



Acton-Boxborough Regional  
School Committee Meeting

November 16, 2017

7:00 p.m. Open Meeting  
Followed by Executive Session

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library  
R.J. Grey Junior High School

November 16, 2017  
7:00 p.m.  
8:45 p.m. (approximately) Executive Session

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AGENDA

1. **Call to Order (7:00)**
2. **Chairman's Introduction** – *Amy Krishnamurthy*
3. **Statement of Warrants & Approval of Minutes**
  - 3.1. Meeting minutes of 11/9/17 (*addendum*)
4. **Public Participation**
5. **Presentation: FY17 Annual Audit** – *David Verdolino, Powers & Sullivan (7:05)*
  - 5.1. FY17 End of Year Audit Reports (*posted with 11/9/17 ABRSC meeting material*)
- 6.
7. **Presentation: Acton Boxborough Regional High School** - *Principal Larry Dorey (7:20)*
  - 7.1. High School Annual Update Slides
  - 7.2. High School Annual Class Size Report
8. **Presentation: Acton Boxborough Special Education Parent Advisory Council** – *Amanda Bailey (addendum) (7:50)*
9. **School Building Committee Update** – *Mary Brolin (8:05)*
  - 9.1. MSBA Enrollment Meeting on 11/14/17 (*oral*)
  - 9.2. Community Forums & Updated Slides
  - 9.3. NEW! Douglas School Video Tour: <https://www.youtube.com/watch?v=GOacBQzs-rA>
  - 9.4. FYI
    - 8.2.1 Draft Minutes of Building Committee Meeting on 11/8/17 (*addendum*)
    - 9.4.1. Special Town Meetings in Acton & Boxborough on **Monday, 12/4/17** at 7:00 pm
    - 9.4.2. Building Committee's presence on social media – Please share!
      - 9.4.2.1. Twitter - [@ ABSBP](#)
      - 9.4.2.2. Instagram - [abschoolbuildingproject](#)
      - 9.4.2.3. Facebook - [abschoolbuildingproject](#)
10. **FY19 School Calendar** – First Read – *Marie Altieri (8:20)*
11. **Subcommittee Reports (8:35)**
  - 11.1. **Budget Subcommittee** – *Brigid Bieber*
    - 11.1.1. Meeting on 11/15/17 (*oral*)
  - 11.2. **Policy Subcommittee** - *Maya Minkin*
    - 11.2.1. FYI: New Procedures for Equal Educational Opportunities – File: JB
    - 11.2.2. Consent Agenda – Second Read – **VOTE**
      - 11.2.2.1. Graduation Requirements, File: IKF
      - 11.2.2.2. Personnel Records, File: GBJ
      - 11.2.2.3. Philosophy of Staff Development, File: GCIA
      - 11.2.2.4. Professional Teacher Status, File: GCJ
      - 11.2.2.5. First Aid, File: EBB
      - 11.2.2.6. Programs for Students with Special Education Needs, File: IHB

- 11.2.2.7. Home or Hospital Instruction, File: IHBF
- 11.2.2.8. Pregnant/Parenting Students, File: JIE
- 11.2.2.9. Student Complaints and Grievances, File: JII

## 12. **School Committee Member Reports**

### 13. **Donations to our Schools – Bill McAlduff (addendum)**

- 13.1. Recommendation to Accept \$5,000 from the Regional PTSO to the High School to staff the library after school and extra hours during exams - **VOTE**
- 13.2. Recommendation to Accept \$3,750 from the Regional PTSO to the Junior High for student handbooks - **VOTE**

### 14. **FYI**

- 14.1. Movie Night/Babysitting for Special Town Meetings on 12/4/17
- 14.2. Family Learning Series - FY18 Calendar of Presentations

### 15. **EXECUTIVE SESSION**

*Motion: “that an executive session be convened to review minutes of 10/19/17 under M.G.L. Chapter 30A, §21(a)(3) to conduct strategy with respect to litigation for approval and possible release.”*

## 16. **Adjourn**

### **Next Meetings:**

**ABRSC, November 20**, 7:00 p.m. in the Junior High Library (Superintendent Search Orientation with NESDEC)

**ABRSC, November 30**, 7:00 p.m. in the Junior High Library

**Special Town Meetings** in Acton and Boxborough to vote on approval of School Building Project Feasibility Study funding, **Monday, December 4**, 7:00 p.m.

**ABRSC, December 14**, 7:00 p.m. in the Junior High Library (FY19 Budget Presentation #1, Before/After School Funding, Start Times)

Posted on 11/13/17 at 5:30 p.m.

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

**MANAGEMENT LETTER**

**JUNE 30, 2017**

Full Reports Posted  
Separately with  
11/9/17 SC meeting



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The Honorable School Committee  
Acton-Boxborough Regional School District  
Acton, Massachusetts

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Acton-Boxborough Regional School District (District) as of and for the year ended June 30, 2017, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

However, during our audit we became aware of matters that are opportunities for strengthening internal controls and operating efficiency. The memorandum that accompanies this letter summarizes our comments and suggestions regarding those matters.

We will review the status of these comments during our next audit engagement. We have already discussed these comments and suggestions with various District personnel, and will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

The District's written responses to the matters identified in our audit have not been subjected to the audit procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

This communication is intended solely for the information and use of management of the Acton-Boxborough Regional School District, and is not intended to be and should not be used by anyone other than these specified parties.

September 20, 2017

**ACTON-BOXBOROUGH  
REGIONAL SCHOOL DISTRICT**

**REPORTS ON FEDERAL AWARD PROGRAMS**

**YEAR ENDED JUNE 30, 2017**

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**  
**REPORTS ON FEDERAL AWARD PROGRAMS**  
**YEAR ENDED JUNE 30, 2017**

**TABLE OF CONTENTS**

	<b>PAGE</b>
Report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with <i>Government Auditing Standards</i>	1
Report on compliance for each major federal program; report on internal control over compliance; and report on schedule of expenditures of federal awards required by Uniform Guidance	3
Schedule of expenditures of federal awards	5
Notes to schedule of expenditures of federal awards	6
Schedule of findings and questioned costs	7

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

**REPORT ON EXAMINATION OF  
BASIC FINANCIAL STATEMENTS**

**YEAR ENDED JUNE 30, 2017**

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT  
REPORT ON EXAMINATION OF BASIC FINANCIAL STATEMENTS

JUNE 30, 2017

**TABLE OF CONTENTS**


Independent Auditor's Report.....	1
Management's Discussion and Analysis .....	3
Basic Financial Statements .....	9
Statement of Net Position.....	11
Statement of Activities.....	12
Governmental funds – balance sheet .....	14
Reconciliation of the governmental funds balance sheet total fund balances to the statement of net position....	15
Governmental funds – statement of revenues, expenditures and changes in fund balances .....	16
Reconciliation of the statement of revenues, expenditures, and changes in fund balances of governmental funds to the statement of activities .....	17
Fiduciary funds – statement of fiduciary net position .....	18
Fiduciary funds – statement of changes in fiduciary net position.....	19
Notes to basic financial statements.....	20
Required Supplementary Information.....	46
General fund budgetary comparison schedule .....	47
Schedule of revenues, expenditures and changes in fund balance – general fund – budget and actual.....	48
Pensions Plan Schedules.....	50
Schedule of the District's proportionate share of the net pension liability.....	51
Schedule of contributions .....	52
Schedule of the special funding amounts.....	53
Other Postemployment Benefits.....	54
Schedule of Changes in the District's Net OPEB Liability and Related Ratios.....	55
Schedule of District Contributions .....	56
Schedule of Investment Returns .....	57
Other postemployment benefit plan funding progress .....	58
Other postemployment benefit plan actuarial methods and assumptions .....	59
Notes to required supplementary information .....	60

# **ABRHS Class Size, Scheduling, and School Goals Report**

November 16, 2017



## **Overview of Presentation Goals**

- ▶ Historical and current class sizes at the high school
  - ▶ Factors that affect class size
  - ▶ 2017-2018 ABRHS Scheduling Pilot
  - ▶ 2017-2018 School Improvement Goals
- 

# Historical and Current Class Sizes by Department

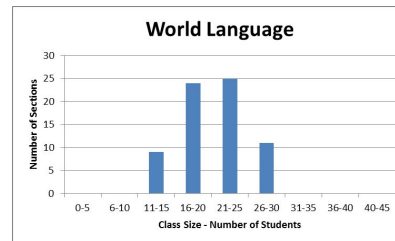
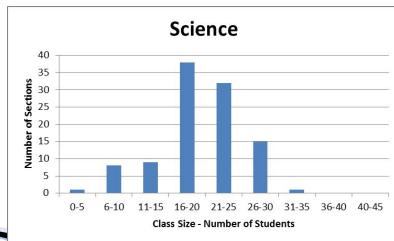
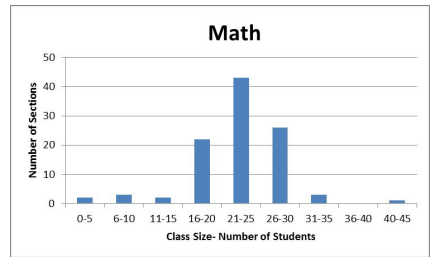
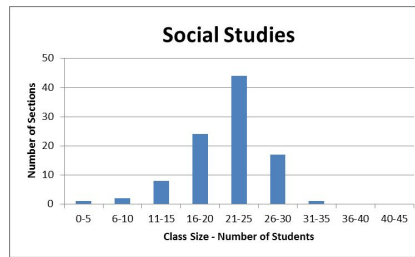
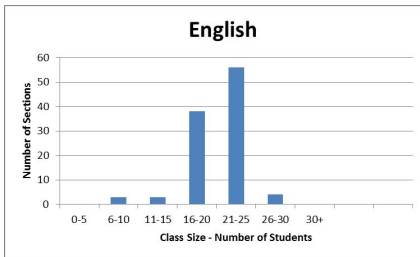
	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
Enrollment	N=1960			N=1905			N=1902			N=1864			N=1830		
Dept	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	89	1912.5	21.49	89	1857	20.87	90	1863	20.70	88	1823	20.72	88	1796.5	20.41
Soc St	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07	94	2011	21.39	92	1961	21.32
Math	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92	94	2074.5	22.07	94	2081	22.14
Science	94	2085.5	22.19	94	1970	20.96	96	2022	21.06	96.5	1968.5	20.40	97	1943.5	20.04
W Lang	74	1489	20.12	74	1425	19.26	71	1447	20.38	70	1430	20.43	69	1442	20.90
<b>Total</b>	445	9779.0	22.00	444	9468	21.35	445	9467	21.27	443	9307	21.03	440	9224.0	20.96

Overall Class Size Averages	
2017-18	20.96
2016-17	21.03
2015-16	21.27
2014-15	21.35
2013-14	22.00
2012-13	21.66

## Historical Class Size Range 2013-2017

School Year	<19		19-21		22-24		25-27		28+	
	n	%	n	%	n	%	n	%	n	%
2017-18	112.5	26	123.5	28	109	25	62	14	33	8
2016-17	101	23	131.5	30	123	28	59.5	13	27.5	6
2015-16	112.5	25	104	24	132.5	30	65	15	32	7
2014-15	100.5	23	119	27	121.5	27	78	18	24.5	6
2013-14	92.5	21	107.5	24	114	26	76.5	17	54	12

# Class Size Range by Department



# Current Class Sizes by Level

		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	126	20	18	18	29	21
	# Enrolled	3093	430	501	482	672	493
	Average	25	22	28	27	23	23
AE	# Sections	131	20	40	30	28	13
	# Enrolled	2873	430	878	714	597	254
	Average	22	22	22	24	21	20
CP	# Sections	76	7	15	27	22	5
	# Enrolled	1426	151	247	533	404	91
	Average	19	22	16	20	18	18
CP1	# Sections	26	5	4	9	8	
	# Enrolled	301	56	45	125	75	
	Average	12	11	11	14	9	



## Elective Offerings

- 103 elective sections in 2017-18
- E.g., Child Development, Holocaust (FHAO), Radio/TV, Musical Theatre Dance, Wood Working, String Orchestra
- Average class size of electives is 14
- 91% of elective sections have fewer than 25 students

## Factors that Affect Class Size: The Scheduling Process

- ▶ A multi-step process beginning in February
- ▶ Goals
  - Balanced class sizes
  - Smaller class sizes at intermediate level when possible
  - Balanced teaching loads
  - 100% of course requests for 80-85% of students

## Factors that Affect Class Size

- ▶ Appeals process
  - August schedules release
  - 375 change requests
- ▶ Course changes
  - Sept 5 - Oct 1: 709 changes for 450 students
  - Oct 2 – Oct 31: 577 changes for 333 students

## Factors that Affect Class Size

- ▶ Changes in Class Size Oct 1 to June 1

	Oct 1 2016		Jun 1 2017	
	enrolled	ave. class size	enrolled	ave. class size
Geometry H	107	27	95	24
Geometry AE	227	25	218	24
Geometry CP	139	17	151	19
Algebra II H	91	30	76	25
Algebra II AE	176	25	172	25
Algebra II CP	169	19	183	20
Physics H	77	26	72	24
Physics AE	163	23	152	22
Physics CP	140	20	140	20

# Factors that Affect Class Size

- ▶ Room Availability/Lunch
  - Classroom space at premium periods 1, 2, 3, 8.

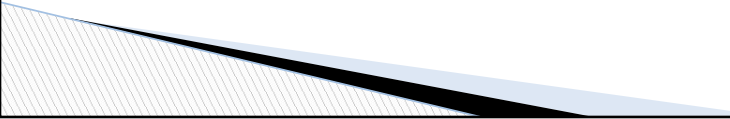
Empty Rooms Available 2017-18							
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
3	3	2	14	17	14	16	1

## Two-Week Pilot Schedule - March 2018

	Monday A	Tuesday B	Wednesday A	Thursday B	Friday A
March 12	7:23-8:10 (47 min) <b>Period 1</b>	7:23-8:10 (47 min) <b>Period 1</b>	7:23-8:50 (87 min) <b>Period 1</b>	7:23-8:37 (74 min) <b>Period 2</b>	7:23-8:10 (47 min) <b>Period 1</b>
	8:15-9:02 (47 min) <b>Period 2</b>	8:15-9:02 (47 min) <b>Period 2</b>	8:55-10:22 (87 min) <b>Period 3</b>	8:42-9:56 (74 min) <b>Period 4</b>	8:15-9:02 (47 min) <b>Period 2</b>
	9:07-9:58 (51 min) <b>Period 3</b>	9:07-9:58 (51 min) <b>Period 3</b>	10:27-11:14 (47 min) <b>Period 4</b>	10:01-11:55 (74 min) <b>1st Lunch/ Period 6</b>	9:07-9:58 (51 min) <b>Period 3</b>
	10:03-10:50 (47 min) <b>Period 4</b>	10:03-10:50 (47 min) <b>Period 4</b>	11:19-12:46 (87 min) <b>1st Lunch/ Period 5</b>	10:01-11:55 (74 min) <b>1st Lunch/ Period 6</b>	10:03-10:50 (47 min) <b>Period 4</b>
	10:55-11:42 (47 min) <b>Period 5</b>	10:55-11:42 (47 min) <b>Period 5</b>	10:27-11:54 (87 min) <b>Period 5/ 2nd Lunch</b>	10:01-11:55 (74 min) <b>Period 6/ 2nd Lunch</b>	10:55-11:42 (47 min) <b>Period 5</b>
11:47-12:34 (47 min) <b>Period 6</b>	11:47-12:34 (47 min) <b>Period 6</b>	11:59-12:46 (47 min) <b>Period 7</b>	12:00-1:14 (74 min) <b>Period 8</b>	11:47-12:34 (47 min) <b>Period 6</b>	
12:39-1:26 (47 min) <b>Period 7</b>	12:39-1:26 (47 min) <b>Period 7</b>		1:19-2:18 (59 min) <b>X Block</b>	12:39-1:26 (47 min) <b>Period 7</b>	
1:31-2:18 (47 min) <b>Period 8</b>	1:31-2:18 (47 min) <b>Period 8</b>			1:31-2:18 (47 min) <b>Period 8</b>	
March 19	7:23-8:10 (47 min) <b>Period 1</b>	7:23-8:10 (47 min) <b>Period 1</b>	7:23-8:50 (87 min) <b>Period 2</b>	7:23-8:37 (74 min) <b>Period 1</b>	7:23-8:10 (47 min) <b>Period 1</b>
	8:15-9:02 (47 min) <b>Period 2</b>	8:15-9:02 (47 min) <b>Period 2</b>	8:55-10:22 (87 min) <b>Period 4</b>	8:42-9:56 (74 min) <b>Period 3</b>	8:15-9:02 (47 min) <b>Period 2</b>
	9:07-9:58 (51 min) <b>Period 3</b>	9:07-9:58 (51 min) <b>Period 3</b>	10:27-11:14 (47 min) <b>Period 5</b>	10:01-10:36 (35 min) <b>1st Lunch/ Period 5</b>	9:07-9:58 (51 min) <b>Period 3</b>
	10:03-10:50 (47 min) <b>Period 4</b>	10:03-10:50 (47 min) <b>Period 4</b>	11:19-12:46 (87 min) <b>1st Lunch/ Period 6</b>	10:01-11:55 (74 min) <b>1st Lunch/ Period 5</b>	10:03-10:50 (47 min) <b>Period 4</b>
	10:55-11:42 (47 min) <b>Period 5</b>	10:55-11:42 (47 min) <b>Period 5</b>	10:27-11:54 (87 min) <b>Period 6/ 2nd Lunch</b>	10:01-11:55 (74 min) <b>Period 5/ 2nd Lunch</b>	10:55-11:42 (47 min) <b>Period 5</b>
11:47-12:34 (47 min) <b>Period 6</b>	11:47-12:34 (47 min) <b>Period 6</b>	11:59-12:46 (47 min) <b>Period 7</b>	12:00-1:14 (74 min) <b>Period 7</b>	11:47-12:34 (47 min) <b>Period 6</b>	
12:39-1:26 (47 min) <b>Period 7</b>	12:39-1:26 (47 min) <b>Period 7</b>		1:19-2:18 (59 min) <b>X Block</b>	12:39-1:26 (47 min) <b>Period 7</b>	
1:31-2:18 (47 min) <b>Period 8</b>	1:31-2:18 (47 min) <b>Period 8</b>			1:31-2:18 (47 min) <b>Period 8</b>	

## **Driving Question**

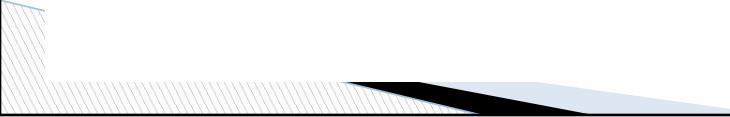
*How can staff, students, and families support wellness and balance within a rich learning environment that provides opportunities for all students to experience success?*



## **School Goal: Classroom Instruction**

*We will continue our work towards developing common language and expectations for assessment across the high school.*

*This includes that it be a reasonable amount, that we consider the scheduling of assessments, that assessments are thoughtfully relevant and authentic, and that assessments directly reflect the objectives of a course, unit, or lesson.*



## Professional Learning

- ▶ **Cross Discipline Work About The Variety of Assessment, Instruction, and Engagement Techniques Used in different classes**
- ▶ **Cross Discipline Work Centering On Brain research related to Assessment, Instruction and Engagement**
- ▶ **Cross Discipline Colleague-led assessment, instruction, and Engagement work**
- ▶ **Departmentally based work related to assessment, Instruction and Engagement**

## School Goal: School and Student Wellness

*We will put our students' wellbeing at the center of teaching and learning and build opportunities for mindfulness and wellness into our school structure.*

- ▶ **AB Because You Matter Campaign**  
\*Sponsored by a generous grant from the ABUW
- ▶ **Student Clubs**

**Thank you!**

- ▶ Larry Dorey, Principal
- ▶ Beth Baker, Associate Principal
- ▶ Tina Vanasse, Data Manager

TO: Bill McAlduff, Superintendent  
 FROM: Larry Dorey, Principal, ABRHS  
 DATE: November 16, 2017  
 SUBJECT: **ABRHS Class Size Report**

This report provides comparative data on historical class sizes at the high school as well as a more detailed look at class size in the current school year. We provide an overview of our scheduling process and goals as well as a discussion of some of the many factors that influence class size on October 1 and throughout the school year.

