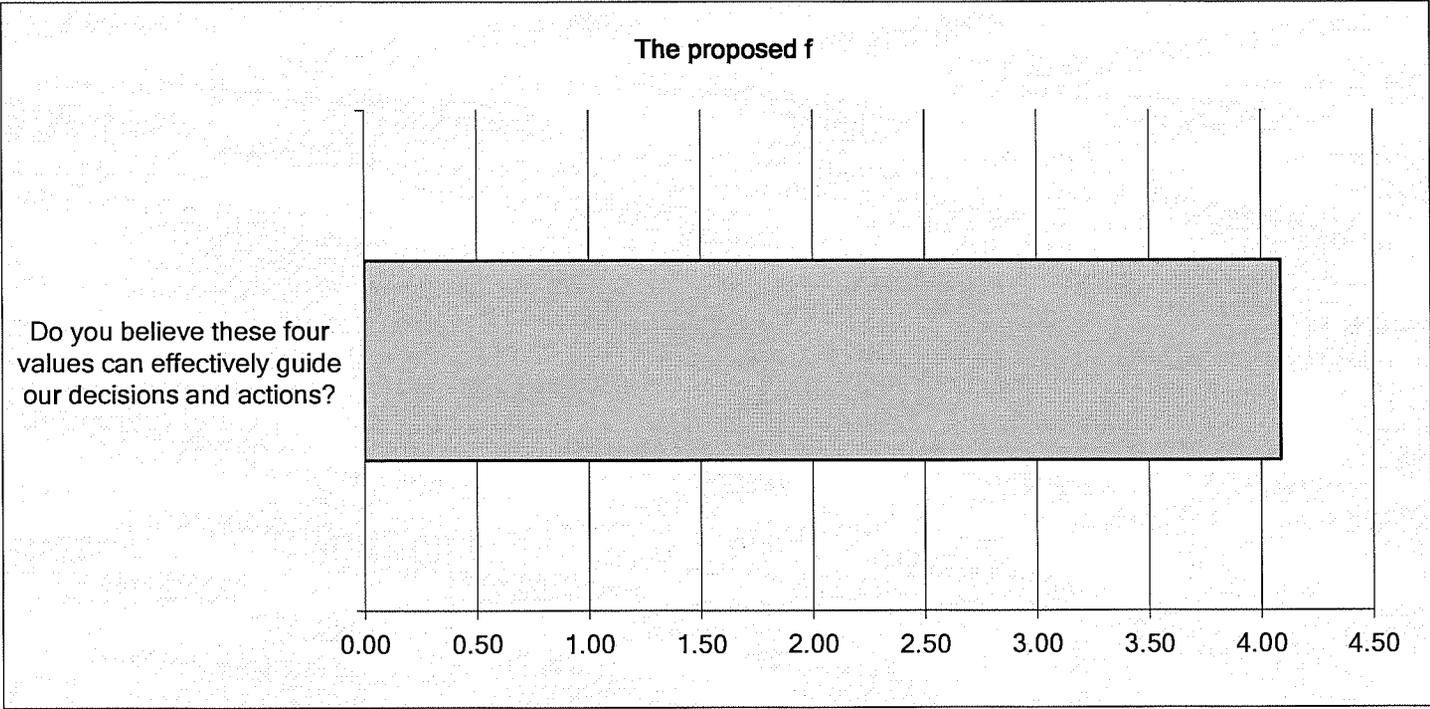
Isn't that the purpose for all schools. Too vague

We are greatly in need of more regular education support staff and special education staff, such as speech language pathologists to support student learning needs.

ABRSD Strategic Plan - Vision, Values, and Mission

The proposed four (4) values are: ~Joy - students need to learn skills that can help them develop passion, creativity and critical thinking to become resilient, caring members of the community. ~Wellness - the emotional and physical wellbeing of students should inform and drive decisions. ~Safety - students should feel safe and be safe. ~Equitable Access - determining what each student needs to learn and grow is vital as we strive to provide equitable access to opportunities that meet the diverse needs of our student body.

Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average	Response Count	
Do you believe these four values can effectively guide our decisions and actions?	251	297	75	39	13	4.09	675	
							<i>answered question</i>	598
							<i>skipped question</i>	171



10/33 (Values)

ABRSD Strategic Plan - Vision, Values, and Mission

Please share any comments or feedback about the proposed value statement.

Answer Options	Response Count
	158
<i>answered question</i>	158
<i>skipped question</i>	611

I greatly appreciate these values and there is no data to prove this statement. to realize the vision. I applaud the goal, and the desire -- but only if it's followed by substantive changes to improve the district's ability to deliver on the vision. Short of that, this is "feel good" pabulum.

I agree that we should have wellness, safety and equitable access as values. However, I'm not sure about "joy" as a value, especially as it relates to the descriptor here. I'm not sure I see the connection between the definition given, "great delight and happiness" with becoming resilient caring members of the community. It seems like you're trying to encompass too much here. We should value critical thinking, we should value citizenship...I don't think Joy is the right word for those things.

Something that speaks to encouraging students to work hard and do their best

LOVE JOY!

I believe these values can guide decisions and actions but is not comprehensive enough. I think all the vital areas that allow a children to learn can be achieved if these four values are fulfilled. I believe rewarding taking risks should be part of this value statement. The willingness to take risks, fail and learn from the experience should be fostered. Growing up has become too "high stakes" and we need to make room for trying new things and failures.

Excellence in Academics should be prominent, in this statement it is missing.

These four proposed values emphasize how students feel. As an educational institution, we should also value what students are able to do. Surely actual educational attainment matters as a value for an educational organization, but that value is largely absent from this formulation of district values.

I really like the emphasis AB has placed on emotional intelligence through step up to reduce bullying and other social concerns. Would like this to be highlighted a bit more in the wellness section. I'm struggling a bit with Joy, perhaps because it's an emotion and can mean different things to different people. I have nothing against Joy, just not as tangible as the other values.

Instead of Joy, positive thinking or optimists

There's a mismatch between joy and the description. I don't see achievement or accomplishment here really. If you make equitable access = "balance" you can make it more relevant for everyone.

Don't believe the mission statement directs any decisions

These values, particularly at the individual student level, receive much lip service at the elementary level, but do NOT appear to be valued by the higher administrators in schools and in the Special Education areas, particularly regarding emotional wellness, safety, and access.

Joy and Equitable Access is equally together values for me.

I think that the primary job of the school is to teach academics -- not to be involved in all aspects of child raising.

On the subject of "Equitable Access" it is our experience that at the elementary school level the needs of academically advanced students are completely ignored. The school district does not start doing a reasonable job of providing what the bright kids need until high school.

I think these 4 values are great but are missing one important component -- quality. The district should not only ensure the aspects of joy, wellness, safety and equitable access, but provide a level of quality of teaching, materials, curriculum, and leadership and I don't think that is reflected anywhere

12/33 (Values)

while all these are great value elements, but I feel we are still missing something. Each of these convey the need of an appropriate learning environment for leaning and teaching, but what is missing is the RESULT. we also need to value ACHIEVEMENT so that teachers, students and parents are all working together to achieve EXCELLENCE - excellence in teaching, excellence in learning. We need to create an environment that is also result-oriented.

enthusiasm

What is this?

My previous comment was prior to seeing this. These values get closer to what I mentioned, specifically the joy part. I would reorder these so safety is always first.

Student's life goal development?

Wellness = Safety? duplicate?

I am heartened in particular by the inclusion of both joy and wellness as values.

Learn and grow - in what way or way? any academic features?

You could have these values but not learn to read or write, and that will be true for some students but I believe focusing on academic learning somewhere in these statements is also important (and that is not my usual comment but bear with me!)

For me in the classroom, the value word that I feel leads to learning is curiosity. I'm not sure it's easy or even possibly to "determine what each student needs to learn and grow". I think the students have a large role in this also. this statement seems to imply that the teachers will decide what is right for each student - almost a paternalistic role of old. That is true in part but input from students is so important.

I'm not sure you can teach "skills" that lead to developing passion and creativity. I think it may be fostering "attitudes" of the students and the teachers and anyone else in their lives to allow learning and passion and creativity and critical thinking..

Would also add learning the the skills of self-responsibility, including responsibility for how to handle one's own feelings and actions.

I'd add Respect

How would you measure Joy and Wellness objectively? The metrics would be difficult to define as proposed from my perspective.

Given the current discussions around supporting diversity, could the last value be broadened to state equality, in access to education, and approach to our community of learners.

I would like to see this come into action

If we can achieve all 4, great!

"Joy" does not seem to fit with the description of the value, nor does it describe the majority of students' experiences at RJ Grey and ABRHS. "Empathy", "Compassion", or "Zeal" would better suit the description. With two children who have graduated from AB and one still at the high school, "Joy" is not something they would associate with their experience. Stress, Anxiety, Competition, Inadequacy are pretty common words to describe the majority of graduates thoughts on their experience.

13/33 (Values)

Not sure if I would use the word Joy.

Would like to Serving others as a value for guidance

I'm not sure how equitable access will be accomplished. It is clear that the AB school caters to students that pay for extra tutoring such as Russian School of Math or other expensive programs. Students who cannot afford this do are left behind.

Unfortunately, classes are too large to help those that have difficulty. They fall through the cracks.

I am not sure putting "safety" as such a top value here

Joy is not a word I associate with learning. It's rare. It's a very special feeling and to put it in a mission statement does not seem right to me. The other words are fine, but "joy" sticks out to me as glaringly inappropriate.

"Equitable Access" - In my opinion, AB needs to commit more resources to "regular" kids - the kids who don't qualify for special services but who also aren't "the best and the brightest". It seems we have lots of resources available for special needs students and high achievers, but few resources dedicated to the "average students", who often fall through the cracks and underperform.

There is nothing about learning and being intellectually challenged in these values. Seems to be a significant hole.

Add inclusion, knowledge, well being and life skills

Good statement.

I believe that the first value is not very well defined. While joy is important it does not necessary leads to critical thinking, caring attitude and resilience. I think that joy and passion are the result of creative thinking and community work.

As a parent of two recent grads and two children in elementary school, I have noticed an increase of disrespectfulness and unkindness in the younger children' schools. I think respect should be a value, equitable access is awkward...

responsibility (joy and wellness). While safety is important, it should be a given and not a separate value, and equitable access seems like something the Administration should be concerned with, but not everybody else.

i feel as equitable access needs to be reworded

Each of these resonates with our family. Thank you for articulating it.

I don't think "joy" fits with the definition you've provided. Makes me think of competence or empowered? Also, do you really think that students need skills to become passionate or creative?

They are naturally curious and have potential to become passionate about any number of ideas. I think what you mean is "opportunity." Wellness & safety values seem redundant; though I think they are important to include. I really don't understand what you mean by last one? Seems like this should not be so difficult...happy/safe, motivated, compassionate and informed students?

I think Equitable Access needs to be balanced

I think Joy is lovely, but challenging students - at whatever their level would seem to be more of an educational value. I'm even less sure that safety should really be a core value - obviously we all want everyone to be safe but what does it say that the school makes it a core value, and what does it really mean? Is it about combatting racism, sexism and other cultural biases or more about cracking down on fully appropriate physical/youthful behaviors?

Could something practical be added? With the many intellectual strengths of Millennials, they cannot cook or function within a budget....While home ec and shop have gone by the boards...maybe something modern could be added to the curriculum. ..

Where is accountability? Evaluation? Collaboration?

The school is a place for learning and the values should revolve around that goal. It isn't a place to have fun, to be well, etc. "Access" is not a value. It seems like you are trying to come up with stuff to make people feel good about the mission, but frankly, in Acton, I think parents want a great school system that values learning, hard work, excellence, commitment, and results.

Again. Stupid. How about "Anticipate the number of students our school will have so we can hire the correct number of teachers and avoid band-aids like multi-age classrooms."

Like "Joy" as #1

I am good with the word "Joy" and what it represents. Will it cause any feelings of a fluffy approach? Maybe place Joy within the definition and lead it with something like "learning skills."

We should be looking at this as a school community which includes the staff. Do we want the staff to embrace these values as well? If so, the wording should be changed to include the staff and reflect us as a community.

These values are so key in order to access curriculum and learn at a deeper level

Joy-I like this word as our first value. Resilient and caring are great adjectives, but what about active members, contributing members.

Wellness-Great

Safety-I wonder if that is implied in wellness

Equitable Access-Great

More academic focus should be included

Is there another word other than joy?

outcome of passion, creativity and critical thinking. I like the qualities used to define joy, but I do not think joy fits there. Also, joy arrives differently for individuals. It is more unique than wellness, safety and equitable access.

I wish "joy" was something that was true about our district but I think, as the Challenge Success survey shows, this is not what's going on in the HS and to some degree the JH. How much exploration is allowed and encouraged in our secondary schools that would create an environment in which students can develop passions? Again, I don't see any reference to students' place in the world and the use of "diverse" is only mentioned in terms of their needs. I feel that our district's diversity should be one of our strengths; I feel this has been a lost opportunity.

I actually think there is a disconnect here. "Joy" is wonderful, but does not necessarily lead to "resilience." If I try to make my classroom all about bringing students joy -- if that is the number one priority -- then I think I am unlikely to be presenting them with experiences that might build their resilience. I think there are too many ideas in that bullet point, and I wouldn't summarize them under the heading "joy."

Wonderful!!!

we need to lead by example, helping the students find their "passion".

It would appear that as a school district we can guarantee Safety and Equitable Access. However The parents of students have a huge influence on the Joy and Wellness of their children.

Again, I think there should be a focus on using the education and skills in order to make the world a better place

I feel like there should be a specific value about education included??

All four good with exception of the word, "joy". Don't think the word "joy" captures essence of what is described, which is what it takes to be a positive and contributing member of society - critical thinking, creativity and caring for others.

What about creativity and innovation?

Do we not want to value learning beyond making sure people have access to it?

I do believe these values are important but question whether they encompass other important values for a learning environment such as independence/critical thinking, diversity and mutual respect.

Where do student diciplines come into play such as academic integrity and in-school behavior.

The "equitable access" value is so very important and I'm so glad to see it identified here in such a prominent way! Thank you!! There are so many students for whom this is extremely important for a wide variety of reasons. :)

We need to give our staff the tools for their toolboxes to determine what each student needs and what will work for a particular student. Right now we jump to special education when a student doesn't keep up with peers. We need to bridge that gap. Special education should be the last resort, not the first. The scale is tipped to one side stressing our staff. We need to have stronger entry and exit criterias for students receiving services.

of importance (most to least), I would suggest: Equitable Access, Wellness, Safety, Joy.

Why do I suggest this? Equitable Access seems to me to be the most important when considering how best to serve a student in our school district. There are a wide range of student needs, as I would expect there are in most school systems. Catering to that wide range of needs is challenging but necessary in order for the individual student to succeed. In full disclosure, I am biased here because my child needs extra resources from the school due to Attention Deficit Disorder. All his former teacher express their frustration at "his lack of ability to show what he knows on tests" yet they see it in him during class time. Equitable access for my child means taking more resources from the school district than most other students will need.

Wellness is probably less individualistic. I would expect that most student fall into a small number of ranges of wellness, some which the schools can aid in improving, other which are in the hands of the family. Let the schools focus on those areas that are within their domain of influence.

Safety is of course important. Overall I feel that the AB community and surrounding towns are safe. Vigilance is always appropriate but we should balance that with reality.

I definitely think they SHOULD guide us, but am not at all sure that they "can" guide us. With all the initiatives, mandates, etc. it seems a little "pie-in-the-sky". It sounds totally wonderful, if we could really get there.
So proud that joy is on there and listed first!

To take the easiest one first, the school district does an exceptional job of safety. Thank you.

I'm not convinced that wellness drives decisions and actions. The amount of homework in AE, Honors, and AP classes ranges from the excessive to the ridiculous. It's not right to tell kids that they should take only CP classes if they don't want to sign up for back-breaking loads of work. I think that the homework guidelines provided at Back to School night are light relative to the actual work required. A simple solution would be to break assignments down into Required and Optional. Students who are highly motivated can knock themselves out to their hearts' content with optional assignments.

There are a few classes that inspire joy, but not many. The Art class comes to mind, as does Mr. Green's Psychology class, the classes Mr. Lockrey (spelling?) taught, some of the Spanish classes, and a few others. Most of the students seem obsessed about grades. I don't see a lot of joy. I see competitiveness, grade comparisons, and obsession about college admissions. Frankly, I don't see much joy. I don't mean that to be critical, as I am not sure how feasible it is to create a joyful learning environment in today's world. But if it could be done, it would be a wonderful thing.

For the most part, I think that these values are fine, important ones to focus on. I believe "joy" is problematic, though. The definition that follows it is mostly spot-on (although I would add that we should strive to make students *informed* members of the community). However, the word "joy" might imply, for some, a guarantee of constant happiness, which is ideal but not always possible. I would substitute "enthusiasm" or "engagement."

I struggle with "Joy" as a value based on the description - I think the description is good, but don't associate "Joy" with the description at all. And...how does "achievement" play into the values? Maybe something about enabling each student to reach their potential - slightly different than equitable access.

no comment

While these goals are student-focused, I wonder if rewording them to describe what the ADULTS in the system will do to support each of these 4 values wouldn't serve us better. For example, saying 'students need to learn' takes much of the onus off of the role adults play in supporting and building that value in each of the students we serve.

18/33 (Values)

I agree with the values but the truth is that high school is too stressful for our children. Students are categorized and instead of teaching them leadership school boxes students based on their grades. AB has forgotten how much our peers can influence our learning and study habits.

Generally I like the sentiment behind them all but instead of joy, I think the first one should be called "Passion through learning" or something similar that focuses not only on an emotional sentiment but also on an educational one. I think the values are missing an overarching commitment to fostering a community of learners.

equitable access would mean more support in elementary classrooms especially in the younger grades seems to take a strong foundation of academic excellence and reduce it to "fluffiness." It's kind of laughable.

I think these are the right ideas, but the execution is very awkward. I don't get "Joy" from the description, and it overlaps too much with "wellness" - I think the values need to be clear and distinct from one another, but still support each other.

Maybe:

Joy: We will help students develop skills, including critical thinking and resilience, that allow them to find and create joy within themselves and their community.

Wellness: We will consider the students' emotional and physical wellbeing will inform and drive decisions at every level.

Safety: We will promote and maintain standards to help students feel and be safe.

Equitable access: We will work to understand what each student needs to excel in order and find solutions that allow equitable access to resources and opportunities.

These are wonderful core values regarding the emotional and physical safety of students, which I agree is paramount. However, no core value touches on the importance of learning. Joy of learning is great, but sometimes learning is hard and takes work. There needs to be something in the core values about learning as a basic principle. Also, there's nothing about growth mindset. Again, learning can be joyful, but the journey can be difficult. If you think about the growth mindset, students must embrace the "hard" part of learning to reach joy. These core values don't capture that.

Thank you thank you for leading with joy and wellness!!!