### Overview of Class Size

Class sizes at the high school have remained relatively consistent over the past five years. This year, with 26 fewer students than last year, class sizes are similar to last year. Over the five year period shown in *Table I*, we see a gradual decline from an average of 22 students per class to an overall average of 21 students. The annual *October 1 Class Count Report* (Appendix A) provides a detailed look at average class sizes for all major academic courses from 2012 to 2017

**TABLE I: October 1 Class Count 2013-2017 Summary**

	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
Enrollment	N=1960			N=1905			N=1902			N=1864			N=1830		
Dept	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
<b>English</b>	89	1912.5	21.49	89	1857	20.87	90	1863	20.70	88	1823	20.72	88	1796.5	20.41
<b>Soc St</b>	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07	94	2011	21.39	91.5	1953.5	21.35
<b>Math</b>	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92	94	2074.5	22.07	94	2081	22.14
<b>Science</b>	94	2085.5	22.19	94	1970	20.96	96	2022	21.06	96.5	1968.5	20.40	97	1943.5	20.04
<b>W Lang</b>	74	1489	20.12	74	1425	19.26	71	1447	20.38	70	1430	20.43	69	1442	20.90
<b>Total</b>	444.5	9779.0	22.00	443.5	9468	21.35	445.0	9467	21.27	442.5	9307	21.03	439.5	9216.5	20.97

In addition to class size averages, the high school closely monitors class size ranges. In *Table II*, class size range on October 1 shows that 79% of our classes have fewer than 25 students and more than half of classes (54%) have fewer than 22 students. This reflects a slight shift toward consistently smaller class sizes since 2013-14 when 71% of classes had fewer than 25 students and 45% had fewer than 22 students.

**TABLE II: October 1 Class Size Range 2013-2017  
(n sections and % of total sections)**

School Year	<19		19-21		22-24		25-27		28+	
	n	%	n	%	n	%	n	%	n	%
<b>2017-18</b>	112.5	26	123.5	28	109	25	62	14	33	8
<b>2016-17</b>	101	23	131.5	30	123	28	59.5	13	27.5	6
<b>2015-16</b>	112.5	25	104	24	132.5	30	65	15	32	7
<b>2014-15</b>	100.5	23	119	27	121.5	27	78	18	24.5	6
<b>2013-14</b>	92.5	21	107.5	24	114	26	76.5	17	54	12

When constructing the high school schedule, we set as a priority to have class sizes smaller at the intermediate levels. *Table III* shows the distribution of class size this year among the various course levels. There are times that an exact balance is not possible, and factors influencing class size are addressed later in this document, however, in the school as a whole, Honors/Advanced Placement courses average 25 students per class, Accelerated/Enriched classes average 22 students, College Prep classes average 19 students, and College Prep 1 classes average 12 students.

**TABLE III: Average Class Size in Leveled Courses, October 1, 2017**

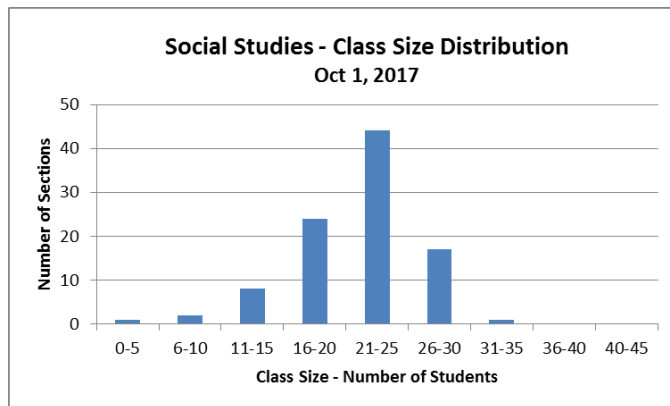
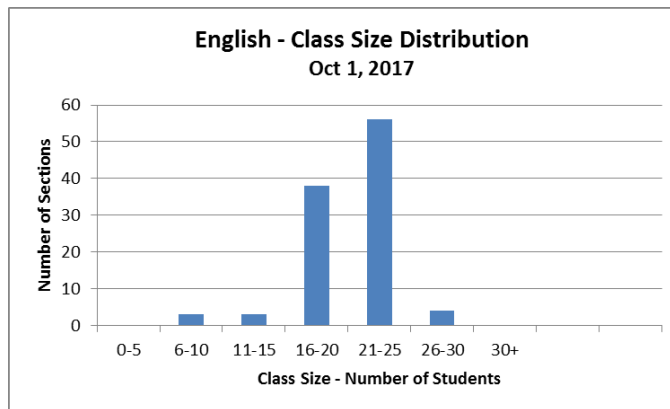
		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	126	20	18	18	29	21
	# Enrolled	3093	430	501	482	672	493
	Average	25	22	28	27	23	23
AE	# Sections	131	20	40	30	28	13
	# Enrolled	2873	430	878	714	597	254
	Average	22	22	22	24	21	20
CP	# Sections	76	7	15	27	22	5
	# Enrolled	1426	151	247	533	404	91
	Average	19	22	16	20	18	18
CP1	# Sections	26	5	4	9	8	
	# Enrolled	301	56	45	125	75	
	Average	12	11	11	14	9	

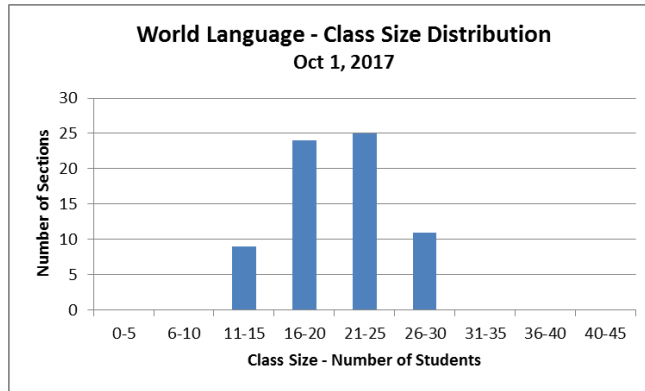
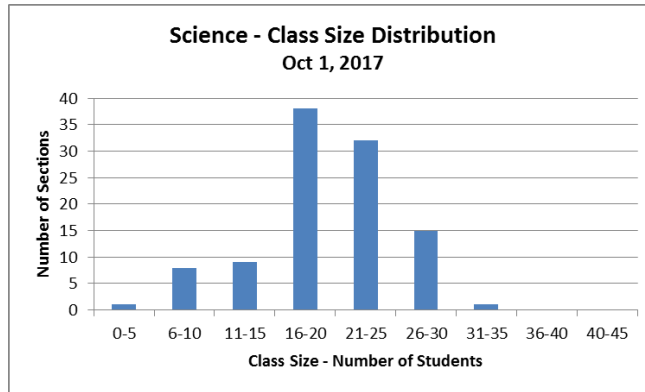
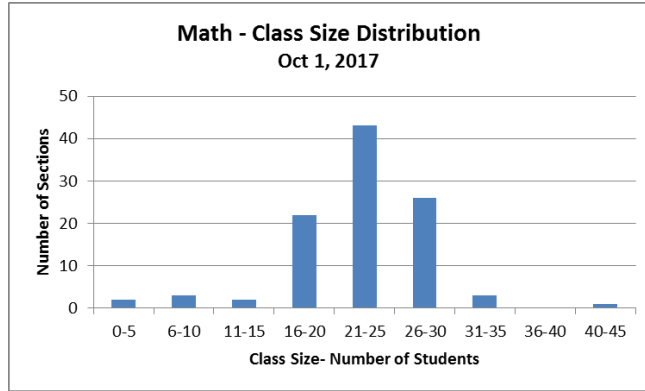
H/AP = Honors/Advanced Placement; AE = Accelerated/Enriched; CP = College Preparatory; CP1 = College Preparatory 1



Looking more deeply into class size range, we break the class sizes down by department to monitor that the majority of classes are in our target range. As we can see in *Table IV*, each department maintains most classes in the 16 to 25 range. We also look at the class size outliers. In each of the departments, the smallest size classes are our CP1 and Foundations level classes.

**Table IV: Class Size Distribution by Department, October 1, 2017**





## The Scheduling Process

In order to meet the scheduling needs of our 1,830 students, the high school has developed a multi-step scheduling process. Using scheduling software that is able to consider thousands of criteria simultaneously, the high school creates a new master

schedule each year based on the course requests submitted by students in March. The scheduling process is guided by the following goals:

- Create balanced student enrollment across common sections
- When possible create smaller class sizes at the intermediate academic levels
- Maintain balanced teaching loads
- Schedule 100% of the course requests for 80-85% of the students.

The process formally begins in February and is completed in late spring. The specific steps of the process are as follows:

- In February, the Program of Studies, with over 150 course offerings for the coming school year, is posted on the school website.
- In March, course level recommendations are discussed with students and put into PowerSchool by teachers.
- Students register for classes online via the PowerSchool Portal
- From March until May students are allowed to seek to override recommended classes and to make limited elective changes.
- Administration and Department Leaders meet to distribute sections based on student requests and available FTEs
- Department Leaders submit teaching assignments
- Administration creates a master schedule based on teaching assignments, student requests, room assignments and other scheduling constraints.
- Counselors work with the small percentage of students who have a course request that cannot be filled
- Schedules are distributed to students in August
- Students and parents make various requests for schedule changes throughout August

*See Appendix B for Course Scheduling Dates for the 2017-18 Year.*

### **Factors that Influence Class Size Range**

#### ***Appeals Process and Course Changes***

When student schedules are posted on the parent portal in early August, students are given the opportunity to submit appeals for schedule changes. This summer we received 375 change requests. The majority of change requests were from students who wished 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. This year, 449 students made changes to their schedules between the first day of school and October 1<sup>st</sup>, comprising 709 changes.

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. Although we can never be sure of the exact number of level changes in a given year, we establish class sizes in the beginning that can accommodate the changes we typically see. *Table V* shows the effect class level changes had on several courses last year. Honors level courses that began with 27 or 30 students ended the school year with 24 or 25 students while AE level and CP level classes remained stable.

**TABLE V: Changes in Class Size from October 1, 2016 to June 2017**

	Oct 1 2016		Jun 1 2017	
	enrolled	ave. class size	enrolled	ave. class size
<b>Geometry H</b>	107	27	95	24
<b>Geometry AE</b>	227	25	218	24
<b>Geometry CP</b>	139	17	151	19
<b>Algebra II H</b>	91	30	76	25
<b>Algebra II AE</b>	176	25	172	25
<b>Algebra II CP</b>	169	19	183	20
<b>Physics H</b>	77	26	72	24
<b>Physics AE</b>	163	23	152	22
<b>Physics CP</b>	140	20	140	20

**Course Offerings:**

***Balance of Core Academic Courses and Electives***

Within the larger picture of class size at the high school our program of electives plays a significant role as well. Part of meeting the needs of our diverse student body includes offering a variety of electives outside of the core academic courses. This year, we have over 103 sections of elective courses, ranging from alternate-day semester classes in photography to every day full-year classes such as Band and Drawing & Painting. Some of these electives have class sizes similar to those core academic class sizes, at 21 students, but many, such as Child Development, Holocaust (Facing History and Ourselves), Radio/TV, Musical Theatre Dance, and String Orchestra have fewer. In electives, the average class size is 14 students and 91% of the elective sections have fewer than 25 students.

***Room availability***

Class size is also affected by classroom availability. There are certain periods of the day that room space is at a premium. All students have lunch scheduled during 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 2017-18**

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
3	3	2	14	17	14	16	1

As we move forward, the high school will continue to seek ways to address the needs of our changing student body. Our on-going work on social-emotional learning and wellness as well as our current year efforts to garner input from a broad section of students and faculty will help guide our goals in the coming months. We look forward to the additional input we will gain during our upcoming two-week trial of a modified block schedule in March and from the anticipated start time change.

**ABRHS Class Count  
October 1, 2017**

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
Enrollment		N = 1980			N=1960			N=1905			N=1902			N=1864			N=1830		
sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	English I - H	4	85	21.25	4	87	21.75	4	93	23.25	5	111	22.20	5	111	22.20	6	133	22.17
	English I	19	369	19.42	16	341	21.31	16	324	20.25	17	333	19.59	15	310	20.67	14	266	19.00
	English I CP1 (Trn)	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00	1	9	9.00
	English I CP1 (Ind)	1	15	15.00	1	15	15.00	1	15	15.00	1	15	15.00	1	9	9.00	1	13	13.00
	<b>Total English I</b>	<b>25</b>	<b>483</b>	<b>19.32</b>	<b>22</b>	<b>457</b>	<b>20.77</b>	<b>22</b>	<b>445</b>	<b>20.23</b>	<b>24</b>	<b>470</b>	<b>19.58</b>	<b>22</b>	<b>438</b>	<b>19.91</b>	<b>22</b>	<b>421</b>	<b>19.14</b>
	American Studies -AE	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00	2	40	20.00	3	65	21.67
	English II - H	4	89	22.25	5	129	25.80	6	123	20.50	6	124	20.67	7	154	22.00	7	150	21.43
	English II - AE	10	219	21.90	8	172	21.50	9	184	20.44	7	129	18.43	9	187	20.78	7	144	20.57
	English II - CP	6	105	17.50	4	93	23.25	4	93	23.25	4	89	22.25	4	76	19.00	3	69	23.00
	English II CP 1(Ind)	1	10	10.00	1	11	11.00	1	14	14.00	1	16	16.00	2	19	9.50	1	11	11.00
	<b>Total English II</b>	<b>23</b>	<b>464</b>	<b>20.17</b>	<b>21</b>	<b>475</b>	<b>22.62</b>	<b>22</b>	<b>465</b>	<b>21.14</b>	<b>22</b>	<b>446</b>	<b>20.27</b>	<b>24</b>	<b>476</b>	<b>19.83</b>	<b>21</b>	<b>439</b>	<b>20.90</b>
	English III - H	5	116	23.20	4	107	26.75	6	130	21.67	6	133	22.17	6	149	24.83	7	164	23.43
	English III - AE	13	280	21.54	11	254	23.09	10	256	25.60	10	223	22.30	9	203	22.56	10	221	22.10
	English III - CP	5	103	20.60	5	97	19.40	4	73	18.25	4	87	21.75	4	84	21.00	4	82	20.50
	English III - CP 1	1	12	12.00	1	10	10.00	1	11	11.00	1	16	16.00	1	10	10.00	1	15	15.00
	<b>Total English III</b>	<b>24</b>	<b>511</b>	<b>21.29</b>	<b>21</b>	<b>468</b>	<b>22.29</b>	<b>21</b>	<b>470</b>	<b>22.38</b>	<b>21</b>	<b>459</b>	<b>21.86</b>	<b>20</b>	<b>446</b>	<b>22.30</b>	<b>22</b>	<b>482</b>	<b>21.91</b>
	English IV - H	2	41	20.50	3	59	19.67	2	45	22.50	3	62	20.67	2	44	22.00	3	64	21.33
	English IV - Project	3	54	18.00	4	84	21.00	3	65	21.67	2	56	28.00	2	54	27.00	2	47	23.50
	Senior Sem Electives	18.5	363.5	19.65	15	344.5	22.97	16	343	21.44	15	343	22.87	16	342	21.38	16	327.5	20.47
	English IV - CP 1	1	13	13.00	1	18	18.00	1	14	14.00	1	13	13.00	1	17	17.00	1	8	8.00
	<b>Total English IV</b>	<b>24.5</b>	<b>471.5</b>	<b>19.24</b>	<b>23</b>	<b>505.5</b>	<b>21.98</b>	<b>22</b>	<b>467</b>	<b>21.23</b>	<b>21</b>	<b>474</b>	<b>22.57</b>	<b>21</b>	<b>457</b>	<b>21.76</b>	<b>22</b>	<b>446.5</b>	<b>20.30</b>
sem	MAP I & II	2	10	5.00	2	7	3.50	2	10	5.00	2	14	7.00	1	6	6.00	1	8	8.00
sem	Pub. Speak. Deb.	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Creative Writing I &II	1	18.5	18.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total</b>	<b>4</b>	<b>44.5</b>	<b>11.13</b>	<b>2</b>	<b>7</b>	<b>3.50</b>	<b>2</b>	<b>10</b>	<b>5.00</b>	<b>2</b>	<b>14</b>	<b>7.00</b>	<b>1</b>	<b>6</b>	<b>6.00</b>	<b>1</b>	<b>8</b>	<b>8.00</b>
	<b>Grand Total English</b>	<b>100.5</b>	<b>1974</b>	<b>19.64</b>	<b>89</b>	<b>1912.5</b>	<b>21.49</b>	<b>89</b>	<b>1857</b>	<b>20.87</b>	<b>90</b>	<b>1863</b>	<b>20.70</b>	<b>88</b>	<b>1823</b>	<b>20.72</b>	<b>88</b>	<b>1796.5</b>	<b>20.41</b>