I like the definition of Joy, but wonder if the word "Joy" is really a clear word choice to represent it. I wish my children had developed a joy of learning from AB. It's a lovely goal. Others I think are good and steadily accomplished.

Not really on board with the value of Joy being something that should be taught in a school environment. This is something that is accomplished by hiring and retaining the right teachers. I think some of the standards and common core keep teachers from making learning fun and interesting. My 10th grader had a 2nd grade teacher and 5th grade teacher who was able to make learning enjoyable by adding out of the box lessons which I feel the teachers no longer have time to do given the new standards. My 7th grader had a 5th grade teacher (different teacher) who was able to do the same. My son up unto that point didn't really seem interested in school and she was able to get him to enjoy being in the classroom, stay engaged and care about his work.

"Joy" doesn't seem like the right label. It is sometimes takes failure and grit to succeed and joy doesn't quite capture the overall definition you put forward (which I do think works).

I'm not sure if "joy" is the right word. To me the definition is more about a wholistic education.

I strongly believe the first value Joy is most important as it incorporates learning, enthusiasm and critical skills that we teach. Becoming resilient for the self and having concern for others should be in a separate category, as these are really important but seem to get short shrift. Wellness and Safety could be combined into one.

I don't think wellness should be a catalyst for driving decisions. The best decisions are made by collaboration. I feel as though there needs to be a more concrete proposed value statement, such as teamwork or collaboration.

Not convinced that "joy" is appropriate wording. what does equitable access include; emotional, academic, physical access to curriculum and community ?

Please see previous comment.

If you are not in accelerated academic subjects then???

what about art/music/p.e/other activities?

I believe there is joy missing from the current objectives.

relate to habits or traits of character and not directly to joy, though they can be a component of joy. Safety is superfluous given wellness above. If you are concerned about their wellness, and it encompasses their physical and emotional well being, then you should already be addressing their safety, it is a necessary condition of wellness. I realize you may separate this category as a political move to assuage the overactive imaginations of some Acton parents, but it is intellectually lazy as a separate category from wellness.

I would like to see something about each student being able to have a full and enriching experience on their own unique way.

I think there should and could be clarification re: the equitable access piece. At present it uses diversity mission language but is very vague in that regard at the same time.

I don't see education in these statements. I see student wellness.

I like the four values above, but I strongly believe "parental engagement" should be another value. The school system should do its best to get parents engaged on a day to day basis instead of through conferences once a year. PARENT portals, parent communication etc

I like these keywords, but joy, wellness and safety, all seem to stem from the same emotion.

One might argue wellness necessitates a sense of safety, so if we are to choose four values I think we should consolidate those and include something about ethical development. This would include capacities such as a moral literacy, identity, awareness, and reasoning. Moreover, in addition to passion, creativity, critical thinking, resiliency, and caring I would add joy, and place those terms under the title of Intellectual Engagement.

I think they are all good;; Only question is if Safety needs to stand on its own; I think emotional and physical well being include safety, but I could go either way on this.

The action items for Wellness must include steps to reduce stress for students

Joy sounds a little comic-like and i don't think it defines the goal. Maybe "ambition" or "appetite" or "desire" or "zeal".

The other terms are good.

I think these are four great values for us to work on as a community.

Students should feel "encouraged and capable"

I agree that these are clearly important values and that they are necessary to inspire a community of learners but I'm unsure as to whether or not they are sufficient. One would expect perhaps a 'learning' specific value in the list?

Of the 4 values only the first really speaks to the purpose of the school, per se. Labeling it 'joy' seems odd. Teaching students about community/values is important but a separate issue. How about 'excellence' as a value (or perseverance/diligence)?

with " Passion" and something like "Teach skills and provide opportunities to get students to challenge themselves, learning to think critically and creatively, to engage and become part of our greater community. I honestly do not understand what you are trying to do with "equitable access". You are indicating it is vital to determine what each student needs - but that is really disconnected from striving to provide equitable access. You would be better off eliminating from "determining" to "vital as"

There is absolutely nothing wrong with the proposed 4 values. I question the absence of any mention of academics or achievement in either the vision, mission or the values. If education is the industry, shouldn't those words have a place somewhere in the vision, mission and/or values?

The superintendent left out involving the community and parents in the statement. He should be a voice for all not just his agenda

Need to have something about professional conduct

Values do not seem to be in line with mission - where is the inspiration or basic education goals?

Need to recognize and develop each student to their maximum potential.

I question the word "joy". If read without description the word "joy" feels too broad and misleads. I feel some combination of curiosity, open mindedness, withholding of judgement, acceptance of differences would be better. I cannot think of one word that holds all those meanings simultaneously. Great. Love that the first value is Joy, "Joy" is taken for granted that it exists in daily life for students - but one doesn't feel joy when one is stressed. Putting it out front will cause students to be aware of feeling passionate, being creative which brings joy. Quality of life can soar.

Not sure about "Joy" are we actually talking about passion or resiliency.

Thank you for including such meaningful values which I support wholeheartedly. I believe they should be at the center of all our decision making in the district.

I believe in theory, these goals are to be desired. In reality, it does not happen.

Equitable access is vague.

Yes, but the statement that you paired with "joy" actually has nothing to do with joy. It's a statement that covers five different areas that are in truth not joy at all: 1. passion, 2. creativity, 3. critical thinking, 4. resiliency, 5. caring. How can you summarize these 5 distinct ideas with "joy" generation.

I disagree with some of these terms but why create 4 buzz words for the district? It sounds like an empty infomercial. Create one strong statement instead.

Care and love from teacher is vital

These four are not enough. Acton schools is known for high academic performance. These values does not include indicating Acton will maintain it is high academic performance. Eventually it will lead to Acton real estate price and economic.

I think the equitable access is a great idea but really tough. There are years it is impossible to reach every student. Over time, yes. But every year us impossible.

decision?

Joy and wellness overlap and are not distinctly different categories. I also find it concerning that academic rigor is not emphasized. Not that it should be the sole focus, but institutions of education should certainly include rigor appropriate for the grade of students in a value statement.

I like the clarity of the 4 values. They will make it easy to guide my decision making process.

Acton is a town filled with hard working engineers. We are all about perseverance and hard work. Why try to soften things to such an extent that Acton is no longer competitive.

Consider changing "joy" to "enthusiasm"

This may be good for the elementary kids but joy - seriously? How about "provide quality education"

As a district, faculty and staff should be included in this statement.

You talk about wellness but still have a junk food mentality. I'd like to see you help the bright kids who lack drive to succeed. Yes, the kids should feel safe.

The first value is all over the place and seems like a catch all for a lot of ideas - not sure how you thought joy summed up: passion, critical thinking, creativity, caring, resiliency. I think in trying to say everything you say nothing that makes any sense. Its not clear to me how you would use that convoluted statement to guide decision-making.

The other three are straightforward and can easily be used to guide decisions.

While I understand the importance of safety, not sure why this was chosen as one of the values. In my opinion safety is in the fabric of this community already, and a different value such as 'innovation' could be chosen to guide the district.

Having a child with special needs myself, I do appreciate the efforts made in the district to help my son I would to see something about becoming life-long learners in the 1st value. Not sure Joy alone is the right word for that value - maybe Joy of Learning.

Safety doesn't seem like it should be one of the main values, though it is a responsibility of all in the community

Shouldn't the top value be 'knowledge'? After all schools are created for students to LEARN KNOWLEDGE, not having FUN.

Well written and defined

"Equitable Access". I hope it does not just mean to help students who are behind but also provide additional opportunities for students are ahead.

Prefer the interpretation for joy than the word itself in this case; very much agree with all of he descriptive principles. Perhaps something around resilience/ desire to work out problems (vs giving up/switching topics)- especially in this very-distractable era.

Great to put joy first! Joy + Excellence makes for a great combination for a school.

I don't think these are all values. If a statement calls something a value, which is not a value, the statement is likely to be ignored.

Integrity should be included. Perhaps Service as well.

Where is education? Why isn't education a value? To me, it trumps all of these. The act of imparting knowledge so they can make informed choices, innovate, and contribute to the community.

Ignorance is dangerous, education cures ignorance and needs to be reflected in the mission of a SCHOOL district. I also don't like "joy." The description is OK but why emphasize resiliency and caring under the label of Joy? Why not call is self-awareness or self-confidence?

Well-rounded and clearly stated values.

Equitable Access?

Not a value. Might be an important thing, but is not a driver of education. Rethink these, without the politically correct agenda.

Change "joy" to "passion" and delete passion in the body paragraph

I think the values as stated are on target. I think we need a task force at each school to assess how we are doing on the values especially Equitable Access.

Lacks respect for authority, teachers, others

I'm thinking something about curiosity, resilience, and grit should be encompassed.

Yes, if we truly prioritize these values over standardized testing, SGP, documenting academics with mountains of data, paperwork, etc.

It would be interesting to see the entire laundry list of values considered.

Appropriately challenge? Risk taking? Safety should be a given...

stress our students ar under, do we need so much homework to achieve the same academic results? Would less homework give families time for more building of joy and wellness and allow all students equitable access even those who don't have someone at home who can guide them through nightly assignments?

I'd change the word joy to something else. Doesn't fit the description.

Where is challenge and balance. How can this set of values inspire anything? It sounds like a preschool.

"Joy" is a wonderful value, but you have a lot embedded within it, not all of which ties directly to most understandings of the word. I wonder if you'll lose sight of what's intended with that one.

I think all 4 areas are very important to guide our work with students

Under Joy - what is THE community? Are you talking about the AB Schools or are you talking about living in a changing global world?