sem	Course	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	W. History - H	3	63	21.00	2	49	24.50	2	43	21.50	5	115	23.00	4	94	23.50	4	105	26.25
	W. History - AE	13	312	24.00	15	298	19.87	12	279	23.25	12	272	22.67	11	255	23.18	11	234	21.27
	W. History - CP	5	99	19.80	5	100	20.00	6	113	18.83	5	76	15.20	5	80	16.00	5	71	14.20
	W. History CP 1 (Trn)	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00	1	9	9.00
	<b>W. History Total</b>	<b>22</b>	<b>488</b>	<b>22.18</b>	<b>23</b>	<b>461</b>	<b>20.04</b>	<b>21</b>	<b>448</b>	<b>21.33</b>	<b>23</b>	<b>474</b>	<b>20.61</b>	<b>21</b>	<b>437</b>	<b>20.81</b>	<b>21</b>	<b>419</b>	<b>19.95</b>
	American Studies -AE	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00	2	40	20.00	3	65	21.67
	USH/GOV I -H	3	73	24.33	4	90	22.50	3	64	21.33	3	64	21.33	4	108	27.00	4	108	27.00
	USH/GOV I -AE	11	275	25.00	9	230	25.56	11	246	22.36	9	218	24.22	11	252	22.91	9	199	22.11
	USH/GOV I - CP	4	67	16.75	4	85	21.25	4	98	24.50	4	77	19.25	4	70	17.50	4	71	17.75
	USH/GOV I - CP 1	1	13	13.00	1	12	12.00	1	14	14.00	1	11	11.00	1	9	9.00	1	5	5.00
	<b>Total USH/GOV I</b>	<b>21</b>	<b>469</b>	<b>22.33</b>	<b>21</b>	<b>487</b>	<b>23.19</b>	<b>21</b>	<b>473</b>	<b>22.52</b>	<b>21</b>	<b>458</b>	<b>21.81</b>	<b>22</b>	<b>479</b>	<b>21.77</b>	<b>21</b>	<b>448</b>	<b>21.33</b>
	USH/GOV II -H	5	111	22.20	4	104	26.00	5	124	24.80	4	104	26.00	5	108	21.60	6	161	26.83
	USH/GOV II -AE	12	288	24.00	12	276	23.00	12	270	22.50	11	254	23.09	11	264	24.00	10	240	24.00
	USH/GOV II -CP	5	104	20.80	4	85	21.25	4	84	21.00	5	93	18.60	4	70	17.50	4	68	17.00
	USH/GOV II - CP1	0	0	0.00	0	0	0.00	0	0	0.00	1	18	18.00	1	13	13.00	1	19	19.00
	<b>Total USH/GOV II</b>	<b>22</b>	<b>503</b>	<b>22.86</b>	<b>20</b>	<b>465</b>	<b>23.25</b>	<b>21</b>	<b>478</b>	<b>22.76</b>	<b>21</b>	<b>469</b>	<b>22.33</b>	<b>21</b>	<b>455</b>	<b>21.67</b>	<b>21</b>	<b>488</b>	<b>23.24</b>
	Psych - H	3	158	52.67	3	167	55.67	3	173	57.67	3	128	42.67	3	130	43.33	5	121	24.20
	Psych -AE	6	138	23.00	7	158	22.57	6	125	20.83	6	131	21.83	7	149	21.29	7	140	20.00
	Psych - CP	2	42	21.00	3	53	17.67	3	57	19.00	2	37	18.50	3	49	16.33	2	37	18.50
	<b>Total Psych</b>	<b>11</b>	<b>338</b>	<b>30.73</b>	<b>13</b>	<b>378</b>	<b>29.08</b>	<b>12</b>	<b>355</b>	<b>29.58</b>	<b>11</b>	<b>296</b>	<b>26.91</b>	<b>13</b>	<b>328</b>	<b>25.23</b>	<b>14</b>	<b>298</b>	<b>21.29</b>
sem	Sociology	4	68	17.00	2	48.5	24.25	3	59.5	19.83	3	59	19.67	3	51	17.00	2	38.5	19.25
sem	Holocaust (Facing Hist.)	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	0.5	7	14.00
sem	You and the Law	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	1	19	19.00
	European Hist-H/AP	2	48	24.00	2	57	28.50	2	50	25.00	2	60	30.00	2	61	30.50	2	54	27.00
	Economics	4	82	20.50	5	113	22.60	3	74	24.67	4	96	24.00	3	59	19.67	3	68	22.67
	International Relations	3	88	29.33	3	67	22.33	3	84	28.00	4	89	22.25	3	63	21.00	3	72	24.00
sem	Political Science	1.5	29	19.33	1	14.5	14.50	1	21	21.00	1	19	19.00	2	29	14.50	1	24	24.00
sem	Current Events	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	0	0	0.00
sem	Pub. Speak. Deb.	0	0	0.00	0.5	8.5	17.00	1	14.5	14.50	1	16	16.00	0	0	0.00	0	0	0.00
	History Foundations	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	12	12.00
	History Fundamentals	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00	0	0	0.00
	MAP I & II, WH, Psy	2	7	3.50	2	5	2.50	2	6	3.00	1	5	5.00	1	3	3.00	1	6	6.00
	<b>Misc. SS Totals</b>	<b>22</b>	<b>433.5</b>	<b>19.70</b>	<b>18.5</b>	<b>379.5</b>	<b>20.51</b>	<b>18.5</b>	<b>384.5</b>	<b>20.78</b>	<b>18</b>	<b>377.5</b>	<b>20.97</b>	<b>17</b>	<b>312</b>	<b>18.35</b>	<b>14.5</b>	<b>300.5</b>	<b>20.72</b>
	<b>Grand Total Soc. St.</b>	<b>98</b>	<b>2231.5</b>	<b>22.77</b>	<b>95.5</b>	<b>2170.5</b>	<b>22.73</b>	<b>93.5</b>	<b>2138.5</b>	<b>22.87</b>	<b>94</b>	<b>2074.5</b>	<b>22.07</b>	<b>94</b>	<b>2011</b>	<b>21.39</b>	<b>91.5</b>	<b>1953.5</b>	<b>21.35</b>

sem	Course	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	El.Algebra I -1 CP1	2	19	9.50	2	24	12.00	2	28	14.00	2	38	19.00	2	31	15.50	2	18	9.00
	El. Algebra 1 -1 CP1 (Trn)	1	13	13.00	1	10	10.00	1	10	10.00	1	9	9.00	1	4	4.00	1	5	5.00
	El.Algebra I -2 CP 1	3	59	19.67	2	48	24.00	2	44	22.00	2	44	22.00	2	42	21.00	2	45	22.50
	Algebra I - H	2	34	17.00	2	41	20.50	1	28	28.00	2	44	22.00	2	40	20.00	1	22	22.00
	Algebra I - AE	7	147	21.00	7	164	23.43	6	116	19.33	7	153	21.86	6	126	21.00	6	135	22.50
	Algebra I - CP	6	124	20.67	5	114	22.80	6	130	21.67	6	100	16.67	5	99	19.80	5	88	17.60
	Found.Alg/Math Fund.	1	6	6.00	1	11	11.00	1	13	13.00	1	8	8.00	1	3	3.00	1	7	7.00
	<b>Total Algebra</b>	<b>22</b>	<b>402</b>	<b>18.27</b>	<b>20</b>	<b>412</b>	<b>20.60</b>	<b>19</b>	<b>369</b>	<b>19.42</b>	<b>21</b>	<b>396</b>	<b>18.86</b>	<b>19</b>	<b>345</b>	<b>18.16</b>	<b>18</b>	<b>320</b>	<b>17.78</b>
	Geometry CP1	1	29	29.00	1	23	23.00	1	24	24.00	2	25	12.50	1	31	31.00	2	30	15.00
	Geometry - H	3	95	31.67	3	88	29.33	4	105	26.25	4	110	27.50	4	107	26.75	4	104	26.00
	Geometry - AE	9	223	24.78	8	177	22.13	8	203	25.38	6	155	25.83	9	227	25.22	8	177	22.13
	Geometry - CP	7	156	22.29	8	157	19.63	8	162	20.25	8	154	19.25	8	139	17.38	7	133	19.00
	<b>Total Geometry</b>	<b>20</b>	<b>503</b>	<b>25.15</b>	<b>20</b>	<b>445</b>	<b>22.25</b>	<b>21</b>	<b>494</b>	<b>23.52</b>	<b>20</b>	<b>444</b>	<b>22.20</b>	<b>22</b>	<b>504</b>	<b>22.91</b>	<b>21</b>	<b>444</b>	<b>21.14</b>
	Algebra II - H	3	94	31.33	3	96	32.00	3	77	25.67	4	112	28.00	3	91	30.33	4	107	26.75
	Algebra II - AE	7	191	27.29	8	197	24.63	7	173	24.71	8	194	24.25	7	176	25.14	8	216	27.00
	Algebra II - CP	0	0	0.00	0	0	0.00	8	159	19.88	4	76	19.00	9	169	18.78	7	140	20.00
	Algebra II - CP/CP 1	8	158	19.75	9	198	22.00	0	0	0.00	5	107	21.40	0	0	0.00	0	0	0.00
	Algebra II CP 1	0	0	0.00	0	0	0.00	1	14	14.00	0	0	0.00	1	15	0.00	1	20	20.00
	<b>Total Algebra II</b>	<b>18</b>	<b>443</b>	<b>24.61</b>	<b>20</b>	<b>491</b>	<b>24.55</b>	<b>19</b>	<b>423</b>	<b>22.26</b>	<b>21</b>	<b>489</b>	<b>23.29</b>	<b>20</b>	<b>451</b>	<b>22.55</b>	<b>20</b>	<b>483</b>	<b>24.15</b>
	Precalc/Intro Calc H	2	68	34.00	2	66	33.00	3	75	25.00	2	56	28.00	2	64	32.00	2	63	31.50
	Precalc/Intro Calc AE	7	186	26.57	7	178	25.43	7	187	26.71	6	137	22.83	8	193	24.13	7	167	23.86
	Precalculus CP	7	173	24.71	8	173	21.63	8	173	21.63	8	173	21.63	8	170	21.25	8	172	21.50
	<b>Total Trigonometry</b>	<b>16</b>	<b>427</b>	<b>26.69</b>	<b>17</b>	<b>417</b>	<b>24.53</b>	<b>18</b>	<b>435</b>	<b>24.17</b>	<b>16</b>	<b>366</b>	<b>22.88</b>	<b>18</b>	<b>427</b>	<b>23.72</b>	<b>17</b>	<b>402</b>	<b>23.65</b>
	Calculus AE	1	15	15.00	1	19	19.00	1	14	14.00	1	16	16.00	1	18	18.00	1	19	19.00
	BC Calc-H/AP	1	37	37.00	1	41	41.00	1	35	35.00	1	40	40.00	1	30	30.00	1	43	43.00
	AB Calc - H/AP	4	98	24.50	4	111	27.75	4	95	23.75	4	101	25.25	3	73	24.33	4	95	23.75
	<b>Total Calculus</b>	<b>6</b>	<b>150</b>	<b>25.00</b>	<b>6</b>	<b>171</b>	<b>28.50</b>	<b>6</b>	<b>144</b>	<b>24.00</b>	<b>6</b>	<b>157</b>	<b>26.17</b>	<b>5</b>	<b>121</b>	<b>24.20</b>	<b>6</b>	<b>157</b>	<b>26.17</b>
sem	JAVA Prog - H/AP	1	23	23.00	1.5	32	21.33	1.5	35	23.33	1.5	30.5	20.33	1	23	23.00	1.5	37	24.67
sem	Intro to JAVA	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	1.5	42	28.00
sem	MAP I & II/ConsumMth	2	9	4.50	2	2	1.00	2	5	2.50	2	13	6.50	1	3	3.00	1	2	2.00
sem	Prob/Stat	1.5	43	28.67	1.5	44.5	29.67	2	55	27.50	2	54	27.00	2	55.5	27.75	2.5	70	28.00
sem	Accounting	2	35	17.50	1	27	27.00	1	25	25.00	1	22	22.00	1	26	26.00	1	22	22.00
sem	STATS H/AP	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	2.5	65	26.00
	Exploring Comp. Sci.	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	39	19.50	2	37	18.50
	<b>Misc. Math Totals</b>	<b>9</b>	<b>175.5</b>	<b>19.50</b>	<b>9</b>	<b>185.5</b>	<b>20.61</b>	<b>10</b>	<b>212</b>	<b>21.20</b>	<b>10</b>	<b>208.5</b>	<b>20.85</b>	<b>10</b>	<b>226.5</b>	<b>22.65</b>	<b>12</b>	<b>275</b>	<b>22.92</b>
	<b>Grand Total Math</b>	<b>91</b>	<b>2100.5</b>	<b>23.08</b>	<b>92</b>	<b>2121.5</b>	<b>23.06</b>	<b>93</b>	<b>2077</b>	<b>22.33</b>	<b>94</b>	<b>2060.5</b>	<b>21.92</b>	<b>94</b>	<b>2074.5</b>	<b>22.07</b>	<b>94</b>	<b>2081</b>	<b>22.14</b>



sem	Course	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Earth Science - H	5	123	24.60	4	87	21.75	3	74	24.67	5	125	25.00	4	93	23.25	4	78	19.50
	Earth Science - AE	6	148	24.67	7	180	25.71	7	161	23.00	6	132	22.00	8	157	19.63	7	138	19.71
	Earth Science - CP	5	85	17.00	5	84	16.80	6	93	15.50	5	79	15.80	3	59	19.67	3	55	18.33
	Earth Science - CP1	0	0	0.00	0	0	0.00	0	0	0.00	1	7	7.00	1	8	8.00	1	8	8.00
	Earth Science CP1 (Trn)	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00	1	8	8.00	1	9	9.00
	<b>Total Earth Science</b>	<b>17</b>	<b>370</b>	<b>21.76</b>	<b>17</b>	<b>365</b>	<b>21.47</b>	<b>17</b>	<b>341</b>	<b>20.06</b>	<b>18</b>	<b>354</b>	<b>19.67</b>	<b>17</b>	<b>325</b>	<b>19.12</b>	<b>16</b>	<b>288</b>	<b>18.00</b>
	Biology - H	6	185	30.83	6	182	30.33	7	176	25.14	7	194	27.71	8	210	26.25	8	213	26.63
	Biology - AE	8	181	22.63	6	160	26.67	7	166	23.71	6	143	23.83	7	151	21.57	7	150	21.43
	Biology - CP	5	102	20.40	5	90	18.00	6	107	17.83	6	103	17.17	5	93	18.60	4	78	19.50
	Biology - CP1	2	16	8.00	2	30	15.00	2	25	12.50	2	33	16.50	2	19	9.50	2	15	7.50
	<b>Total Biology</b>	<b>21</b>	<b>484</b>	<b>23.05</b>	<b>19</b>	<b>462</b>	<b>24.32</b>	<b>22</b>	<b>474</b>	<b>21.55</b>	<b>21</b>	<b>473</b>	<b>22.52</b>	<b>22</b>	<b>473</b>	<b>21.50</b>	<b>21</b>	<b>456</b>	<b>21.71</b>
	Chemistry-H	5	133	26.60	4	115	28.75	5	111	22.20	5	118	23.60	6	127	21.17	6	166	27.67
	Chemistry-AE	9	191	21.22	8	170	21.25	7	161	23.00	7	159	22.71	8	163	20.38	8	178	22.25
	Chemistry-CP	7	126	18.00	9	175	19.44	8	149	18.63	9	155	17.22	7	145	20.71	6	104	17.33
	<b>Total Chemistry</b>	<b>21</b>	<b>450</b>	<b>21.43</b>	<b>21</b>	<b>460</b>	<b>21.90</b>	<b>20</b>	<b>421</b>	<b>21.05</b>	<b>21</b>	<b>432</b>	<b>20.57</b>	<b>21</b>	<b>435</b>	<b>20.71</b>	<b>20</b>	<b>448</b>	<b>22.40</b>
	Physics - H/AP	3	88	29.33	4	101	25.25	3	87	29.00	3	83	27.67	3	77	25.67	3	90	30.00
	Physics - AE	6	141	23.50	7	169	24.14	6	147	24.50	6	152	25.33	7	163	23.29	6	131	21.83
	Physics - CP	7	149	21.29	7	150	21.43	9	167	18.56	8	150	18.75	7	140	20.00	7	134	19.14
	<b>Total Physics</b>	<b>16</b>	<b>378</b>	<b>23.63</b>	<b>18</b>	<b>420</b>	<b>23.33</b>	<b>18</b>	<b>401</b>	<b>22.28</b>	<b>17</b>	<b>385</b>	<b>22.65</b>	<b>17</b>	<b>380</b>	<b>22.35</b>	<b>16</b>	<b>355</b>	<b>22.19</b>
	Found/Fundamentals CP1	1	8	8.00	2	17	8.50	2	20	10.00	1	7	7.00	1	10	10.00	1	6	6.00
	Env. Sci.-H/AP	3	69	23.00	2	52	26.00	2	46	23.00	2	42	21.00	3	59	19.67	4	84	21.00
	Adv. Chem. - H	3	66	22.00	3	56	18.67	2	45	22.50	2	51	25.50	2	39	19.50	2	45	22.50
	Adv. Bio - H	4	98	24.50	4	95	23.75	4	96	24.00	3	81	27.00	3	67	22.33	4	83	20.75
	Sci Tech CP1	0	0	0.00	2	26	13.00	0	0	0.00	2	30	15.00	0	0	0.00	2	23	0.00
sem	Human Body CP1	1	16	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.5	11	22.00	0	0	0.00
sem	Bioethics	0.5	7	0.00	1	23.5	23.50	1	19	19.00	2	37.5	18.75	2	31.5	15.75	2	36	18.00
sem	Anat/Phys	1.5	37	24.67	1.5	39	26.00	1	28	28.00	2	40	20.00	2	40	20.00	2	34	17.00
	Physical Science CP	2	38	19.00	1	29	29.00	1	26	26.00	1	23	23.00	1	22	22.00	2	33	16.50
	Physical Science CP 1	0	0	0.00	0	0	0.00	1	18	18.00	1	13	13.00	1	14	14.00	1	14	14.00
sem	Sci. & Environment	1	16.5	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.5	9	18.00	0	0	0.00
sem	Oceanography	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	2	24	12.00
sem	Engineering	0	0	0.00	0	0	0.00	1	10.5	0.00	0	0	0.00	1	17.5	17.50	1	10.5	10.50
	MAP I & II	2	6	3.00	1	4	4.00	1	6	6.00	1	10	10.00	1	4	4.00	1	4	4.00
	<b>Misc. Science Totals</b>	<b>20</b>	<b>380</b>	<b>19.00</b>	<b>19</b>	<b>378.5</b>	<b>19.92</b>	<b>17</b>	<b>333</b>	<b>19.59</b>	<b>19</b>	<b>378</b>	<b>19.89</b>	<b>19.5</b>	<b>355.5</b>	<b>18.23</b>	<b>24</b>	<b>396.5</b>	<b>16.52</b>
	<b>Grand Total Science</b>	<b>95</b>	<b>2062</b>	<b>21.71</b>	<b>94</b>	<b>2085.5</b>	<b>22.19</b>	<b>94</b>	<b>1970</b>	<b>20.96</b>	<b>96</b>	<b>2022</b>	<b>21.06</b>	<b>96.5</b>	<b>1968.5</b>	<b>20.40</b>	<b>97</b>	<b>1943.5</b>	<b>20.04</b>

sem	Course	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	French I	1	19	19.00	1	21	21.00	1	17	17.00	1	16	16.00	1	15	15.00	1	21	21.00
	French II - H	1	37	37.00	2	35	17.50	2	59	29.50	2	55	27.50	2	59	29.50	2	55	27.50
	French II - AE	2	45	22.50	2	52	26.00	2	33	16.50	2	49	24.50	0	0	0.00	0	0	0.00
	French II - AE/CP	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	51	25.50	2	44	22.00
	French II - CP	2	27	13.50	1	19	19.00	1	18	18.00	1	12	12.00	0	0	0.00	0	0	0.00
	<b>Total French I&amp;II</b>	<b>6</b>	<b>128</b>	<b>21.33</b>	<b>6</b>	<b>127</b>	<b>21.17</b>	<b>6</b>	<b>127</b>	<b>21.17</b>	<b>6</b>	<b>132</b>	<b>22.00</b>	<b>5</b>	<b>125</b>	<b>25.00</b>	<b>5</b>	<b>120</b>	<b>24.00</b>
	French III -H	2	50	25.00	2	37	18.50	2	42	21.00	2	59	29.50	2	56	28.00	2	56	28.00
	French III - AE	2	42	21.00	2	39	19.50	2	36	18.00	1	24	24.00	2	39	19.50	0	0	0.00
	French III - CP	0	0	0.00	1	24	24.00	1	17	17.00	1	14	14.00	1	11	11.00	0	0	0.00
	French III-AE/IV-CP	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	53	26.50
	French III-CP/IV-CP	2	20	10.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total French III</b>	<b>6</b>	<b>112</b>	<b>18.67</b>	<b>5</b>	<b>100</b>	<b>20.00</b>	<b>5</b>	<b>95</b>	<b>19.00</b>	<b>4</b>	<b>97</b>	<b>24.25</b>	<b>5</b>	<b>106</b>	<b>21.20</b>	<b>4</b>	<b>109</b>	<b>27.25</b>
	French IV-CP	0	0	0.00	1	10	10.00	1	14	14.00	1	10	10.00	1	12	12.00	0	0	#####
	French IV -AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	19	19.00	0	0	#####
	French IV-H/V-AE	1	26	26.00	2	47	23.50	2	36	18.00	2	37	18.50	2	52	26.00	2	49	24.50
	French IV-AE/V-CP	2	37	18.50	2	36	18.00	2	31	15.50	1	29	29.00	0	0	0.00	2	35	17.50
	<b>Total French IV</b>	<b>3</b>	<b>63</b>	<b>21.00</b>	<b>5</b>	<b>93</b>	<b>18.60</b>	<b>5</b>	<b>81</b>	<b>16.20</b>	<b>4</b>	<b>76</b>	<b>19.00</b>	<b>4</b>	<b>83</b>	<b>20.75</b>	<b>4</b>	<b>84</b>	<b>21.00</b>
	French V-H/AP	1	32	32.00	1	19	19.00	1	24	24.00	1	19	19.00	1	24	24.00	2	26	13.00
	French V-AE	1	11	11.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total French V</b>	<b>2</b>	<b>43</b>	<b>21.50</b>	<b>1</b>	<b>19</b>	<b>19.00</b>	<b>1</b>	<b>24</b>	<b>24.00</b>	<b>1</b>	<b>19</b>	<b>19.00</b>	<b>1</b>	<b>24</b>	<b>24.00</b>	<b>2</b>	<b>26</b>	<b>13.00</b>
	<b>Grand Total French</b>	<b>17</b>	<b>346</b>	<b>20.35</b>	<b>17</b>	<b>339</b>	<b>19.94</b>	<b>17</b>	<b>327</b>	<b>19.24</b>	<b>15</b>	<b>324</b>	<b>21.60</b>	<b>15</b>	<b>338</b>	<b>22.53</b>	<b>15</b>	<b>339</b>	<b>22.60</b>
	Spanish I	0	0	0.00	0	0	0.00	0	0	0.00	2	47	23.50	4	61	15.25	2	47	23.50
	Spanish I Part 1	3	49	16.33	2	25	12.50	2	37	18.50	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish I Part 2	3	41	13.67	3	46	15.33	2	25	12.50	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish I - AE	1	25	25.00	1	21	21.00	1	25	25.00	1	14	14.00	0	0	0.00	0	0	0.00
	<b>Total Spanish I</b>	<b>7</b>	<b>115</b>	<b>16.43</b>	<b>6</b>	<b>92</b>	<b>15.33</b>	<b>5</b>	<b>87</b>	<b>17.40</b>	<b>3</b>	<b>61</b>	<b>20.33</b>	<b>4</b>	<b>61</b>	<b>15.25</b>	<b>2</b>	<b>47</b>	<b>23.50</b>
	Spanish II	0	0	0.00	0	0	0.00	0	0	0.00	2	41	20.50	3	41	13.67	4	55	13.75
	Spanish II-CP	5	89	17.80	4	94	23.50	4	93	23.25	3	63	21.00	2	38	19.00	0	0	0.00
	Spanish II- CP/III -CP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	3	60	20.00
	Spanish II -H	3	82	27.33	4	104	26.00	4	92	23.00	5	113	22.60	5	109	21.80	5	129	25.80
	Spanish II - AE	6	139	23.17	6	123	20.50	7	133	19.00	6	134	22.33	5	107	21.40	5	107	21.40
	Spanish II CP/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	22	22.00	0	0	0.00
	<b>Total Spanish II</b>	<b>14</b>	<b>310</b>	<b>22.14</b>	<b>14</b>	<b>321</b>	<b>22.93</b>	<b>15</b>	<b>318</b>	<b>21.20</b>	<b>16</b>	<b>351</b>	<b>21.94</b>	<b>16</b>	<b>317</b>	<b>19.81</b>	<b>17</b>	<b>351</b>	<b>20.65</b>
	Spanish III - CP	5	90	18.00	4	83	20.75	4	77	19.25	4	65	16.25	0	0	0.00	3	49	0.00
	Spanish III- AE	6	133	22.17	6	124	20.67	6	124	20.67	6	124	20.67	5	113	22.60	4	82	20.50
	Spanish III - H	2	67	33.50	3	66	22.00	4	83	20.75	4	86	21.50	5	125	25.00	5	112	22.40
	Spanish III CP /IVCP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	3	57	19.00	0	0	0.00
	<b>Total Spanish III</b>	<b>13</b>	<b>290</b>	<b>22.31</b>	<b>13</b>	<b>273</b>	<b>21.00</b>	<b>14</b>	<b>284</b>	<b>20.29</b>	<b>14</b>	<b>275</b>	<b>19.64</b>	<b>13</b>	<b>295</b>	<b>22.69</b>	<b>12</b>	<b>243</b>	<b>20.25</b>

sem	Course	2012-2013			2013-2014			2014-2015			2015-2016			2016-17			2017-2018		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Spanish IV - H	3	69	23.00	3	60	20.00	3	58	19.33	3	67	22.33	3	75	25.00	4	103	25.75
	Spanish IV - CP	4	72	18.00	3	54	18.00	3	53	17.67	3	51	17.00	2	37	18.50	2	42	21.00
	Spanish IV-AE/V-CP	4	104	26.00	4	98	24.50	5	105	21.00	5	115	23.00	5	111	22.20	5	109	21.80
	<b>Total Spanish IV</b>	<b>11</b>	<b>245</b>	<b>22.27</b>	<b>10</b>	<b>212</b>	<b>21.20</b>	<b>11</b>	<b>216</b>	<b>19.64</b>	<b>11</b>	<b>233</b>	<b>21.18</b>	<b>10</b>	<b>223</b>	<b>22.30</b>	<b>11</b>	<b>254</b>	<b>23.09</b>
	Spanish V-H/AP	1	30	30.00	2	25	12.50	1	24	24.00	2	28	14.00	2	34	17.00	3	58	19.33
	Spanish V-AE	1	32	32.00	2	38	19.00	1	19	19.00	1	16	16.00	2	23	11.50	2	33	16.50
	<b>Total Spanish V</b>	<b>2</b>	<b>62</b>	<b>31.00</b>	<b>4</b>	<b>63</b>	<b>15.75</b>	<b>2</b>	<b>43</b>	<b>21.50</b>	<b>3</b>	<b>44</b>	<b>14.67</b>	<b>4</b>	<b>57</b>	<b>14.25</b>	<b>5</b>	<b>91</b>	<b>18.20</b>
	<b>Grand Total Spanish</b>	<b>47</b>	<b>1022</b>	<b>21.74</b>	<b>47</b>	<b>961</b>	<b>20.45</b>	<b>47</b>	<b>948</b>	<b>20.17</b>	<b>47</b>	<b>964</b>	<b>20.51</b>	<b>47</b>	<b>953</b>	<b>20.28</b>	<b>47</b>	<b>986</b>	<b>20.98</b>
	Latin I/III	0	0	0.00	0	0	0.00	0	0	0.00	2	63	31.50	0	0	0.00	0	0	0.00
	Latin I	2	47	23.50	1	31	31.00	2	29	14.50	0	0	0.00	2	30	15.00	2	35	17.50
	Latin I H	1	21	21.00	1	21	21.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin I H/III	0	0	0.00	0	0	0.00	1	24	24.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II	0	0	0.00	1	27	27.00	1	18	18.00	1	21	21.00	0	0	0.00	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	1	16	16.00
	Latin II AE/H	1	20	20.00	1	15	15.00	1	10	10.00	1	15	15.00	0	0	0.00	0	0	0.00
	Latin III AE/H	1	16	16.00	0	0	0.00	1	10	10.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin III-AE/IV	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	13	13.00
	Latin III/IV AE/H	0	0	0.00	1	12	12.00	0	0	0.00	1	11	0.00	0	0	0.00	0	0	0.00
	Latin IIAE/III/IV	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	43	21.50	0	0	0.00
	Latin IIIH/IVH	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00	0	0	0.00
	Italian II AE/H	1	23	23.00	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	1	10	10.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Chinese I	1	27	27.00	1	15	15.00	1	16	16.00	1	19	19.00	1	20	20.00	1	12	12.00
	Chinese II AE	1	17	17.00	1	24	24.00	1	16	16.00	1	13	13.00	1	15	15.00	1	16	16.00
	Chinese III AE/H	1	14	14.00	1	17	17.00	1	18	18.00	1	10	10.00	0	0	0.00	0	0	0.00
	Chinese IV AE/H	0	0	0.00	1	11	11.00	1	9	9.00	1	7	7.00	0	0	0.00	0	0	0.00
	Chinese IIIH/IVAE/IVH	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	20	20.00	1	25	25.00
	<b>Total Other WL</b>	<b>10</b>	<b>195</b>	<b>19.50</b>	<b>10</b>	<b>189</b>	<b>18.90</b>	<b>10</b>	<b>150</b>	<b>15.00</b>	<b>9</b>	<b>159</b>	<b>17.67</b>	<b>8</b>	<b>139</b>	<b>17.38</b>	<b>7</b>	<b>117</b>	<b>16.71</b>
	<b>Grand Total W. Lang.</b>	<b>74</b>	<b>1563</b>	<b>21.12</b>	<b>74</b>	<b>1489</b>	<b>20.12</b>	<b>74</b>	<b>1425</b>	<b>19.26</b>	<b>71</b>	<b>1447</b>	<b>20.38</b>	<b>70</b>	<b>1430</b>	<b>20.43</b>	<b>69</b>	<b>1442</b>	<b>20.90</b>

### Course Scheduling Dates for 2017-2018 Year

**ABRHS\*\*\*\*\***

February 1 2017-18 Program of Studies goes on-line at the ABRHS Website.

February 1 - February 27 Teachers complete the Course Recommendation process.

March 7 (Advisory) Advisory to distribute On-Line PCR instructions.

March 8 - March 10 Teachers review completed recommendations with students.

March 13 @ 8:00 AM PS Parent Portal is opened for Grade 11 course selections

March 14 @ 8:00 AM PS Parent Portal is opened for Grade 10 course selections

March 15 @ 8:00 AM PS Parent Portal is opened for Grade 9 course selections

March 27 @ 3:30 PM Course selection portion of the PS Parent Portal is closed. Selected courses for 2017-18 school year are displayed.

March 27 -April 3 HS Override Process

May 1 Last day of changes for all students

**RJGJHS\*\*\*\*\***

Feb 9 @ 7:00 Eighth Grade Parents Night

Feb 17- March 14| JRHS Teachers complete the Course Recommendation process.

March 14 ABRHS visits JRHS students

March 15 -17 Teachers review completed recommendations with students.

March 20 @ 8:00 AM PS Parent Portal is opened for grade 8 course selections

April 3 @ 3:30 PM Course selection portion of the PS Parent Portal is closed. Selected courses for the 2017-18 school year are displayed.

April 4- April 13 JRHS Override Process

April 27 8<sup>th</sup> Grade Override Night

May 1 Last day for all course changes



# Update on 2017-2018 Goals

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FALL 2017 PRESENTATION TO THE ABRSC

# Our Mission

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

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

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

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

# Selected 2017-2018 Goals

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- Identify ways to improve inclusion practices in the schools and community
- Work with families and Student Services to explore issues found via 2017 parent/guardian mini survey, particularly around communication and Extended School Year programming
- Conduct MCAS analysis and promote stronger academic progress and improved and transparent measures of growth beyond Student Growth Percentile (SGP) for Students with Disabilities
- Community education and outreach regarding Basic Rights, mental health & the IEP, transition, autism, and Extended School Year programming

# Defining Terms

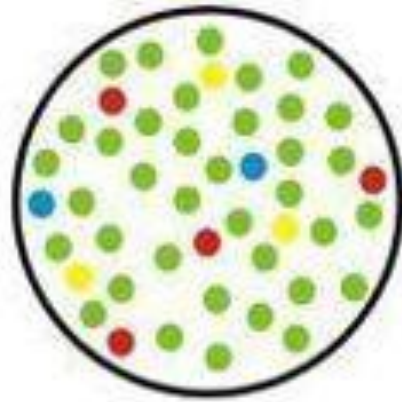
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**Accessibility** – 1) Being able to physically enter an environment and 2) how an environment or service allows for full, independent usage

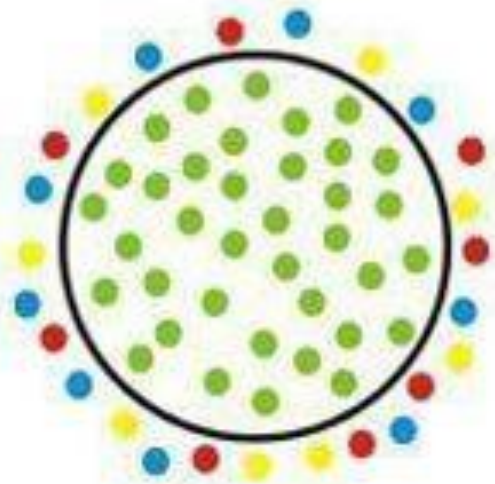
**Inclusion** – Involving people with disabilities in everyday activities and encouraging them to have roles similar to their peers without disabilities