Joy: students have to see it modeled by teachers. Giving them the room to use their passion and creativity in teaching goes a long way. Forcing them to adhere to a canned scripted program does not.

learn skills with a heart to love

All of those are excellent values, but I don't believe that they should be the only or the predominant values. That should be obvious to any thinking person. For example, graded exams do not serve the values of joy or wellness, yet we continue to administer them. Having school buses start running before sunrise in the winter serves neither wellness nor joy nor safety, and yet it happens anyway. Clearly, there are other very important, and yet for some reason unspoken, values that guide our actions. Maybe it would be better to speak them.

"Joy" is an interesting choice. I think I might prefer "passion". Is "Education" itself not a value of the school district?

I think the wording can be better. Use oxford commas for clarity. Not sure "Joy" is the best word. Consciousness? Growth? Progress?

Knowledge of World and Science

I strongly agree as long as resources are allotted to support the needs of all students vs the current cost per student feel it has now

question)

Equitable access is the biggest hurdle as all the schools are not on the same page of what this means and we do not have enough people who are qualified to make this happen as of now.

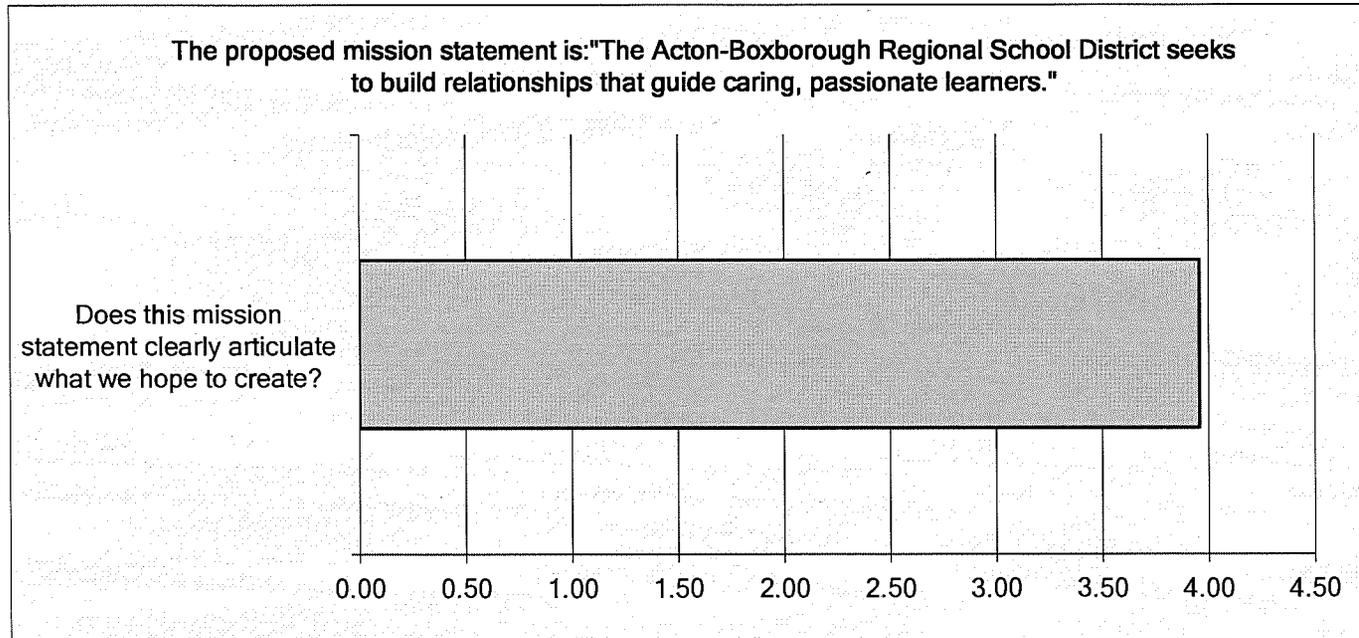
This day and age of high stress and insecurity about safety, make these four values that much more important.

Please see previous comment.

ABRSD Strategic Plan - Vision, Values, and Mission

The proposed mission statement is: "The Acton-Boxborough Regional School District seeks to build relationships that guide caring, passionate learners."

Answer Options	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Rating Average	Response Count
statement clearly	201	283	101	50	9	3.96	644
						<i>answered question</i>	573
						<i>skipped question</i>	196



ABRSD Strategic Plan - Vision, Values, and Mission

Please share any comments or feedback about the proposed mission statement.

Answer Options	Response Count
	119
<i>answered question</i>	119
<i>skipped question</i>	650

I don't love the "build relationships" language although I see many uses of the phrase in a google search; I think "expand relationships" sounds bit more positive...

My first graders sing Humble & Kind!

"engaged"?

through creating caring relationships, but I think it sounds strange to say that our primary purpose is "to build relationships." This statement removes teaching and learning which is central to what we are all about.

It is unclear what you mean by building relationships- is this teacher to student? Student to student? The mission statement should include global perspective. Our students need to be prepared to compete and succeed in the global economy. On a side note the school calendar has too many days off. Half days and early dismissals do not help our community achieve that mission.

I feel that the mission statement doesn't adequately capture the key ideas of collaboration or inspiration. I also feel that some essence of the idea of equitable access would lend to a more rounded mission statement (although I can understand how this can be a tall order!)

Very touchy/feely. "Build relationships" "guide caring" etc.. Instead, I believe the primary mission of a public school is to provide excellence in education, particularly STEM in today's economy.

enhance learning. But it is the learning itself that matters in the end. The current mission statement indicates that we want our students to be friendly and enthusiastic ("caring and passionate") people, but there isn't much emphasis on helping our students become skillful people. The word "learning" is the last word in the statement and reads almost as an afterthought that follows "relationships," "guide," "caring," and "passionate." We appear to be privileging the emotional dimension of our students' experience and eliding the importance of their intellectual and cognitive development. This is quite a departure from the history and culture of ABRSD, which has always placed a premium on actual educational attainment. The mission statement in its current formulation makes me feel like a I wasn't clear if the build relationships was between students, between students and teachers, between the district and the community, etc or all of the above. As a mission statement, I would love to see the inspiring a community of learners come before building relationships.

bar REALLY low.

We hope these can be measured!

Relationships have to be more strong relationships.

here

we also need to make sure the other part of the equation (teaching) is equally examined and emphasized - does our teachers have sufficient support/tools/resources to teach? are we stay at the cutting edge of teaching methodology, do we have good facilities in supporting the teaching/learning?, etc.

Okay, are we paying for this?

Again, limiting it to just learners detracts from the expression through arts or the camaraderie and competitiveness of athletics that a school district provides.

Yes yes yes! Relationships are what it's all about.

One more mission for ABRSD should be to be competitive and ensure that our students can not only survive the competition but also excel in it.

again I think curiosity leads to more learning

grow into responsible citizens.

Not sure what this means.

This does not address the wellness piece. Our kids and families are way to stressed not sure "build relationships" resonates, it's not awful but has a dating/social connotation.

what about "create an environment" or be an environment

Not only caring, passionate learners, but also caring, passionate humans and their community
We want to create caring, passionate learners. I am not sure if building relationships should be the main part of that mission statement.

The mission statement is not specific enough. I would add more depth to the statement. Have a concise statement of how you want to build relationships that guide caring, passionate learners.

I would like to see bravery as part of this mission statement rather than caring, perhaps.

Good statement!

The District cannot build relationships, people build relationships.

i think learners needs to be changed. Its more about learning for children in these times.

environment and global issues

mark for "mission" here, more a hope than a driving vocation. But I appreciate how challenging this work is. Thank you your work on our behalf.

important component of what you're trying to establish for the community but it just sounds like jargon.

I like the four keys ideas but mission should include a drive to be best in education that intended? Is relationships the most important value? If not, then I suggest rewriting the mission statement to give equal weight to all of the values. Also, the idea of collaboration may be implied in the word "relationship," but you can bring this idea more into focus. It may be lost in the current mission statement.

I would add the word create to guide

and important to the table. We do not all need to measure up to the same standard in all things- we all have strengths and weaknesses - and learning is a process that is unique. Lat bloomers and fast learners and those who ride the middle all need to feel valued for the contribution they bring as an individual.

grounded.

I agree that would be wonderful but this is not happening at the high school and fear can not with the current administration in place--

helping students reach their learning potential, maybe empowering staff to be creative, focus on achieving academic goals, and maybe supporting the social and health of students through sports and student groups.

productive members of society." Caring people who can't take care of themselves are pretty pathetic, don't you think?

needed?

I like it.

them.

...seeks to inspire collaborative relationships among our community of caring passionate learners.
I love the emphasis on relationships.

What about thinkers and learners. I think we are living in a time when people can learn so much, but they need to think critically through it to determine what is true, right, just, etc.

My personal feeling is that the word "educate" should be in a school district's mission.

Need additional academic focus

Among whom?

prepare my students to move forward in school and in the world using the tools I have given them to be productive citizens. I think we need to add on something more to explain why relationships, collaboration, inspiration and care are important to our learning community mission.

to build relationships that guide caring, passionate learners to seek out and understand their place in our world." Or something like that.

Build relationships among students? Between students and teachers? This is unclear to me.
relationships is a gift in life.

success.

self? Caring about others? I would like it to be caring about others, but right now, this statement is unclear

I'd like to see a focus on applying one's education to the real world.

vaguely academic.

passionate life long learners

To me, this sentence says our mission is primarily to build relationships. Those relationships will be used to enhance learning. Is that the intention? I might try to rephrase it, but it could also work as is.