**Adaptation/Accommodation** – Changing an environment to enable participation

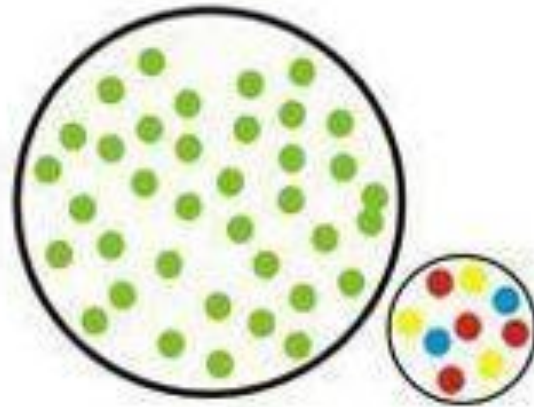




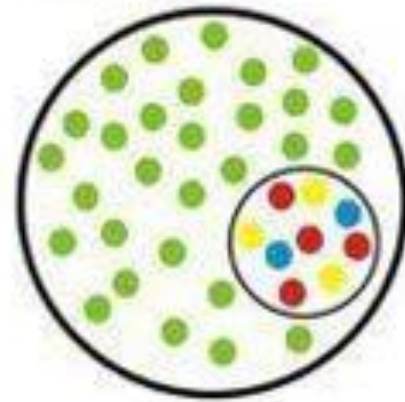
**Inclusion**



**Exclusion**



**Segregation**



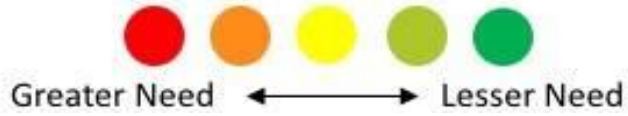
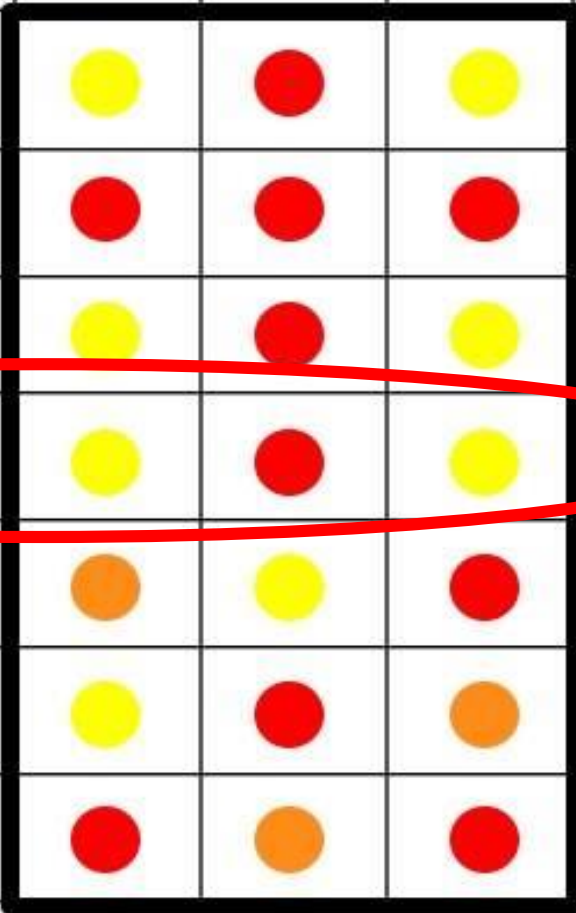
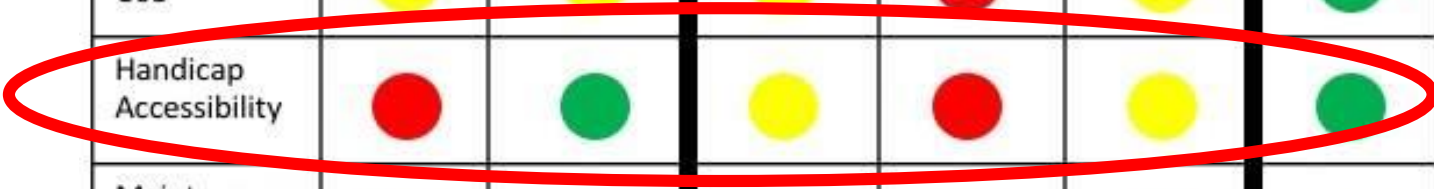
**Integration**

# Examining Access & Inclusion

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- Presentation to Acton-Boxborough Family Network board about increasing opportunities for access and inclusion; ABFN piloted sensory-friendly Halloween party
- Feedback session with Acton Rec about the need for inclusive and/or adaptive programming
- Raising awareness around the lack of a fully-accessible playground with inclusive equipment in either town (compared to SMILE in Sudbury, Ripley Playscape in Concord, etc.) including at elementary schools, Acton Early Childhood Program site
- Continuing to work with Student Services around individual access and inclusion issues as well as trying to identify broader opportunities (e.g., co-teaching at the high school)
- Disseminating information about the importance of the school building project in replacing older buildings and spaces constructed prior to the 1990 Americans with Disabilities Act

	Admin (Pre-K)	Blanchard	Conant	Douglas	Gates	McCarthy-Towne & Merriam	Jr High	High School	Maintenance Bldg
Health, Safety, & Welfare	Yellow	Light Green	Yellow	Red	Yellow	Green	Light Green	Light Green	Red
Code Compliance	Red	Orange	Red	Red	Red	Light Green	Light Green	Green	Red
Functional Use	Yellow	Yellow	Yellow	Red	Yellow	Green	Light Green	Green	Red
Handicap Accessibility	Red	Green	Yellow	Red	Yellow	Green	Light Green	Green	Orange
Maintenance	Yellow	Light Green	Orange	Yellow	Red	Light Green	Yellow	Green	Green
Energy Efficiency	Red	Yellow	Yellow	Red	Orange	Light Green	Light Green	Light Green	Red
Hazardous Materials	Yellow	Yellow	Red	Orange	Red	Green	Green	Green	Yellow

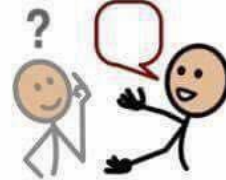




to sit with my class.



to learn from others  
and they from me.



to be called upon to  
answer questions.



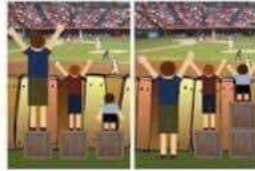
to not have my aide  
as my group partner.



to be a student in my  
class not a guest.



to experience being  
a group leader.



to adapted or modified  
grade level lessons.



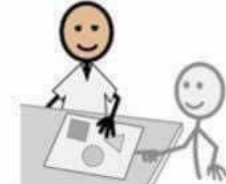
to have a teacher that  
presumes competence.



to develop authentic  
friendships not helpers.



to create an inclusive  
future with my peers now



to choose when, where  
and if I desire a pull out.



We...have the  
right too!

# MCAS 2.0

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“‘We’re establishing a new baseline so comparisons with the past are difficult,’ said state Education Secretary James Peyser. ‘They really are apples and oranges.’”

—*The Boston Globe*

While we still examine and analyze MCAS results school to school and district to district, what are some other ways to track progress and ensure accountability?



# Measuring Growth Beyond SGP

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Specific, **M**easurable, **A**ction-worded, **R**ealistic/**R**elevant, **T**ime-limited goals and benchmarks/objectives

Accurate and comprehensive present levels of performance in the IEP

Clear performance criteria in the IEP

Report cards

IEP progress reporting

Behavior data

Work samples

Anecdotal observations

Formative and summative testing

Annual/triennial evaluations

Outside provider documentation and evaluations

...

**COMMUNICATION**

**TRANSPARENCY**

**TRUST, BUT VERIFY**



# Parent Support & Education

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- Monthly business meetings
- Routine newsletters on events and advocacy information
- Monthly parenting support group; added tea and coffee hour for information sharing and support purposes
- Maintain parent-to-parent listserv & Facebook page
- Fielding ongoing parent information and support requests
- Attending regional workshops and state-level conferences to bring back resources, including:  
*The Arc of Massachusetts Transition Conference*  
*Providing Trauma-Informed Care for Families with Children and Adults with I/DD*
- Presentation January 10, 2018, on A-B transition resources and best practices from ABRHS transition coordinator and the Federation for Children with Special Needs

# Next Meeting & Thanks

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Annual Holiday Potluck & Business Meeting  
December 6, 2017  
7:30 p.m.  
RJ Grey Junior High Library

With thanks to Special Education Director Pamela Smith,  
Assistant Superintendent for Student Services Dawn Bentley, and the ABRSC



ABRSD 1



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

WELLNESS • EQUITY • ENGAGEMENT

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

## School Building Project Presentation

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Fall 2017



ABRSD 2

## School Building Project

- Dec 4 Town Meetings in Acton and Boxborough to request funds for a feasibility study for a school building project
- Two-year Master Planning process resulted in a recommendation to build a twin school to replace two elementary schools and the Acton preschool
- AB has been was one of 17 projects invited into the state eligibility period for a school building project to include the Douglas elementary school (out of 87 applicants)
- Presentation will review process to date, facility and space needs, timelines, and cost estimates

**ABRSD** **3**

## Master Planning Process

**Phase 1 2015-2016**

- Completed review of all 8 school facilities
- Developed Capital Improvement plan
- Identified Douglas, Gates, Conant in need of renovation/ replacement and overcrowded

**Phase 2 Feb 2016 - Dec 2016**

- Conducted Educational Visioning – 80 stakeholders
- Identified 7 possible building project options
- Held 12 Forums, focus groups, surveys, review

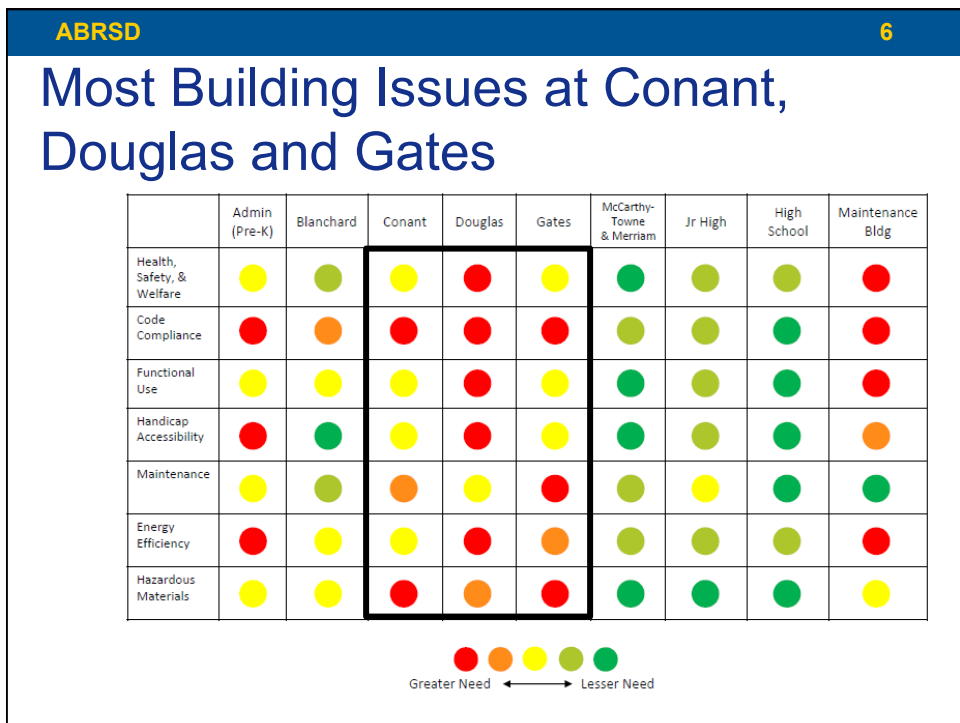
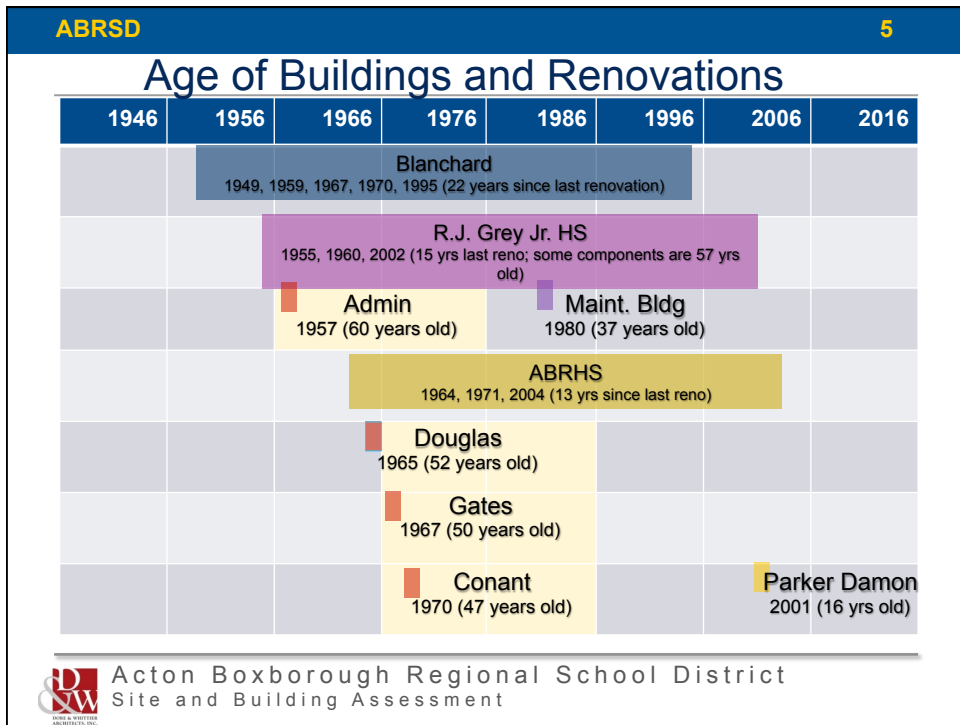
**Option review and recommendations 2017**

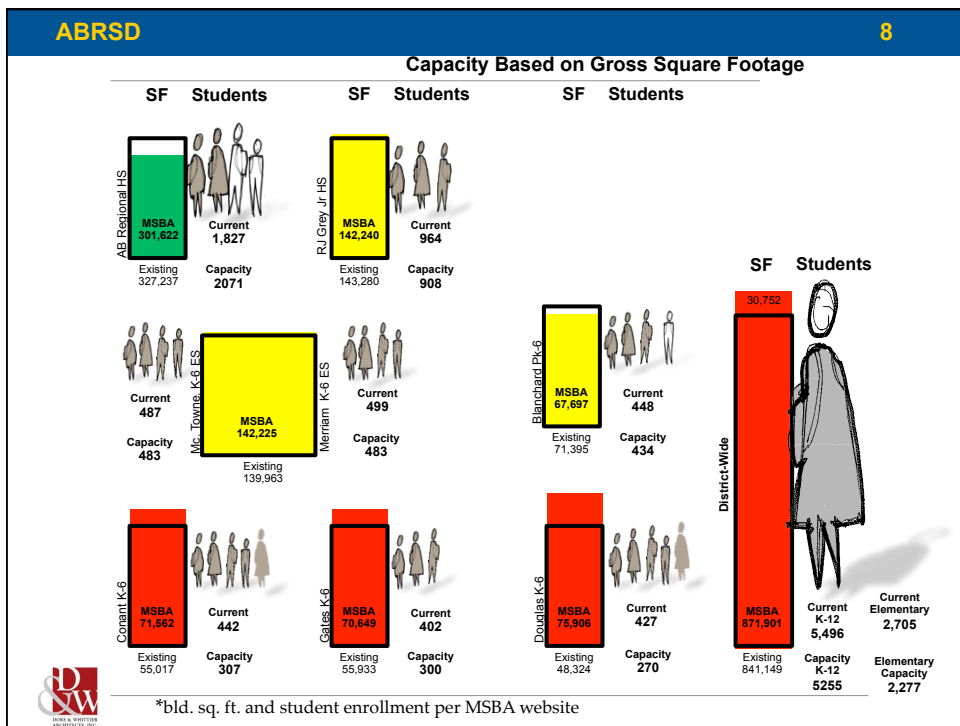
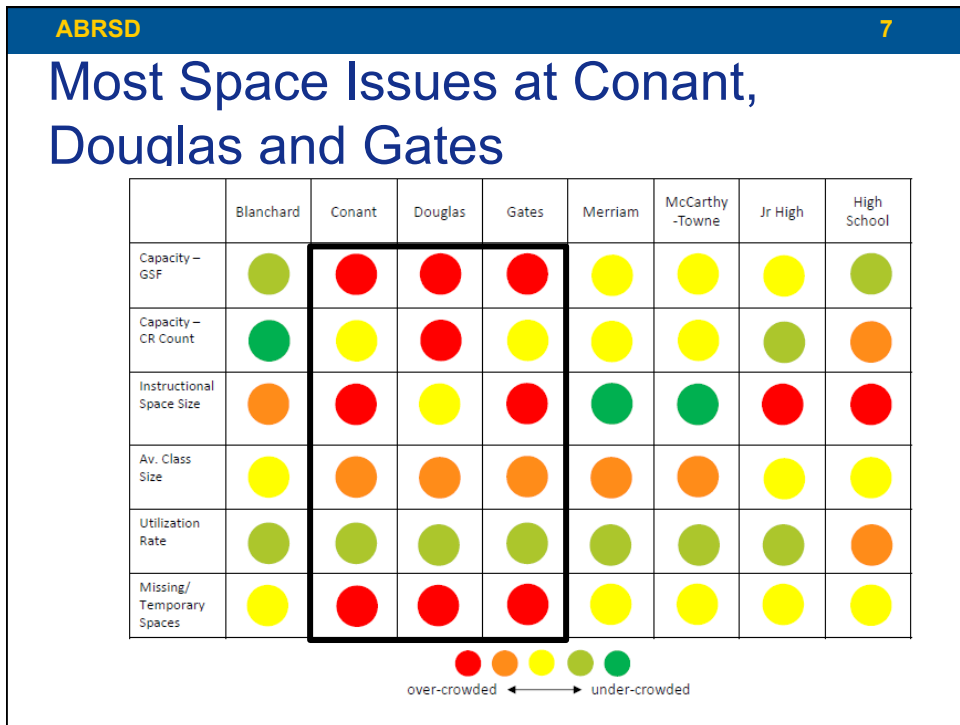
- Invited into Formal MSBA Process
- Established Building Committee
- Identified Preferred Option

**ABRSD** **4**

## School Buildings Evaluated

 R.J. Grey Jr. High School	 Parker Damon	 Blanchard
 Acton-Boxborough Regional High School	 Admin Building	 Conant
	 Gates	 Douglas





ABRSD		9			
<b>Enrollment Update</b>					
	2014-15	2015-16	2016-17	2017-18	
<b>K Proj</b>	<b>317</b>	<b>312</b>	<b>286</b>	<b>298</b>	
<b>K Actual</b>	<b>321</b>	<b>299</b>	<b>330</b>	<b>353</b>	
<b>Over Proj</b>	<b>+4</b>	<b>-13</b>	<b>+44</b>	<b>+55</b>	
<b>Housing Sales Acton</b>	<b>310</b>	<b>400</b>	<b>514</b>	<b>326</b> (Jan-Sept)	
<b>Housing Sales Boxborough</b>	<b>85</b>	<b>114</b>	<b>116</b>	<b>101</b> (Jan-Sept)	

ABRSD		10	
<b>Douglas Space and Facilities Issues</b>			
<ul style="list-style-type: none"> <li>• 5 Modulars/Temporary Classrooms               <ul style="list-style-type: none"> <li>▪ “New” double modular is 11 years old</li> <li>▪ 3 old modulars are 21 years old</li> <li>▪ Would cost \$1.5M - \$2M to replace – not included in building project estimates</li> </ul> </li> </ul>			
<p><b>Modular A</b> 5 Separate Programs Three Special Ed Learning Centers, English Learners and Writing Support</p> <p>Students need to walk through the cafeteria to get to the modular</p>	<p><b>Modular B</b> Art Classroom Need to carry materials out of the modular down the hall to the sink to clean them</p>	<p><b>Modular D</b> Library</p>	<p><b>Modular E</b> Breakout space for library Extended Day</p>
<p><b>Modular C</b> Music Classroom</p>			

ABRSD

11

## Douglas Space & Facilities



- Built in 1965; roof replaced but otherwise no major renovations
- Two story building – not accessible  
Students & staff in wheelchairs & equipment on wheels have to go outside, around building to change floors
- Modularity have aged out and need to come off-line or be replaced soon - \$1.5M to \$2M to replace not included in project costs
- Capacity=270 students – Need space for 450-500 students  
Has 20 classrooms – Need 21 K-6 classrooms, 4 Special Ed, Art, Music; Has no small group instructional spaces

ABRSD

12

## Gates/Conant Space and Facilities



- Built in 1967 (Gates) and 1970 (Conant)  
No major renovations
- Each has 3 - 4 large special education programs in one open classroom
- Capacity= 300 students each – Need space for 450-500  
Have 20 classrooms Need 21 K-6 classrooms; 4 Special Ed; Art & Music; No small group instructional spaces
- Each currently serving 55-60 English Learners in small groups in small offices

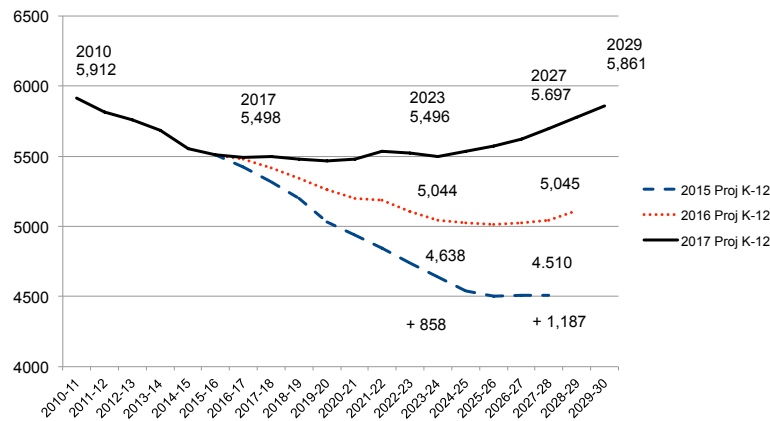


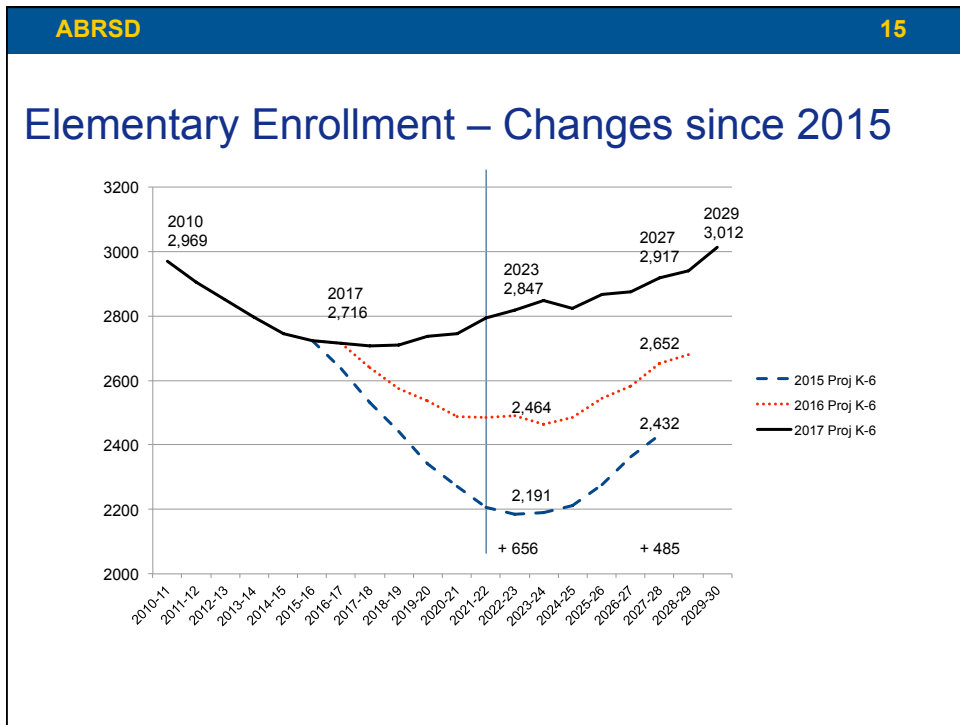
## Early Childhood Program



- Required program to serve special ed students ages 3-5 plus tuition students
- Currently have 115 student in 5 classrooms in Acton and 2 classrooms in Boxborough
- The Acton classrooms are in the Administration Building built in 1957 – formerly Merriam School; Merriam vacated to move to the new twin school in 2002
- Not accessible; some classrooms downstairs. No other students or programs. No access to art, music or P.E.

## K-12 Enrollment – Changes Since 2015





**ABRSD** **16**

### Square Footage and Capacity

	Sq Ft	Capacity	2017-18 Enrollment	Over/(Under) Capacity
<b>Douglas</b>	<b>48k</b>	<b>270</b>	<b>427</b>	<b>157</b>
<b>Gates</b>	<b>55k</b>	<b>300</b>	<b>402</b>	<b>102</b>
<b>Conant</b>	<b>55k</b>	<b>307</b>	<b>442</b>	<b>135</b>
<b>Blanchard</b>	<b>71k</b>	<b>434</b>	<b>448</b>	<b>14</b>
<b>Merriam</b>	<b>70k</b>	<b>483</b>	<b>499</b>	<b>16</b>
<b>McCarthy-Twne</b>	<b>70k</b>	<b>483</b>	<b>487</b>	<b>4</b>
<b>Total</b>	<b>369k</b>	<b>2,277</b>	<b>2,705</b>	<b>428</b>



## Demographic Changes

- 280 English Learners – need space to work with small groups
- Classrooms to keep high needs students in-district
- Need small group spaces for  
Speech/Language, Occupational Therapy, Physical Therapy, Reading Support, Counseling, Psychology
- 10% of our students are economically disadvantaged
- Working families need before and after school care

## Preferred Option

- A twin school for two PreK-6 elementary schools
- The Gates property is the likely site; We will explore Conant or other possible sites as needed
- The Gates and Douglas property would be treated as a campus
  - School would be built on the Gates site
  - Parking and playgrounds would be built on the Douglas site
  - A better walkable bridge would connect the two sites
  - Construction can take place while school is in session
  - Once complete, Douglas and Gates would be torn down for parking and playgrounds
- Douglas would move into one side of the new school, and Gates would move into the other side

## Project Description

- Each school would have enough classrooms to support 3 classrooms at each grade level including:
  - 21 K-6 Classrooms
  - Art and Music Classrooms
  - Special Education Classrooms
  - Small group instructional spaces (English language, reading, counseling, speech and language, OT/PT)
  
- 8 preschool classrooms would be built with support services for preschool special education students such as speech and language, occupational, and physical therapy
  
- Preschool students would also have access to art, music, and physical education in the elementary schools

## Twin School on Gates Property

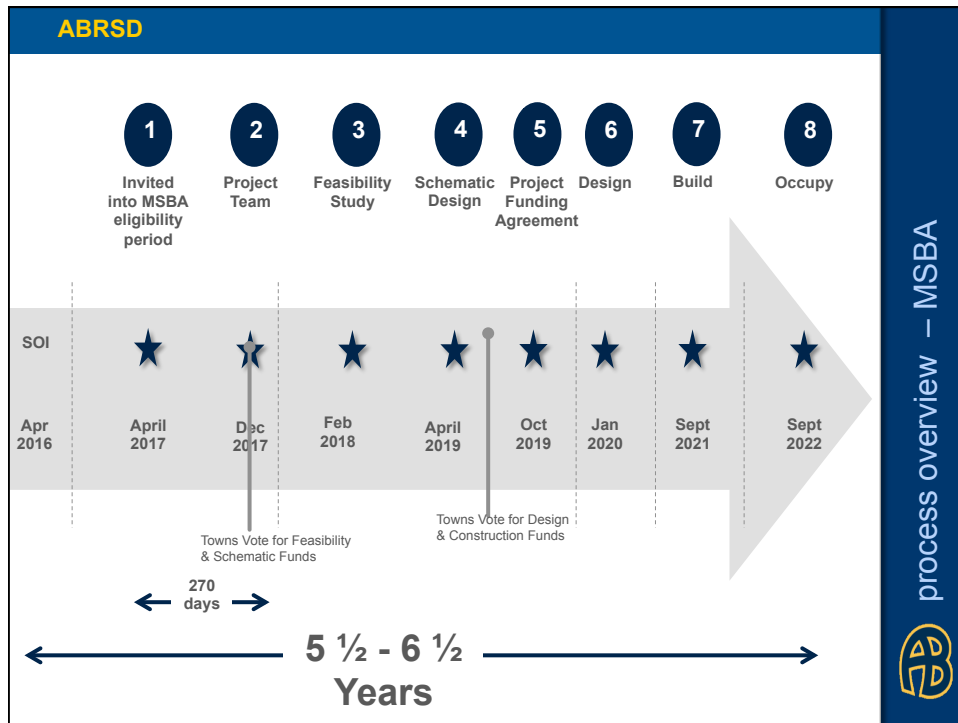


## Benefits of a new school

- Provides space for overflow from all schools
- Gates and Douglas could grow back to three-section schools
- Appropriate educational spaces – English learners, special education, art, music, library, etc.
- Would not need to spend money to replace old modular or make repairs
- Takes advantage of state reimbursement and low interest rates

## Additional Capital Planning

- MSBA will only reimburse one project at a time. This allows us to solve the issues of two elementary schools and the preschool with one approved reimbursable project (the Douglas “Statement of Interest”)
- District can submit request for Conant renovation/ replacement when this project is complete
- District will continue to complete capital projects from Capital Improvement Plan for Blanchard, Merriam, McCarthy-Towne, Jr. High and High School; \$14 million in capital projects identified to be completed over the next 5-7 years



**ABRSD** 24

## December 4 Town Meetings

- Vote whether to approve funds for the feasibility study, designer services and an owner’s project manager (OPM)
- Cost = \$1.3M
- MSBA will reimburse 45.3% of these costs = \$590,000
- Acton-Boxborough is responsible for \$710,000
- Money will come from the district’s E&D reserves fund; This is similar to a town’s free cash and will not increase costs/taxes to either town

## What will the \$1.3M be used for?

- Site-Civil Analysis
  - Wetlands and boundaries
  - Ledge
  - Traffic
  
- Architectural Fees
  - Schematic design of the new school and site
  - Detailed cost estimate – used for final project agreement with MSBA for reimbursement
  
- Owner's Project Manager
  - Represents the district throughout the process
  
- Any unused funds can be rolled into project

## Project Cost

Dore and Whittier Estimated Cost: \$100M - \$120M

MSBA reimbursement 40% - 45% \$40M - \$54M

Estimated AB Share \$55M - \$72M

Estimated Acton Share\*: \$45M - \$60M

Estimated Boxborough Share\*: \$10M - \$12M

\*The AB Regional Agreement specifies that Acton and Boxborough each pay a share proportional to the number of students enrolled in the district from each town. Currently enrollment is approximately 85% Acton and 15% Boxborough

**ABRSD** **27**

### How much would it cost to just repair the buildings?

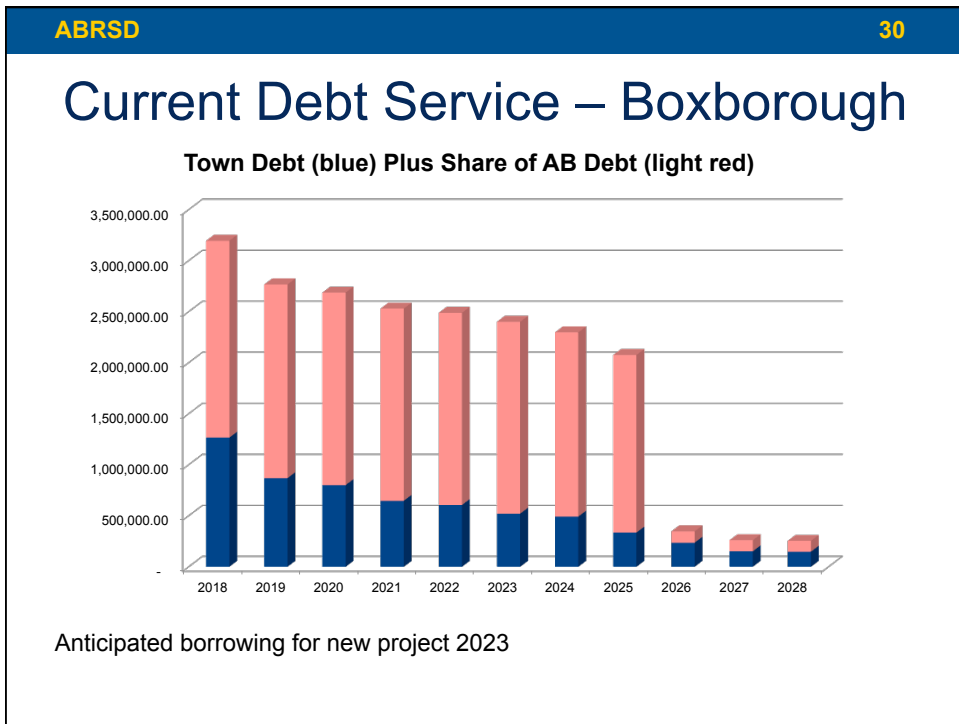
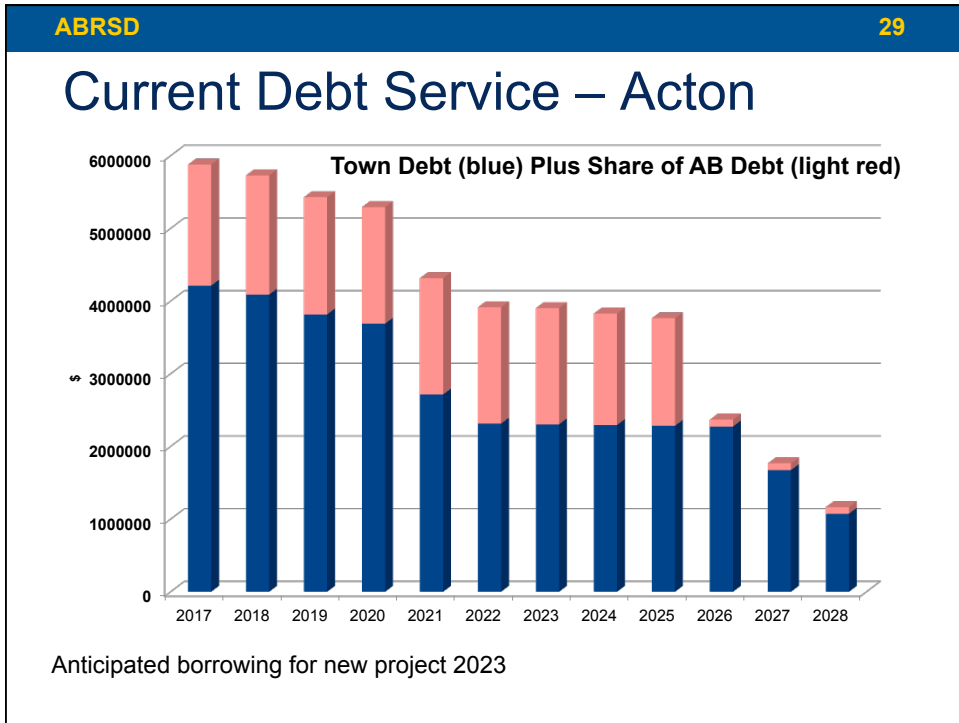
- The MSBA timeline says we need a positive vote in both towns by December 2017. If we don't, we start over with the MSBA approval process and submit a new statement of interest
- If we can't secure approval for a new building with MSBA reimbursement of 40% - 45%, we will have to complete the capital improvement plan (CIP) repairs with only district money – 10 year lifespan, no additional space
 

CIP Douglas	\$18M	Modulars for Douglas	\$2M
CIP Gates	\$15M	Modulars for Gates	\$1M
CIP PreK/Admin Building	\$13M		
- \$40 - \$45 million to update facilities to ten year life without additional space or partner for reimbursement. Douglas modulars will have to be replaced soon - could leak anytime
- \$55M - \$72M we will have a new building (50 year lifespan) with adequate space for our students

**ABRSD** **28**

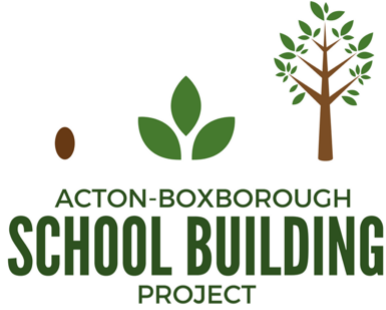

### New Building vs Repairs

	New Twin Building	Repairs and ADA Compliance
Total Cost	\$ 110,000,000	\$ 39,000,000
Estimated MSBA Reimbursement (45%)	\$ 49,500,000	\$ -
Net Cost	\$ 60,500,000	\$ 39,000,000
Boxborough Share	\$ 9,075,000	\$ 5,850,000
Acton Share	\$ 51,425,000	\$ 33,150,000
	50 year life span	10 year life span
	Addresses deficiencies	Addresses deficiencies
	Addresses space needs	Does not address space needs




ABRSD 31

Please Vote on December 4th



ACTON-BOXBOROUGH  
**SCHOOL BUILDING**  
PROJECT

ABRSD 32



**DISCUSSION AND QUESTIONS**

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ACTON-BOXBOROUGH  
**SCHOOL BUILDING**  
 PROJECT



# SAVE THE DATE

December 4, 2017

**Special Town Meetings 7:00 PM**  
**in Acton and Boxborough**

The purpose of these meetings is to vote on a feasibility study for a proposed new Pre-K - 6 twin elementary school building in partnership with the Massachusetts School Building Authority (MSBA)

*Please attend: 12-4-17, 7PM*  
*-Acton Meeting @ ABRHS*  
*-Boxborough Meeting @ Blanchard Memorial*

*Informational Forums Listed Below*

## BUILDING THE FUTURE OF OUR SCHOOL DISTRICT



@\_ABSBP



@abschoolbuildingproject



Acton-Boxborough School Building Project

- Sat, Oct 28 @ 10:00am - Douglas
- Mon, Nov 6 @ 12:30pm - Acton Senior Center
- Mon, Nov 13 @ 7:00pm - Gates
- Wed, Nov 29 @ 12:00pm - Boxborough Senior/Community Center
- Wed, Nov 29 @ 7:00pm - Conant
- Sat, Dec 2 @ 10:00am - Douglas



For more information visit [abschools.org](http://abschools.org) or email [abbuiding@abschools.org](mailto:abbuiding@abschools.org)

# The Acton-Boxborough Regional School Building Project

## The Need...

The district underwent a two year Master Planning process which identified capital needs for all eight schools. Built between 1965 and 1970, the Gates, Conant, and Douglas buildings were determined to be the schools most in need of repair and the most overcrowded. The district submitted a request to the Massachusetts School Building Authority (MSBA), and was one of only 17 districts in the state approved for reimbursement out of 87 that applied. The MSBA agreed that the schools are significantly overcrowded and that the facilities must be updated. On February 15, 2017, Douglas was approved by the MSBA for invitation into the "Eligibility Period" for an elementary school building project. The district has planned a solution which will replace both Douglas and Gates and the district's preschool program.