As with an earlier comment, it sounds good but I am not sure what it really means day-to-day.

What would change as a result of this mission? Would each staff member really take this to heart and use it to guide daily tactical decisions and actions?

I hope this also includes more collaboration among staff in different roles
clarity, but I'm not sure how.

Counselors? Coaches? And, if so, isn't this what school is supposed to be doing already?"

As a teacher, I do agree that teacher-student relationships and classroom atmosphere are a huge part of opening a student up to learning. This mission statement seems to be saying that we should be doing more relationship-building than we already are. If so, I am wondering how that is going to be possible given a large student population, heavy teacher workload, and a community that is rather achievement-oriented when it comes to education.

I also think that there is something to be said for empowering students to learn on their *own*, to take initiative and responsibility; to have skills and abilities to use, and the confidence and collaboration is so important - is there a way to include it in the mission statement?
collaboration/inspiration/caring/relationships, but again think this is a step short of reaching individual potential.

good luck

learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." I remember very little of what I learned at ABRHS as a student there, but I distinctly remember the relationships I had with two of my most beloved teachers.

See my answer on question 5. The students are too busy competing with each other to care or collaborate with each other. Categorizing students strictly based on their grades does not leave any room for inspiration. Everyone in the classroom shares the same strength (more or less)!

I don't like that the mission statement is to build relationships. It should be to "build a community" that creates caring, passionate learners.

mission statement.

Leaves out collaboration, though I get where it is implied. Maybe community is better than "relationships"? The ABRSD seeks to foster a community that guides caring, passionate learners?

Yes, but relationships is only part of it. It's a big part, but I believe you could have passionate learners who have trouble with the relationship part.

I would flip it around and say "The ABRSD seeks to develop passionate learners by providing an inspiring, collaborative environment and creating caring relationships."

allow them to discover their passions. We have had some wonderful teachers at bAB, but we have also had too many cases where teachers expect kids to already know a subject (either through summer school or outside tutoring) and simply focus on review. This approach kills passionate learning, unless that learning is done outside the AB classroom. Passionate teachers are key to I am unclear on "relationships". Between students, teachers, families? All of the above?

What about "curiosity" or "curious learners"?

This statement does a good job addressing my previous comments.

Thank You Dr. Brand!

The Acton-Boxborough Regional School District seeks to build relationships that guide caring, passionate, innovative learners to do their best.

By insighting compassionate individuals, relationships will develop

Relationships with whom; each other or community?

Please see previous comment.

Again, seems vague.

It is all about grading of students and their access to colleges.....mostly private discussions, but they lack in concrete specificity in a way that leaves the mission statement readily open to a myriad of interpretations, and makes just about any actions by the district justifiable. It will simply become an exercise in framing your actions in the right way for them to appear to accord with the mission.

too limiting

clarity. Right now with the use of building relationships it seems mostly interested in the process of relationship building versus the outcome of developing caring compassionate learners. The process of relationship building is important, but it is a tool, not perhaps the mission, where the focus is on the children, youth and students.

learners is the process. what about the result?

"Personalized relationships" instead of just relationships will be great.

Unclear with whom "to build relationships"

weak. and building relationships sounds vague. who are we building relationships with? what is the outcome of the statement? don't we want to set the kids up for lifelong success in several dimensions? Here is a good example: Mission: The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. I like the word empower. We could work in the term wellness or some synonym for well-adjusted, productive person.

Guide? What does that mean, really? I like the idea of emphasizing relationships, presumably between staff and students and among students.

Perhaps - "to build a community a caring, creative learners" might encompass the "collaboration" and "inspiration" ideas a little bit better...

mediocrity at best.

The superintendent does not like an opposing voice just people that are going to agree with him all the time. He does not build relationships or collaborate on anything

Is this for the community or just students.

Seeks can also be endeavor which feels more purposeful than "seeking".

Can't get away from wanting to see resilient - with the mental health issues we are facing

Build relationships with whom and how? Statement seems vague.

statement as something that we hope to give each student through their experience in our schools so that at the culmination, when they walk across the stage at graduation we can feel if we accomplished this we did our job - if our goal was to be sure that we guided students to become caring, passionate learners - that would be fantastic! Excellent mission indeed!

Seeks to build relationships that guide' weakens the statement.

What does build relationships mean?

describe the relationships? But, honestly, the adjectives here disguise an uninspired mission statement.

What is the moral standard our school district stands for, teaching, training kids into a responsible, loving, mature adult based on the moral standard our school district respect, obey and follow?

I really like the relationship building component. The clarity is also appreciated.

It doesn't highlight relationships or collaboration. What about independent thinkers and role of self confidence. We cannot always rely on others, we have to build ourselves to help others.

Yay!

...seems like something is missing. While passion and caring is nice; shouldn't there be aspiration to have high standards and seek excellence?

and inspiration. I don't see these in the mission statement. Why not say something like AB Regional School District seeks to inspire collaborations that create caring, passionate learners? Guiding them suggests they already exist and you are merely shepherding them along. Also aren't building a relationship and collaborating two very similar things - are these really so mutually exclusive as to warrant both being listed as separate key ideas?

environment"

relationships is this in reference to?

What does it mean?

Sounds like a statement geared more towards a medical facility.

"inspiration." HOW are students being taught how to be caring?? I hope there is an intentional plan along these lines. For example, in the HS the small groups of advisories seem totally underutilized. In my daughter's experience it is nothing more than announcement time. She says she is never asked to interact with the others in her group, doesn't really know them, they are in different interest groups. If you're in sports you don't intersect with arts, and vice versa. Don't seem to be any opportunities to require mixing of students. Advisor groups could really mitigate this if run intentionally; advisors need a bit of training. I suggest "Developmental Designs," but there are other programs.

Thanks for this thoughtful work!

What is a caring learner?

need guidance, they need resources, teachers, facilities, curriculum to enable them to reach their potential and expand their view of what that potential is.

building relationships that guide? Not sure how.

Problem solving? Ingenuity? Do we want a generation capable of solving the worlds problems and coming up with new inventions, or more couch potatoes ready to be spoonfed memes on facebook?

That's where we are headed with these suggested priorities.

agreement of what resources are required and will be made available to support the staff in delivering this vision, I find it troubling to be in agreement with the proposed vision. What is the vision for the teachers??

Could it possible state passionate learners and educators?

Should include the word "respectful"!!!! And accountable!!

Challenge?

I'm excited to see how policies change to reflect the new vision.

Mission = teach, not create relationships.

relationships with who?

Seems too specific and I don't feel it incorporates the four values. Where did the "building relationships" come from? This mission statement seems to have a much different intention from the vision.

independently"?

passionate learners" Perhaps something along the lines of: The ABRSD seeks to inspire and guide passionate learners while developing caring and healthy relationships.

Not sure what this means. What relationships? Guiding to do what? How would I know that the school district is fulfilling its mission? I think the mission should be to provide an excellent academic experience for all students in a supportive environment so they can reach their fullest potential whether it's intellectual, social or creative.

student's potential. The goal should not be to develop inquisitive learners who have no particular goals and who do not have ambition or motivation.

see earlier comments..

Not sure we can create passion in all students

statements. They may change the ways in which they accomplish their missions, but they don't change their core mission.

Seems too ambiguous and so cannot put into place what the goals are across all the schools in the district.

Working together as a community is so important. The ability to collaborate is not innate. It requires that we teach our students the skills necessary to be successful. Focusing on these four key ideas is important for staff, as well as students. In order to do our job well and be passionate, we need these pieces. I'm so thrilled that there is a focus on these things. The presentation was concise and very clear. I enjoyed this format.

Again too vague. Build relationships with whom?

Please see previous comment.

Long Range Strategic Plan 2011-2016
Adopted December 1, 2011
Updated Spring 2014

Acton-Boxborough Regional School District

Table of Contents

Long Range Strategic Plan 2011-2016 Overview Purpose, Mission, Values	Page 3
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.	Page 4
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.	Page 8
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.

Acton-Boxborough Regional School District Updated Spring 2014

Long Range Strategic Plan 2011-2016

- 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.

Acton-Boxborough Regional School District Updated Spring 2014

Long Range Strategic Plan 2011-2016

- 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.

Long Range Strategic Plan 2011-2016

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

Acton-Boxborough Regional School District Updated Spring 2014

Long Range Strategic Plan 2011-2016

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 ABSchools 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).

Long Range Strategic Plan 2011-2016

- 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.

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
Re: District Master Plan Working Group
Date: November 15, 2016

During the winter and spring of 2016, the District pursued two important endeavors as it relates to our capital and infrastructure improvement efforts:

- i) Contracted Dore & Whittier to complete a District Master Plan that would outline a range of new building and renovation options for the district;
- ii) Applied to the Massachusetts School Building Authority (MSBA) and submitted three (3) Statement of Interests for the Douglas, Gates and Conant Elementary Schools, expressing our desire to seek financial assistance through the program to help improve the physical conditions of these buildings.

The Master Plan report will be delivered to the School Committee later this month or early in December and, as indicated, will include a range of possible options that have been developed through the collective input and guidance of multiple stakeholders who served on both the Visioning Committee and the Working Group.

Following our submission, the District was contacted by the MSBA to visit Douglas Elementary School as this school was designated as our priority project. This designation was made out of necessity as it relates to the requirements of the MSBA application process. It is our opinion that all three elementary schools are in essentially the same physical condition and are all priorities. It is my understanding that the District will receive notification in February, 2017 as to whether or not we are invited into the MSBA Eligibility Period (or Module I of the MSBA process - see MSBA for further information).