Built in 1965, Douglas School issues include...

- Americans with Disabilities Act (ADA) non-compliance
  - The entire lower level is only accessible through an exterior ramp
  - Doorways lack the required clearance
- Douglas was designed for 270 students and currently serves 429 students.
  - Special education programs share a temporary modular classroom which can only be accessed through the cafeteria,
  - Student services (English language learning, occupational therapy, physical therapy, reading support, etc) are provided in the hallways and cafeteria,
  - "Temporary" modulars, purchased to provide much needed space, have long surpassed their useful life.

## The Plan...

The proposed plan is to build a twin elementary school to replace the Douglas and Gates elementary schools, which are 50+ years old and have never been renovated. Space in the new twin school will also be built for the district preschool, which is currently located in the 60-year old district Administration Building.

The preferred location of the new twin school would be on the Gates property with Conant as a possible alternative site. It will be built next to the existing school which will continue operating during construction. If it is built on the Gates site, the old Douglas and Gates buildings will be removed to make room for parking and playgrounds. The Douglas and Gates property will be treated as a single campus with a walkway between them.

## The Vote...

On **December 4, 2017, 7:00 pm**, Acton and Boxborough voters will be asked to approve funds to conduct a Feasibility Study for the new school. The cost of the study will be \$1.3 million. The MSBA will reimburse 45.3%, or \$590,000. If the Town Meetings approve the feasibility funds, the remaining \$710,000 will be paid using the existing School District Reserve Fund.

The feasibility study is expected to last 18 months. The result will be a selected site, plan for the twin school, and a solid cost estimate to bring to the two communities for approval in 2019.

Full Project cost estimate ranges:

- Estimated range: \$100 to \$120 million
- State reimbursement estimated at 40% - 45% (\$40 to \$54 million)
  - Estimated Acton share: \$45 to \$60 million
  - Estimated Boxborough share: \$10 to \$12 million

**To learn more about the proposed school building project, please attend an informational forum, or see website: [www.abschools.org](http://www.abschools.org).**

**Please attend Town Meeting on December 4, 2017 at 7:00 pm!**

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**  
**School Building Committee (SBC) DRAFT Minutes**

RJ Grey Junior High School Library  
16 Charter Road, Acton, MA 01720

November 8, 2017  
7:00 p.m.

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*Members Present:* Mary Brolin, Amy Krishnamurthy, Dennis Bruce, Marie Altieri, Peter Berry, Jason Cole, Bob Evans, Brian Griffin, Adam Klein, Lynne Newman, Katie Raymond, Mac Reid, Chris Whitbeck.

*Members Absent:* Bill McAlduff, Rob Bukowski, JD Head, Ted Kail, Steve Mielke, Maria Neyland, Damian Sugrue.

*Other:* Dave Verdolino, Karen Coll.

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1. **Call to Order** – Mary Brolin called the meeting to order at 7:02pm.
2. **Minutes** – Mac Reid moved, Chris Whitbeck seconded, Jason Cole and Dennis Bruce abstained, and the minutes of the 10/11/17 Building Committee were unanimously approved.

### 3. **Outreach Update**

The public forums began on October 17<sup>th</sup>, and have been going well. Attendance at some of the events has been limited; a forum at the Boxborough library drew only four attendees and one of those was from Stow, and a session at the Acton Senior Center had approximately a dozen attendees, about half seniors and the other half parents. The Boards of Selectmen and Finance Committees in both towns support the OPM/feasibility study. Marie Altieri has also spoken to the Douglas and Conant faculties, and has presentations to the larger district faculty and to Gates and the preschool families coming up. We will get feedback from JD Head about his presentation at ITC on November 7<sup>th</sup>. Among the upcoming forums will be one at the Boxborough Senior/Community Center on November 29<sup>th</sup>. The video tour of Douglas, while still not final, has been shown at many of the forums and has been very effective.

The Douglas tour/presentation events have gone well. Most attendees seemed supportive of the project. One concern mentioned by forum attendees was about traffic in West Acton with the combining of two schools on the Gates property and all of the parking on the current Douglas site. Chris Whitbeck said that there are at most about 20 families who walk or drive to Douglas, typically no more than five on any given day. The bridge between the current Gates and Douglas properties will be a footbridge, not for cars to use.

Boxborough residents in general are less supportive of the project than Acton residents. Their concerns fall into two primary areas:

- Some see the Blanchard school as relatively new and in good shape, and aren't aware of the maintenance and repairs that will be needed in upcoming years.
- Some did not support regionalization to begin with, and are unhappy with the busing situation as well as the fact that class sizes increased after regionalization.

Members discussed the need to be sure voters understand that, in light of updated enrollment projections, Blanchard could run out of space to house all Boxborough students without significant overcrowding. We should develop slides showing enrollment projections at Blanchard over the next 10 years to illustrate the anticipated space needs.

Some voters also don't realize how the educational needs and space utilization at Blanchard have changed over time. Marie suggested that Mac Reid could tour Blanchard with principal Dana Labb to see how space usage has changed.

Amy Krishnamurthy noted that voters may not realize the cost of not doing the project. We need to be sure they understand that costly maintenance and repairs will be needed on buildings throughout the district; that these repairs will only extend the life of the buildings for a few years instead of the 50-year life of a new building; and that the costs of these repairs would be entirely borne by the district instead of being partially reimbursable by the MSBA as an approved new building would be.

Marie will make a presentation to both the Blanchard PTF and at a Blanchard faculty meeting. Mary will tape a presentation at Acton TV. Mary is also thinking about developing a 1-page document that clarifies the purpose of the \$1.3MM request, perhaps to be disseminated through social media.

Adam Klein reviewed the status of the social media outreach. Facebook has been most active of the social media outlets, and is generating mostly positive comments. The list of FAQ is growing, with approximately five pages to add to the current document. Adam has incorporated links to the MSBA website from the FAQ for information about funding and project phases. He and Katie Raymond will need help editing the new sections of the FAQ, with review by Marie and Mary, before posting to the website.

The *Beacon* will probably do another article before the vote, as well as an editorial. A blurb could be written for the PTO newsletters, with a brief description of the project and encouragement to attend Town Meeting; the blurb should also note that babysitting will be available.

Jason has received questions from Charlie Kadlec, a politically active Acton voter, about whether the properties we are looking at would perc or meet other standards. He is likely to raise those questions at town meeting. Mr. Kadlec was told that assessing those issues was part of the purpose of a feasibility study. Members discussed whether we should inform the public about options for wastewater disposal in advance, such as a package treatment facility or even a sewer system expansion. While the preliminary estimates take into account the cost of a package treatment facility, the feasibility study should provide answers to these questions.

The Acton FinCom has asked how extensive the design schematic resulting from the feasibility/OPM process would be. Would this process result in a finalized design? The expectation is that the design schematic will be complete enough to allow people to visualize the building and to prepare a cost estimate, but Marie will clarify this with the MSBA when she meets with them on November 14<sup>th</sup>.

#### **4. MSBA Update**

Marie, Bill and JD will be meeting with the MSBA on Tuesday, November 14<sup>th</sup> and will be discussing enrollment. We have received updated enrollment reports from NESDEC and Peter Ashton. The MSBA enrollment projections are much lower than either the NESDEC or Ashton projections, a difference of about 50 students in each entering class. Marie thinks MSBA has used housing data only through 2012, before the current increase in housing turnover. Marie, Bill and JD will update the committee after their meeting with the MSBA.

Dave Verdolino summarized a report from the MSBA that rated Douglas, Conant and Gates highly on factors such as building condition and capacity, among others. All three schools are listed as average for overcrowding. Some issues were not addressed in this survey, such as accessibility, etc. These results were highly incongruous, especially given their approval of the Douglas project, and we should find out

how the ratings were derived. We should be prepared to address this if community members ask about it. Marie and Karen will forward the report to the committee.

Peter Berry mentioned a housing study conducted by the Metropolitan Area Planning Council; Marie commented that growth is generally driven more by turnover in existing homes than by new housing construction.

## **5. Prepare for Special Town Meetings 12/4/17**

The 'Get out the Vote' (GOTV) group in Acton has three members so far, and a larger list is under development, hopefully with the help of PTO co-chairs. Mary will contact Tessa McKinley and Katie Neville at Blanchard to energize a GOTV group in Boxborough. Advocacy organizations supporting the building project would have to register with Town Halls. Katie Raymond will ask the town clerk about the process and rules for having yard signs. Yard signs should have a message that will work for both the current vote and the next vote to fund the full building project in about 18 months.

Members discussed the limits of who is allowed to advocate for the project. PTOs can advocate unless their bylaws specifically prohibit it, since they are independent organizations, but School Councils include staff and are more restricted. Anyone can advocate for going to Town Meeting in general. GOTV groups looking for contact information are probably safest using town voter lists; school directories are generally not released for solicitation purposes, although there may be some exceptions allowing their limited use.

The Acton PTOs are sponsoring a movie night at Acton's Town Meeting from 7:00 – 9:00pm, with teachers volunteering to babysit. Concerns were expressed that, if the discussion of the building project went beyond 9:00, families would have to leave before the vote. Some families are finding creative childcare arrangements to maximize the number of voters available to attend Town Meeting.

A School Committee member has said that the Chinese community is likely to come out in force against one of the controversial articles in Acton, but she thinks they are supportive of the building project. Marie noted that we held a building project forum at the Chinese language school last spring and no one came.

Members agreed that Building Committee members should make the presentations rather than the School Committee. Dennis Bruce will make the presentation at the Acton Town Meeting, and Mary will present it in Boxborough. Bill will support Mary in Boxborough, which has fewer Building Committee members and where residents are more likely to express concerns. Building Committee members who are not residents of either town can attend either meeting.

Dennis and Mary will draft presentations and will ask others for review. Presenters will have limited time on the town meeting agendas, and will include the video tour of Douglas school. The presentations will be very similar but each will address town-specific issues. Presentation materials are due to Boxborough Town Hall by November 22<sup>nd</sup>; we will have to find out when Acton's deadline is.

The town meeting process is that a motion is made, followed by recommendations by the Board of Selectmen and Finance Committee. The presentation is made next, and then the floor will be open for discussion. Anyone can make a motion, but we need to be sure that both the written and spoken language of the motions are correct and track with MSBA standards.

If a resident wishes to make a rebuttal presentation, they will probably have to declare that in advance. We should be prepared to respond to rebuttals as well as to answer any questions that are raised. The sewage issue is one topic that we should be prepared to address, or at least to identify the potential options. We may also want to ask Dore & Whittier to be available to answer questions and provide expert opinions. We

would need permission from the town moderators to bring in D&W, and possibly from town meeting voting members as well.

Acton town moderator Peter Ashton is looking into mechanisms to ensure that one town's vote is not made public until both have voted to avoid influencing voters. Even if one town votes no and the project does not go forward at this time, we would still want the other town's positive vote on the record; if it were postponed to a future time, MSBA would take current support for the project into account.

**Adjourn** – Amy moved, Mac seconded, and the meeting was adjourned at 8:41pm.

Respectfully submitted,  
Karen Coll

Documents Used:

- Agenda
- Minutes from 10/11/17 Meeting
- FAQ

Next Building Committee Meetings:

- December 13
- January 9
- February 14
- March 14
- April 11

Acton-Boxborough Regional School District  
**DRAFT #1 - SCHOOL CALENDAR, 2018-2019**

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

Sept.	M	T	W	T	F	Teachers' mtgs – Aug 29 & 30	Jan.	M	T	W	T	F		
	27	28	29	30	31	Labor Day – Sept 3		<u>31</u>	<u>1</u>	2	3	4	Schools Open - Jan 2	
	3	<u>4</u>	5	6	7	Schools Open – Sept 4		7	8	9	10	11	JH Early Dis – TBD	
	<u>10</u>	11	12	13	14	Rosh Hashana – Sept 10		14	15	16	17	18	Martin Luther King Day - Jan 21	
	17	18	<u>19</u>	20	21	Yom Kippur = Sept 19		<u>21</u>	22	23	24	25		
	24	25	26	27	28	School Days - 17		28	29	30	31		School Days - 21	
Oct.	M	T	W	T	F		Feb.	M	T	W	T	F		
	1	2	3	4	5							1	**7-12 Early Dis for Prof L. – TBD	
	<u>8</u>	9	10	11	12	*Indigenous Peoples' Day – Oct 8		4	5	6	7	8	Presidents' Day - Feb 18	
	15	16	17	18	19	**7-12 Early Dis for Prof L. – TBD		11	12	13	14	15	Winter Recess - Feb 18-22	
	22	23	24	25	26			<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	School Days – 15	
	29	30	31			School Days – 22		25	26	27	28			
Nov.	M	T	W	T	F		Mar.	M	T	W	T	F		
				1	2	Prof. Day – Nov 6 (no school/students)						1		
	5	<u>6</u>	7	8	9	Veterans Day – Nov 12 due to Sun holiday		4	5	6	7	8	HS Late Start <b>only for students NOT taking MCAS</b> - TBD	
	<u>12</u>	13	14	15	16	Half Day – Nov 21		11	12	13	14	15		
	19	20	21	<u>22</u>	<u>23</u>	Thanksgiving Recess – Nov 22 & 23		18	19	20	21	22		
	26	27	28	29	30	School Days - 18		25	26	27	28	29	School Days - 21	
Dec.	M	T	W	T	F		Apr.	M	T	W	T	F		
				6	7	Jr High Early Dis for Confs – TBD		1	2	3	4	5	**7-12 Early Dis for Prof L. – TBD	
	10	11	12	13	14	Winter Recess - Dec. 24 – Jan 1		8	9	10	11	12	Patriots Day – Apr 15	
	17	18	19	20	21	School Days - 15		<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	Spring Recess - Apr 15 - 19	
	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>			22	23	24	25	26	School Days - 17	
								29	30					
-----							May	M	T	W	T	F		
Note: See <a href="http://www.interfaith-calendar.org/2017.htm">http://www.interfaith-calendar.org/2017.htm</a> for some major religious holidays. Good Friday is April 19.										1	2	3	HS Late Start <b>only for students NOT taking MCAS</b> - TBD	
* This legal holiday is Columbus Day								6	7	8	9	10		
** Professional Learning for JH/HS Staff Early Dismissal								13	14	15	16	17	Memorial Day - May 27	
								20	21	22	23	24	School Days - 22	
								<u>27</u>	28	29	30	31		
No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <a href="http://abschools.org">http://abschools.org</a>							June	M	T	W	T	F		
Acton Town Meeting begins April 2019. Boxborough Meeting begins May 2019.														Graduation – June 7
Acton-Boxborough Regional School Committee Meetings are held twice a month. See <a href="http://www.abschools.org/school-committee">http://www.abschools.org/school-committee</a> for more information.								3	4	5	6	7		Last day – June 18 (no snow days)
								10	11	12	13	14		(June 25 if 5 snow days used)
								17	<u>18</u>	19	20	21		School Days – 12
														<b>Total Days = 180</b>

11.2.1  
policy

File: JB

**EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diverse characteristics and needs of our students and with the keen desire to be responsive to them, the Acton-Boxborough Regional School Committee will make every reasonable effort to protect the dignity of the students as individuals. They also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry or national or ethnic origin, homelessness or physical and intellectual differences.

To accomplish this, the Committee and the District's staff will make every reasonable effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness.

This will mean that every student enrolled in the District will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible.

All implementing provisions issued by the Board of Education and Secondary Education (BESE) in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972  
Executive Order 11246, as amended by E.O. 11375  
Title IX, Education Amendments of 1972  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
BESE Regulations 603 CMR 26:00  
BESE Regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Based on MASC version – June 2012

APPROVED: 2/2/17



## **Students who are Transgender and/or Gender Nonconforming**

### **A. Purpose**

The purpose of this procedure is to:

1. Establish, maintain and foster an educational environment that is safe, welcoming, and free from stigma and discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression;
2. Maximize students' social integration to ensure safety and comfort and minimize stigmatization, while providing equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities for which they are eligible;
3. Demonstrate our commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community; and
4. Facilitate compliance with local, state and federal laws concerning privacy and discrimination.

This procedure is intended to be interpreted in light of applicable state and federal laws and regulations, as well as School Committee policies, procedures and school rules.

This procedure is not intended to anticipate every possible situation that may occur, since the needs of particular students and families differ depending on the student's age and other factors. In addition, the programs, facilities and resources of each school building also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis and to utilize these procedures and other available resources as appropriate.

### **B. Definitions**

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. The terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual students who are transgender may wish to be identified. However, for the sake of brevity, these guidelines refer to "students who are transgender."