Next Steps

Upon receipt of the Master Plan Report, the Committee will be responsible for reviewing the options contained within the Report. Evaluating these options will be important and timely, should

the District be invited into the MSBA process. If invited in, it is our understanding that the District would have until approximately April of 2017 to notify the MSBA as to which construction and renovation options included in the report have no support for further consideration and those which have greater interest by stakeholders.

It is my recommendation that this review be completed through the work of an official subcommittee of the Acton-Boxborough Regional School Committee.

Charge to the Subcommittee

I recommend that the School Committee establish a subcommittee for the purpose of reviewing the District Master Plan and providing recommendations for the Committee to consider as it relates to which of the various options should be pursued. It is also my recommendation that this subcommittee be called the *District Master Plan Review Committee (DMPRC)* and will:

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

This process should:

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

Proposed Committee Members:

I recommend the following as the composition of the DMPRC:

Chair, School Committee Member (1)
Additional School Committee Members (3)
Parents/Guardians (3)
Community Members (2)

Ex-Officio Members

The following individuals could serve as ex-officio members:

Deputy Superintendent (1)
Assistant Superintendent for Teaching & Learning (1)
Director of Facilities & Transportation(1)
Elementary Principal/Assistant Principal (2)
Junior High Principal/Assistant Principal (1)
Elementary Teachers (2)

It should be noted that if the District is invited into the MSBA process in February we will have to create a 'Building Committee' by definition according to the terms of the MSBA building process. As a point of reference, I have attached an outline of the required members to this document so that the Committee is aware of the potential need for either an additional/and or newly created committee.

Proposed Timeline:

November 17, 2016

School Committee receives DMPRC proposal from the Superintendent

December 1, 2016

School Committee approves the creation of the DMPRC and solicits volunteers

December 2 – 10

Outreach to solicit volunteers

December 15

School Committee Votes to Approve Subcommittee Members

January – March 2017

DMPRC develops an action plan, reviews research and gathers feedback

March 2, 2017

Report on findings and recommendations made to the School Committee



The Acton-Boxborough Regional School District

Community Presentation
of the

District Master Plan Study Report

Thursday, December 8, 2016
(Please note new date)

7:30 p.m. – 9:00 p.m.
R.J. Grey Junior High School Library

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>.

Proposed
dtd 11/17/16

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "Agreement"), dated as of November ____, 2016, is entered into among (i) the Acton-Boxborough Regional School District, a regional school district created under M.G.L. c. 71, §§ 15, *et seq.*, having its principal office at 16 Charter Road, Acton MA 01720 (the "ABRSD"), and (ii) Acton-Boxborough Youth Lacrosse, Inc. ("ABYL"), a non-profit corporation organized under the Laws of the Commonwealth of Massachusetts and operating in and around the towns of Acton and Boxborough, Massachusetts.

BACKGROUND

- A. ABYL is a non-profit youth sports organization operating in and around the towns of Acton and Boxborough, Massachusetts.
- B. ABYL is contemplating making a gift to ABRSD. ABYL is under no obligation to make any gift to ABRSD.
- C. The contemplated gift is the funding, design, construction, maintenance and repair of a bounce-back wall adjacent to the Lower Fields at Acton-Boxborough Regional High School (the "Project").
- D. In connection with the contemplated gift, ABYL is exploring the feasibility of funding the design, construction, maintenance and repair of the Project.
- E. In the event ABYL, in its sole discretion, determines that the Project is feasible, including ABYL's ability to raise necessary funds, secure applicable insurance, licenses and permits, and retain the services of an acceptable Designer/Builder for the Project, ABYL may agree to fund the design, construction, maintenance and repair of the Project, and ABRSD will agree to accept such gift from ABYL.
- F. In the event ABYL makes the contemplated gift to ABRSD, the purpose of this Agreement is to set forth (1) the understanding among ABRSD and ABYL regarding the design, construction, maintenance, and repair of the Project during the term of this Agreement, all of which shall be performed at the sole cost and expense of ABYL, (2) the obligations and liabilities of ABRSD and ABYL under this Agreement, and (3) the specific exclusion of ABYL's board members, directors, officers, employees, coaches, agents, volunteers, successors and permitted assigns from any and all obligations and/or liabilities under this Agreement.

For good and valuable consideration, the receipt and sufficiency of which are acknowledged by ABRSD and ABYL, ABRSD and ABYL agree as follows:

1. Scope of Agreement. ABRSD agrees that ABYL's board members, directors, officers, employees, coaches, agents and volunteers are not parties to this Agreement. ABRSD further agrees that ABYL's board members, directors, officers, employees, coaches,

agents, and volunteers have no obligations under this Agreement. ABRSD further agrees that ABYL's board members, directors, officers, employees, coaches, agents, and volunteers have no liability under this Agreement for any reason whatsoever.

2. Scope of Work. ABYL, at its sole cost and expense, will engage one or more individuals and/or entities to design and build the Project (hereinafter "Designer/Builder"). The Designer/Builder, the plans and specifications for the Project, the schedule for construction and the location of the Project shall all be subject to the prior written approval of ABYL and ABRSD. ABYL shall be responsible for ensuring that any excavated materials are removed from ABRSD's property and properly disposed of in accordance with law.
3. Term/Commencement of the Project. The term of this Agreement shall commence on the date this Agreement is fully executed (the "Commencement Date") and shall expire on fifteenth anniversary of the Commencement Date. ABYL shall not commence the work on the Project until ABYL provides ABRSD with proof reasonably satisfactory to ABRSD that ABYL has secured the necessary funds (and commitments from the Design/Builder and other contractors) necessary to perform ABYL's obligations under this Agreement.
4. Licenses, Permits and Inspections. ABYL, at its sole cost and expense, shall be responsible for obtaining all (i) applicable licenses and permits necessary in connection with the design and construction of the Project and (ii) final inspections upon completion of the construction of the Project. ABRSD shall cooperate in the licensing, permitting and inspection processes. In the event ABYL is unable to obtain applicable licenses, permits and/or inspections, ABYL in its sole discretion may decide to terminate this Agreement and restore the site to the condition the site was in prior to the commencement of the work on the Project.
5. Maintenance and Repair. From the date of completion of the construction of the Project through the expiration of this Agreement, ABYL, at its sole cost and expense, shall be responsible for normal maintenance and repair of the Project. In the event anything more than normal maintenance and repair is necessary prior to the fifth anniversary of the completion date, ABYL in its sole discretion may decide to terminate this Agreement and restore the site to the condition the site was in prior to the commencement of the work on the Project. Under no circumstances shall ABYL be responsible for full replacement of the Project at any time during the term of this Agreement, provided that if any defects appear in the Project, ABYL, at its sole cost and expense, shall either repair such defects or restore the site to the condition the site was in prior to the commencement of the work on the Project.
6. Indemnity. To the fullest extent permitted by law, ABYL shall indemnify, defend and hold harmless ABRSD and its officials, administrators and employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from the performance of the work on the Project or from any

claims of any person related to work on, or costs of, the designing, construction, maintenance and/or repair of the Project, provided that any such claim, damage, loss or expense (i) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than work on the Project itself) including the loss of use resulting therefrom, and (ii) is caused in whole or in part by any negligent act or omission of ABYL, any designer, contractor, subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. For the purposes of this paragraph, ABRSD agrees that this indemnification is limited to ABYL, a non-profit youth sports program operating in and around the towns of Acton and Boxborough, Massachusetts. ABRSD further agrees that ABYL's board members, directors, officers, employees, coaches, agents, and volunteers are not parties to this agreement and that ABRSD will not seek indemnification from any of ABYL's board members, directors, officers, employees, coaches, agents, and volunteers for any reason whatsoever.

7. Insurance. ABYL shall ensure that all Designer/Builders, contractors and subcontractors performing work on the Project shall have insurance coverages in effect at the earlier of the time of executing and delivering the contract or commencing work on the Project and until final completion is achieved and shall deliver to ABRSD insurance certificates documenting that such party has the insurance coverages required by ABRSD, which certificate of insurance shall further provide that (i) such insurance coverage shall not be canceled or materially amended without at least thirty (30) days prior written notice to ABRSD, (ii) for liability insurance coverages provide that ABRSD is named in such insurance coverage as an additional insured and (iii) cover the actions of the design/builder, contractors and subcontractors on the Project. Such insurance is to be in amounts and in a form and written by companies reasonably satisfactory to ABRSD and such companies must be qualified to do business in Massachusetts.
8. Meetings. ABYL and the selected and approved Design/Builder shall meet with ABRSD as needed throughout the Project.
9. Termination. If either ABYL or ABRSD defaults in the performance of any term, provision or condition hereof and the same is not corrected within thirty (30) days after notice of such default is given to such defaulting party by the other then such defaulting party shall be considered in "Default" under this Agreement.
 - a. Remedies of ABRSD Default. If ABRSD is in Default then at any time thereafter ABYL may terminate this Agreement and bring a legal action to recover its damages in connection with such Default (including, without limitation, any enforcement costs and attorneys' fees).
 - b. Remedies for ABYL Default. If ABYL is in Default then at any time thereafter ABRSD may terminate this Agreement and bring a legal action to recover its damages in connection with such Default (including, without limitation, any enforcement costs, attorneys' fees, and any costs of removing any partially

completed construction work on the Project) by providing ABYL with written notice of such election. In addition, if ABYL is in Default prior to the completion of the construction of the Project, then ABRSD may require ABYL, at ABYL's sole cost and expense, to restore the site to the condition the site was in prior to the commencement of the work on the Project.

Miscellaneous

(a) Assignment. Other than as expressly provided herein, no party hereto may assign this Agreement or delegate its rights or obligations hereunder without the prior written consent of all other parties hereto. Subject to the foregoing, this Agreement inures to the benefit of, and is binding upon, the successors and permitted assigns of the parties hereto.

(b) GOVERNING LAW. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL IN ALL RESPECTS BE GOVERNED BY, AND CONSTRUED IN ACCORDANCE WITH, THE LAWS OF THE COMMONWEALTH OF MASSACHUSETTS, INCLUDING ALL MATTERS OF CONSTRUCTION, VALIDITY AND PERFORMANCE.

(c) Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and shall not be modified, amended or altered in any manner and no term or provision may be waived except by a document in writing executed by all other parties hereto.

(d) Counterparts. This Agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all parties, notwithstanding that all parties are not signatories to the same counterpart.

(e) Independent Contractor. ABYL is an independent contractor and is not an agent, partner, joint venturer or representative of ABRSD and has no authority to act for or legally bind ABRSD in any manner.

(f) Notices. All notices, consents, approvals, demands, and requests which are required or permitted to be given by either party to the other under this Agreement must be in writing and sent by certified mail to the applicable mailing address first set forth above and/or set forth below.

Gerald Eaton
Treasurer, Acton Boxborough Youth Lacrosse, Inc.
8 Settlement Way
Acton, Massachusetts 01720

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed under seal as of the day and year first above written.

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Signature

Print Name

Title

[ACTON-BOXBOROUGH YOUTH LACROSSE]

Signature

Print Name

Title



Acton-Boxborough Regional School District
Blanchard Memorial School
493 Massachusetts Avenue
Boxborough, MA 01719
978-263-4569 <http://blanchard.abschools.org>

12.

Mr. Dana Labb
Principal

TO: Glenn A. Brand, Superintendent of Schools
FROM: Dana Labb, Principal
DATE: 11/28/16
RE: Donation from Littleton Electric Light Department

The Blanchard Memorial School has been notified that our recent proposal has been approved by the Board of Littleton Electric Light Department in the amount of \$5,000.

We ask that you and the Acton-Boxborough Regional School Committee please approve this generous donation which will be used to purchase five (5) more iPads for our school library to support the younger elementary students and the successful green screen work we have been doing in the Maker Space. The headphones used are a highly requested and necessary accessory to help students focus in a classroom setting. We also plan to purchase two (2) carts needed to house the Chromebooks and iPads to provide efficient charging, physical protection in instructional areas and security outside of school hours. We are extremely grateful to the Littleton Electric Light Department for their continued support of our school.

Thank you.



Acton-Boxborough Regional School District
Blanchard Memorial School
493 Massachusetts Avenue
Boxborough, MA 01719
978-263-4569 <http://blanchard.abschools.org>

13.

TO: Glenn A. Brand, Superintendent of Schools

FROM: Clare Jeannotte, Director of Finance

DATE: 11/28/16

RE: Grant Award from MIIA

We were recently notified from MIIA, our insurance agent, that they have approved our grant request for risk management mitigation. The District applied for 3 grants to the maximum available, and received approval to fund one item, an automatic door opener at the High School for \$6,717.

We ask that you and the Acton-Boxborough Regional School Committee please approve this generous grant award. This will allow us to continue our security efforts at the District.

From MIIA:

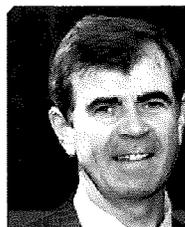
Congratulations on your grant award. We appreciate your thoughtful grant submissions and sincerely hope that your grant award will assist in your community's risk management efforts.

As you know, we revised the grant process this year, having moved from a rolling submission basis to a single, consolidated grant review process. By doing this, we hoped to ensure equitable grant distribution among the entire MIIA membership applicant pool. We focused our grant funds on recognized risk management best practices as well as health and safety priorities.

This new process resulted in an overwhelming response to the grant program. In total this year, we received 256 grant requests from 166 members totaling \$1,930,000. As this amount represents more than twice our grant budget, we have done everything in our power to structure the grant awards so that everyone who participated in the process was able to get an award for an eligible request.

Attached with this award letter is a grant status report that shows the detail of all the grants submitted by your municipality as well as a detailed explanation of the grant invoice submission process. We look forward to receiving your invoice(s) to get the funding process started. If possible, and after implementation, we would appreciate feedback as to how this grant has benefited your risk management efforts.

We are extremely grateful to the MIIA for their continued support of our school. Thank you.



William Francis Galvin Secretary of the Commonwealth of Massachusetts


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Updated Public Records Law

On June 3, 2016, Governor Baker signed *An Act to Improve Public Records* into law. Many of the provisions in the new law will take effect on **January 1, 2017**. Please be aware, the current law will remain effective until that time.

Below are a few of the provisions of the new version of the Public Records Law that will become effective next year. It is suggested you consult the complete text of the new law which can be found at:

<https://malegislature.gov/Laws/SessionLaws/Acts/2016/Chapter121>

If you have any questions, please contact the Public Records Division at 617-727-2832 or pre@sec.state.ma.us.

New Provisions

Records Access Officers

Agencies and municipalities are required to designate 1 or more Records Access Officer (RAO). The contact information for the RAO must be posted conspicuously, including on the agency's or municipality's website, if available. The RAO has a duty to:

- Coordinate the agency's or municipality's response to requests for access to public records;
- Assist individuals seeking public records in identifying the records requested;
- Assist the custodian of records in preserving public records; and
- Prepare guidelines that enable requestors to make informed requests.

Electronic Records

Under the new version of the law, RAOs must provide public records to a requestor in an electronic format *unless* the record is not available in an electronic format or the requestor does not have the ability to receive or access the records in a useable electronic format.

Additionally, as of January 1, 2017, **agency RAOs** will be required to provide on a searchable website electronic copies of commonly requested records, including: final opinions, annual reports, minutes of open meetings and agency budgets. **Municipal RAOs** will also be required to post commonly requested records on their municipal websites, to the extent feasible.

Response Time

Under the current law, a records custodian must respond to a request for records in writing within 10 calendar days.

Beginning January 1, 2017, a RAO must permit inspection or furnish a copy of a requested public record within **10 business days** following receipt of the request. RAOs may petition the Supervisor of Records for an extension if they are unable to grant access to the requested public records in this time period.

Fees

The Supervisor of Records' Public Access Regulations allowing records custodians to charge **5 cents** for black and white paper copies or computer printouts of public records for both single and double-sided sheets was codified and will remain effective with the new law.

Beginning January 1, 2017, if a response to a public records request requires more than 4 hours of employee time, an **agency RAO** may assess a fee of the hourly rate of the lowest paid employee with the skills necessary to search for, compile, segregate, redact or reproduce a requested record. However, the fee shall not exceed \$25 an hour.

Beginning January 1, 2017, if a response to a public records request requires more than 2 hours of employee time, a **municipal RAO** may assess a fee of the hourly rate of the lowest paid employee with the skills necessary to search for, compile, segregate, redact or reproduce a requested record. However, the fee shall not exceed \$25 an hour, unless approved by the Supervisor of Records. Municipalities with populations of 20,000 people or fewer will be permitted to charge for the first 2 hours of employee time.

Administrative Appeals

As of January 1, 2017, if an agency or municipality fails to comply with a requirement of the new law, the requestor may file an appeal with the Supervisor of Records who will then issue a determination on the public status of the records within **10 business days** of receipt of the request for an appeal.

Attorney Fees

Under the new Public Records Law, if a requestor prevails in a court action against an agency or municipal RAO, the court may award the requestor attorney fees or costs.

William Francis Galvin, Secretary of the Commonwealth of Massachusetts

[Terms and Conditions](#)

[Accessibility Statement](#)



Acton-Boxborough Regional School Committee (ABRSC)

Monthly Update - November 2016

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

The School Committee generally meets the first and third Thursdays of each month in the RJ Grey Junior High Library. Our meetings are open to the public and broadcast on Actontv.org. Our next two meetings are scheduled for December 1st and 15th at 7 p.m. Some of our ongoing discussions include:

2017-2018 School District Calendar

- The school start date and religious holidays will be discussed at the School Committee meetings on December 1st and 15th, with plans to vote to approve a calendar on the 15th.
- Options being considered include starting before or after Labor Day 2017, with and without days off for Rosh Hashanah and Good Friday. (Yom Kippur is on a Saturday in 2017.)
- Supporting information can be found in the packet for the December 1st school committee meeting at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>
- Please check the online meeting agenda at [abschools.org](http://www.abschools.org) the day of the meeting for an approximate time for the discussion.

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

- Community presentation of the District Master Plan Study Report, **Thursday, December 8** from 7:30-9:00 p.m. in the RJ Grey Junior High School Library.
- Multiple options for future school building and/or renovation projects will be presented, including some that may change our current grade configurations and number of schools and/or buildings.
- For more information, visit: <http://www.abschools.org/district/school-capital-and-space-planning>

Enrollment Update

- The School Committee was presented with an updated Student Enrollment Report on November 3rd. A key finding presented is that while enrollment is still projected to decline in the near future from recent historical highs, the new projection is a more modest decline than originally expected.

Minuteman Technical High School Update

- As the town of Boxborough has voted to withdraw from the Minuteman District, students from Acton and Boxborough considering a technical high school will have somewhat different options available to them.
- Details will be provided to those students and families during the 8th grade at RJ Grey Junior High School.

FOR YOUR CALENDAR:

Family Learning Series Speakers:

- **December 1, 2016, 7:00 - 8:30 PM**
Presenter: Michelle Icard
Topic: *Middle School Makeover: Improving the Way You and Your Child Experience the Middle School Years*
Audience: Grades 4-8
Location: ABRHS Auditorium
- **December 14, 2016, 7:00 - 8:30 PM**
Presenter: Jessica Minahan
Topic: *Reducing Anxiety in Students*
Audience: Grades PK-12
Location: RJ Grey Auditorium

FY18 ABRSD Budget Saturday Meeting:

Saturday, January 21, 2017

8:30 a.m. – 3:00 p.m. (approximately)

R.J. Grey Junior High Library

Materials will be posted on the school committee website at:

<http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>

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

ALG Minutes November, 10 2016

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

Audience: Franny Osman, BoS; Krista Rychlik, SC; Jon Benson, FC; Clare Jeannotte & Brian McMullen, staff & Charlie Kadlec.

Extra info: BoS slides of the Fin Com's POV; FC one sheet POV; Multi-year financial model & Multi-year financial model based on the FC's POV.

Minutes accepted

2. Update on FY17 Revenues and expenditures

Steve L: Things are moving along as can be expected. The tax classification hearing is set for Dec. 5; my budget will come out soon after

Glenn: My report is similar to the town's things are progressing as expected. The required ¼ report will be out on Thursday.

3. Review of the spreadsheets:

SB: There are no real financial changes. We are waiting for tax classification, new growth numbers. We are taxing to the full amount and using \$1.6m from reserves, the towns increase is 3.5%, the regions 4.7%. We are showing a deficit of \$767,154.

Margaret: The FC has been studying the spreadsheet. It's great to have more actual numbers; it gives clarity to the past and helping the FC decided on what should be put in the warrant. We have a subcommittee working on this [warrant spreadsheet]

We do not have a clear understanding on what's turned back. We've always said that there is a danger in spending the reserves down but that just has not happened.

Doug: We need to provide concise detail. Not for the warrant but as an archive. We need a tax history.

Margaret: Steve Noone looked into the history of other towns to identify the drivers. Margaret said she send the info to ALG members.

***Peter: May we sign off on revenue projections for now? It was agreed

4. Fin Com's POV

Margaret noted the differences between the power point of the BoS and the recommendations of the FC. She added that there was concern over the compensation rates which they had no control. She added that in comparing Acton with Boxboro their rise in the tax rate was slower. The FC is concerned

with the prospect of increases for the need of capital for both the schools and town. One question was what to do with excess reserves. Should there be a ceiling and a floor for these amounts. Just looking at the town the floor as recommended by the DOR would be 5% and the ceiling a 3% use. The FC is suggesting that the excess of reserves be used for capital needs.

Doug: there is the feeling that we are spending the money without proper or considered thought. He cited the land purchase at the recent town meeting. There was never any discussion as to whether it would be better to allow the houses to be built rather than put the land into conservation. He added that there were no plans for the use of the lands, which he thought needed to be ‘

There was never any discussion as to whether this purchase was good for the town in the long run or if the money should be used for another purpose. We seem to go ahead and spend money as things come up and not put any thought into the consequences. John Mullin, (brother of Bill at UMASS Amherst) has written a template for land purchase. It's something we should be using.

Janet: the open space committee has a list of the land purchases the town and they also crunch the numbers. When pieces of land become available, we have to act on them.

My questions are: what happens when we reach the floor; I think it would be better to have a range. Not using the \$985k will leave us in a negative position of \$1.2m.

Margaret: I have been led to believe if we go below the 5% we will have a negative impact on our credit ratings. Then I hear that many different things go into the rating levels and this may just be a small part. The FinCom does not think we should hold so much in reserve and the money should go back to the taxpayers. We need to exercise and spend wisely.

Janet: we do not consider the reserves as an extra pot of money. Any capital needs we have will go through a vetting process and we.

Margaret: We would like to establish the towns increase from 3.5% to 3.3% and the schools from 4.7% to 3.8%.

Marie: I'm not sure we can keep to that level of assessment. We have not even mentioned Minuteman and what those costs will be

Peter: Perhaps this should be a topic for the three-board meeting.

Brian: The 8% level is very aggressive. The DOR recommends just the floor of 5%. I think we need to see an historical perspective use of the reserves along with the use of E&D.

Marie: we need to remember that there can always be unexpected expenses like SPED which can cause greater expenses than were in the budget.

Doug: the problem is that we do have not had a policy on this. The situation can easily get out of control and we need to get the expenses under control.

Janet: I'm not sure things are out of control. The fact that we have not had an override is in part because we do use the reserves. We can try to impose more formality so we don't have this discussion every year.

Marie: We have had lots of reserve use policies. It's better to be having this discussion now instead of February. We are starting out with a deficit what does the FC want us to do?

Margaret: last year there was a limit, not to tax to 2.5% and use \$1.6M in reserves. We think that's reasonable. We can't tell you how to cut.

Margaret discussed the comparison of Acton to Boxboro. She choose Boxboro because it is our "sister" town. It was suggested that the analysis done by Steve Noone on the agreed to list of comparison towns be used instead. Margaret said she'd have that list in time for the tri-board meeting.

Marie: it's easy in November to set these limits and say these are the numbers. We have not done our budgets as yet. The problems come in Feb. when we see that the numbers are not adequate.

Margaret: The FC definitely wants the feedback. We want to hear what the BoS and SC think about the numbers after you have taken them back to your boards. We do not want a food fight on the 15th

Amy: I agree. We have things we need to share and that can be done after socializing.

Peter: the town agrees---we need to go through the totals and see how they will affect the operating budgets and any capital we may have planned.

5. Update on Minuteman Tech

Janet: the selectmen voted not to call another STM to deal with Belmont and MMT. Belmont has voted to leave the district. The costs to the remaining towns will not increase. When Belmont sends students to MMT, they will have to pay a surcharge for the capital costs.

6. Public

Charlie: It looks to me as if we will have an increase in the tax rate of 3.5%. That's still a lot when inflation is 0 and school enrollment is dropping

The reserve level is just a recommendation from the DOR. It makes sense for just the municipal and have the schools use their own E&D. That too can be capped at the 5% level and let the schools keep any "extra" while the town returns their part to the taxpayers.

Jon Benson: My key take away about the reserves is what we spend from year to year has been replenished by more. Is there any analysis as to how they get replenished?

Adjourned 8:45, Next Meeting December 8

Ann Chang

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 Brand
Date: November 28, 2016
Re: ABRSD Director of Finance Search

As you know, Ms. Clare Jeannotte has been serving the District as the Director of Finance for the last two and a half years. Ms. Jeannotte has played a key role in helping support the District and her department in completing the full regionalization transition and has been instrumental in helping establish the internal operations of the department in support of our services across the PreK-12 region.

Recently, Ms. Jeannotte announced that she intends to pursue other opportunities at the conclusion of the current school year. As a result, the District needs to prepare to conduct a search for her replacement effective July 1, 2017.

As a result of the vast number of things going on at the District level currently, I have made the decision to engage the New England Staff Development Council (NESDEC) to help oversee the search. NESDEC frequently executes searches in the New England area for senior administrative positions.

Specific information in support of the search includes the following:

Timeline:

The following reflects the tentative timeline of the search:

- Late November/Early December – screening committee will be formed
- Early December – meetings with Finance Department, Principals and Cabinet to develop a candidate profile
- January 3 – Job Opening Posted
- January 26 – Posting Closes
- February 2, 6 & 7 – Interview Dates
- Week of February 13 – Site Visits
- February 23 – Recommendation of Finalists to School Committee
- March 2 – School Committee Appoints new Director of Finance

Screening Committee:

I have reached out to the staff within the Finance and Human Resource Departments as well as the Cabinet and Principals group. The desired members of the committee that will review applications, interview candidates and advance a limited group of semi-finalists for my consideration and ultimate recommendation to you for appointment includes the following:

Finance Department - 3 Staff Members
Human Resources - 2 Staff Members
Building Administrators - 1 Principal/Assistant Principal
Cabinet members - 1 Director/Assistant Superintendent

I will keep you posted on the developments as we progress through the entire search process.



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

WINTER

December 1, 2016

7:00-8:30 PM

Presenter: Michelle Icard

Topic: *Middle School Makeover: Improving the Way You and Your Child Experience the Middle School Years*

Audience: Grades 4-8 Location: ABRHS Auditorium

December 14, 2016

7:00- 9:00 PM

Presenter: Jessica Minahan

Topic: *Reducing Anxiety in Kids*

Audience: Grades PK-12 Location: RJ Grey Auditorium

January 25, 2017

7:00-8:30 PM

Presenter: Pamela Katz Ressler

Topic: *Mindfulness*

Audience: Grades PK-12 Location: RJ Grey Auditorium

February 13, 2017

7:00-9:00 PM

Presenter: Chris Herren

Topic: *Substance Abuse*

Audience: Grades 6-12 and students ages 13 and up

Location: ABRHS Auditorium

SPRING

March 7, 2017

7:00-8:30 PM

Presenter: Sarah Ward

Topic: *Executive Functioning and Resilience*

Audience: Grades PK-12 Location: RJ Grey Auditorium

April 5, 2017

7:00-8:30 PM

Presenter: Dr. David Miele

Topic: *Academic Mindsets: Their Role in Learning, Parenting, and Teaching*

Audience: Grades PK-12 Location: RJ Grey Auditorium

May 31, 2017

7:00-8:30 PM

Presenter: Dr. Anthony Rao

Topic: *Social and Emotional Life of Young Boys*

Audience: Grades PK-12 Location: RJ Grey Auditorium