1. *Sexual orientation* – one's emotional or physical attraction to the same and/or opposite sex.
2. *Gender identity* – a person's internal sense of being male, female, some combination of male and female, or neither male nor female
3. *Gender expression* – the physical and behavioral manifestations of one's gender identity.
4. *Gender nonconforming* – a person whose gender expression differs from stereotypical expectations (also called "gender variant" and "gender atypical").
5. *Nonbinary* – a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female

6. *Transgender* – an adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
7. *Transition* – the process by which an individual goes from living and identifying as one gender to living and identifying as another.

**C. Addressing the Needs of Students who are Transgender**

A student will be considered transgender if, at school, he/she consistently asserts a gender identity or expression different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis.

Students of all ages can often be the driving force behind a gender transition, and students are transitioning at earlier ages. School staff should work with parents and guardians whenever possible to establish healthy communication and ensure the student's needs are met.

Each student will follow a unique process for transitioning. Students ready to socially transition often initiate a process to change their name, pronoun, and attire. In situations when students are leading the process, it will be important for school staff to speak with the student prior to involving parents, guardians, or other family members to determine whether doing so would be safe and support the student's health and well-being.

Some students who are transgender face family rejection, which can result in negative outcomes such as abuse or ejection from the home. Schools are responsible for ensuring a *safe and affirming* environment with equal opportunity for all students. Staff should take guidance from, and work collaboratively with, each student to ensure that the student remains safe both at school and at home.

Schools may be the only safe space where students feels comfortable fully expressing their gender. Therefore it is critical that parent/guardian approval is never a prerequisite for respecting a student's chosen name, gender identity, and chosen pronouns.

**D. Creating A Plan for Students who are Transgender/Transitioning**

The following procedure will be used to create a Plan to meet the needs of students who are transgender:

1. A student who is transgender and/or his/her parent(s)/guardian(s) should contact the building administrator or the student's counselor. In the case of students who have not yet enrolled in school, they should contact the building principal.
2. The building administrator or designee should schedule a meeting to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, other participants may include the counselor, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a Plan for that student.

3. In consultation with the student and parent(s)/guardian(s)/others as appropriate, the school should develop a Plan to address the student's particular needs. If the student has an IEP and/or a 504 plan, the team should consider the provisions of these plans as they develop a Plan for addressing transgender issues. The Plan should:
  - a. in consultation with the student, determine what information to share with the student's parents or guardians
  - b. identify resources that could assist parents or guardians to better understand how to support their child, if necessary
  - c. describe how staff will communicate with building staff and other students
  - d. outline how we will meet the student's specific needs around facilities (i.e. restrooms, locker rooms, overnight accommodations, etc.)
4. The school may request documentation from outside service providers as necessary to assist staff in developing a Plan appropriate for the student.
5. If the parties cannot reach an agreement about the elements to be included in a Plan, the building administrator and/or a District-level administrator shall be consulted as appropriate.
6. Teachers and other staff who have responsibilities for a student who is transgender will receive support in implementing the student's Plan.
7. The Plan(s) shall be kept in the Counseling office.

**E. Guidance on Specific Issues**

1. **Privacy:** The student's Plan should address how to deal with disclosures that the student is transgender. In some cases, a student may want school staff and students to know, and in other cases the student may not want this information to be widely known. School staff should take care to follow the student's Plan and not to inadvertently disclose information that is intended to be private or that is protected from disclosure.

School staff should remember that under FERPA, student records may only be accessed and disclosed to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians, or the student at age 14.

2. **Official Records:** Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (*see* Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.

Schools are required to maintain a permanent record for each student that includes legal name and gender. This information is also required for standardized tests and official school unit reports. On school records or other documents, the school should, to the extent

possible, use the name and gender identified in the student's Plan, not the name or gender assigned at birth.

Under Massachusetts law, an individual may adopt a name that is different from the name that appears on the birth certificate, "provided the change is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required" (MA DESE's *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*). The Massachusetts DESE has a process in place to update name changes and gender markers in the Student Information Management System.

Any requests to change a student's legal name or gender in official records should be referred to the Assistant Superintendent for Student Services. State law mandates that data about a student's assigned gender, name change related to gender identity, and other similar information is part of the Student Record. When a student is using a chosen name and different gender than assigned at birth, the birth name and assigned gender are considered private information. The school will make every effort to update the student's record to reflect the student's chosen name and gender and not circulate records with the assigned birth name and gender. Records with the student's assigned birth name and gender should be kept in a separate, confidential file in the counseling office.

3. **Names/Pronouns:** School staff should address students who identify as transgender under these guidelines by the name and pronoun that correspond to the gender identity they consistently assert while at school. Some students may feel most comfortable with gender-neutral pronouns like "ze" or "they", or just referred to by their names without pronouns.
4. **Restrooms, Locker Rooms, and Changing Facilities:** A student who has been identified as transgender under these guidelines shall be permitted to use the restroom/ locker room/changing facility assigned to the gender the student consistently asserts at school. A student who is transgender and expresses a need for privacy will be provided with reasonable alternative restroom facility or accommodations such as using a separate stall or a staff facility. However, students shall not be required to use a separate non-communal facility over their objection.
5. **Athletics:** Students who are transgender may participate in accordance with the gender identity they consistently assert at school. Interscholastic athletic activities are addressed through the Massachusetts Interscholastic Athletic Association *Gender Identity Policy Clarification* (11/13/2014).
6. **Other Gender-Based Activities, Rules, Policies, and Practices:** According to the Massachusetts Department of Elementary and Secondary Education, "Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity." (MA DESE's *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*).

Since we are responsible for ensuring a safe and affirming environment for all students, staff will not use gender-based practices such as lining boys and girls up separately to leave the classroom, or using phrases like, “Boys and girls...” Additionally, staff shall not separate students by gender for instructional or curricular purposes.

7. **Dress Code:** Students who are transgender may dress in accordance with their consistently asserted gender identity, consistent with any applicable requirements in the dress code or school rules.
  
8. **Safety and Support for Students Who Are Transgender:** School staff are expected to comply with any Plan developed for a student who is transgender and to notify the building administrator or other designated support person for the student if there are concerns about the Plan or about the student’s safety or welfare.  

School staff should be sensitive to the fact that students who are transgender may be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if he/she becomes aware of a problem.
  
9. **Professional Learning for Staff:** The Superintendent and/or building principals may offer professional learning and/or distribute educational materials about transgender issues to faculty as they deem appropriate.

**Cross Reference:**

JB	ABRSC Policy Equal Educational Opportunities
JI	ABRSC Policy Student Rights and Responsibilities
AC	ABRSC Policy Nondiscrimination
ACAB	ABRSC Policy Prohibition of Harassment
MA 603 CMR 26.00	Access to Equal Education Opportunity Regulations
MA, 603 CMR 23.00	Student Records Regulations
Title VI	Civil Rights Act of 1964
MA St. 2011, c.199	An Act Relative to Gender Identity
MA St. 2016, c. 134	An Act Relative to Transgender Anti-Discrimination
42 USC 12211 (b)(1)	Americans With Disabilities Act (ADA)

Massachusetts Interscholastic Athletic Association *Gender Identity Policy Clarification*

Massachusetts Department of Elementary and Secondary Education’s *Creating a Safe and Supportive School Environment- Nondiscrimination on the Basis of Gender Identity*

November 2017

Student Name (in PowerSchool): \_\_\_\_\_



**ABRSD Building-Based Plan for Students who are Transgender and Gender-Nonconforming**

*This planning tool should be utilized with the student and relevant parties as a way to ensure the school environment is both safe and supportive of the student.*

*(First page to be completed prior to meeting by Counselor/Administrator, in consultation with Student)*

Student's current name in the student information system: \_\_\_\_\_

School: \_\_\_\_\_

A meeting to develop this Plan is scheduled for: \_\_\_\_\_

Who will be invited to support the development of the Plan?

Role/Position	Name
Student:	
Parent/Guardian:	
Administrator:	
School Counselor:	
School Contact Person:	
Other School Staff:	
Community Provider:	
Other(s):	

Student Name (in PowerSchool): \_\_\_\_\_

Plan Date: \_\_\_\_\_

Student's preferred name: \_\_\_\_\_

Student's preferred pronoun:  He  She  They  Ze  Other: \_\_\_\_\_

Current gender marker in PowerSchool:  Male  Female

Student's preferred gender identification:  Male  Female  Nonbinary  Gender Fluid

Is a name change for PowerSchool being requested?  Yes  No

Is a gender change for PowerSchool being requested?  Yes  No

Timeline considerations for gender identification/pronoun during transition: \_\_\_\_\_

\_\_\_\_\_

Parent/guardian name(s) and Contact Information: \_\_\_\_\_

Is the parent/guardian aware of the student's preferred name and gender identification?  Yes  No

If not, what is the plan to support the student to be safe at home and/or to share this information with parent(s)/ guardian(s)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Which staff person will be the student's "go-to" person in the building? (Weekly check-ins are expected for the first few weeks, as needed after.)

Name of staff person: \_\_\_\_\_

Phone extension: \_\_\_\_\_

Email address: \_\_\_\_\_

- What other adults in the building will be able to support the student? \_\_\_\_\_

\_\_\_\_\_

Student Name (in PowerSchool): \_\_\_\_\_

Plan Date: \_\_\_\_\_

- Plan for bathroom (*where they are, which will be used, do a walk-through with student to ensure that they know where facilities are located*):

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---

- Plan for locker room facilities for Physical Education:

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---

- Plan for field trips (*including who is responsible for seeing the plan in place for each field trip*):

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---

- Plan for gendered activities (*such as sports*):

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---

- Other timeline considerations for students who are transitioning: \_\_\_\_\_

---

---

- Staff training plan (*all or selected staff?*): \_\_\_\_\_

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- Other considerations: \_\_\_\_\_

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- Date for follow-up / check-in meeting: \_\_\_\_\_



File: IKF

## GRADUATION REQUIREMENTS

All Acton-Boxborough Regional High School students must meet the following minimum requirements to graduate and receive a diploma:

Passing grades in:

- Four years of English
- Three years of social studies (one of which must be U.S. History)
- Two years of science (one of which must be biology)
- Two years of mathematics
- Fitness for Living (1 year alternate days)  
This course includes two terms of Health Education and two terms of physical education.
- Three semesters of physical education over the next three years (10, 11 & 12)
- Academic elective requirement - one additional year of English, social studies, math or science, or a third year of a world language.
- One semester of Communication Arts, Industrial Arts, Performing Arts or Visual Arts, beginning with the Class of 2016.

All students must take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests in order to qualify for a high school diploma. These tests are given at the high school beginning in the spring of sophomore year. Thereafter, they are administered at least twice a year.

All students new to the state of Massachusetts should contact their counselor as soon as possible for additional information and to be sure that they are signed up to take the MCAS tests at the next appropriate administration.

### Credit Requirements

One hundred credits are required for graduation.

Revised 5/3/12

## FIRST AID

The District ~~and its schools attempt~~strives to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call 911 ~~the school physician~~.

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

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

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately after calling 911, when appropriate.
3. No young child who is ill or injured will be sent home alone at the end of the school day, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be ~~taken~~ sent home unless it is known that someone is there to receive him/her.
4. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization of injured or ill students, contacting the parent or guardian in advance if at all possible.
5. The teacher or other staff member to whom a child is responsible at the time an accident occurs will ~~make out~~ complete a report on an official form providing details about the accident. This will be required for every accident for which first aid is ~~given~~ administered.
6. ~~All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the appropriate School Committee. Accident forms are kept in each school health office and incidents are entered into the online health information system.~~

### Automated External Defibrillators

~~The School Committee authorizes the placement of automated external defibrillators (AEDs) at designated~~ are placed in each school sites for use by designated personnel who have ~~volunteered to receive training~~ been trained in the use of AEDs. The Superintendent or designee shall develop guidelines for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling. The guidelines shall also specify the placement, security, and maintenance as well as recommended use of the AED.

The authorization of AEDs in the District's schools shall not be deemed to create a guarantee or obligation to use the AED in the case of an emergency nor any expectation that an AED or trained employee will be present and/or able to use an AED in an emergency or any expectation that the AED will operate properly.

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

~~Approved by the Acton-Boxborough Transitional School Committee: INSERT DATE.~~

First Read  
11/9/17

File: GBJ

### PERSONNEL RECORDS

Information about employees is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon request, to review the contents of his/her own personnel file. Such review will occur within the Central Office.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the employee and will become part of the employee's personnel file. Further, no negative comment will be placed in an employee's file unless it is signed by the person making the comment and the employee is informed of the comment and afforded the opportunity to include his/her written response in the file.

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247  
Title IV, as amended  
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations  
M.G.L. 4:7; 71:42C  
Teachers' Agreement

CONTRACT REF.: All Agreements

CROSS REF.: KDB, Public's Right to Know

Approved:

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

First Read  
11/9/17

File: GCIA

### PHILOSOPHY OF STAFF DEVELOPMENT

~~All staff members will be encouraged in and provided with suitable opportunities for~~ The development of increased competencies beyond those they may attained through the job performance of their assigned duties and supervisors' assistance will be encouraged for all staff members. ~~from supervisors.~~

Opportunities for professional growth will ~~may~~ be provided through such means as and may include the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.
2. Membership on curriculum development committees drawing personnel from within and ~~without outside~~ the school system.
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
4. Unpaid ~~Leaves~~ of absence for graduate study, research, and travel.
5. Partial payment of tuition for approved courses.

The Superintendent will have the authority to approve or deny released time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

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

First Read  
11/9/17

File: GCJ

**PROFESSIONAL TEACHER STATUS**

Teachers and certain other professional employees who have served in the School District for three consecutive years shall be entitled to professional teacher status. The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base ~~his~~ these decisions on the results of evaluation procedures conducted according to Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

Established by law and Committee policy

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

Approved:

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

File: IHB

First Read

11/9/17

## PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

The goal of the Acton-Boxborough Regional School District's special education programming is to provide a free, appropriate public education in the least restrictive environment to students who are determined to be eligible for special education and/or related services under state and federal laws.

The requirements of the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws Chapter 71B (often referred to as Chapter 766), and the regulations implementing these statutes, will be followed in the identification of children aged 3 through 21 years of age with ~~special disabilities needs~~, in referrals for evaluation, in developing an individualized education ~~plan~~program, and in assessing the student's educational progress.

The Acton-Boxborough Regional School District will work with parents/guardians in designing and providing programs and services to children with special needs. Parents/Guardians will be informed, and conferred with, whenever a child is referred for evaluation. In the event of a disagreement concerning eligibility, services, placement, or evaluation, the parents/guardians will be afforded all rights and protections under both state and federal law.

Legal Refs.: Individuals with Disabilities Education ~~Improvement~~ Act  
Section 504 of the Rehabilitation Act of 1973  
Massachusetts General Laws Ch. 71B (often referred to as Chapter 766)  
603 C.M.R. 28.00 *et seq.*

Approved:

First Read 11/9/17

## HOME OR HOSPITAL INSTRUCTION

Upon receipt of a written order by the student's physician (using the Dept. of Education form), verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in the hospital for medical reasons and for a period of not less than fourteen school days in any school year, the principal or designee shall arrange for provision of educational services in the home or hospital. The services shall be provided with sufficient frequency to allow the student to continue his or her educational program, so long as the services do not interfere with the medical needs of the student. The principal shall coordinate the services with the ~~Administrator for Special Education~~ Student Services Department for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for special education services, and the services include services on the student's IEP.

The Massachusetts Department of Education has published a Question and Answer Guide on the Implementation of Educational Services in the Home or Hospital. A copy of this guide is available at the Pupil Services Office, 15 Charter Road, Acton, MA or via the Internet at: [http://www.doe.mass.edu/pqa/ta/hhep\\_qa.html](http://www.doe.mass.edu/pqa/ta/hhep_qa.html).

Legal Refs.: 603 CMR 28.03(3)(c) and 28.04(4).

Approved:



File: JIE

## **PREGNANT/PARENTING STUDENTS**

First Read 11/9/17

Pregnant and parenting students have a right to equal educational opportunities and their rights are fully protected by a federal law known as Title IX. The Acton-Boxborough Regional School District encourages any students who may be pregnant or who are parenting a child to inform their school counselor, the school nurse, or another appropriate school official, who will assist them and who will help ensure that they have full access to the same academic and extracurricular programs available to all students.

Should a physician deem it inadvisable for a pregnant student to attend school for an extended period of time, all services granted to home bound students under School Committee policies shall be made available.

| REF: Programs for Students with Special Education Needs, File: IHB

Approved 3/22/12

First Read  
11/9/17

File: JII

## STUDENT COMPLAINTS AND GRIEVANCES

The School Committees recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and members of the school community. We embrace an "open door" policy in the public school system.

The traditional "open door" policy in the public school system will be continued.

Students--and their parents and/or guardians--who believe that the students have received unfair treatment in the form of disciplinary action will have the right to appeal. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, grievances or appeals procedures will begin with the authority imposing the penalty (for example, Principal or teacher, as described in the Communication Map) and may ultimately be referred/appealed to the Principal or Superintendent and on to the School Committee.

LEGAL REF.: M.G.L. 76:17

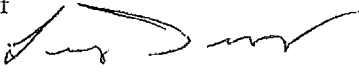
REF: ABRSD Communications Map

Acton-Boxborough Regional School District

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3" 4.6"

10/24/2017 10:23:11 AM

# Memorandum

To: William McAlduff  
From: Larry Dorey   
Date: 11-14-17  
Re: PTSO Grant to ABRHS

Please present to the School Committee this list of gifts and donations received from AB PTSO:

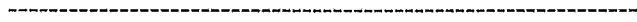
ABRHS Recipient	Donor	Amount
ABRHS – grant for afternoon Library Coverage	ABR – PTSO	\$5,000



**Raymond J. Grey Junior High School**  
16 Charter Road, Acton, Massachusetts 01720-2995  
(978) 264-4700 x3303 FAX (978) 264-3343  
**Andrew Shen, Principal**

**Acton-Boxborough Regional School District**  
**James Marcotte, Assistant Principal**  
**Allison Warren, Assistant Principal**  
**David Lawrence, Assistant Principal**

Date: November 14, 2017  
To: Acton-Boxborough Regional School Committee  
William McAlduff, Superintendent of Schools  
From: Andrew Shen, RJ Grey Principal  
Re: Gift from ABRPTSO



Dear Bill,

We would like the School Committee to accept a grant of 3,750.00 from the ABRPTSO. This grant is given to offset the cost of the student planbooks for the 2017-2018 school year.

Please let me know if you have any questions.

Regards,

Andrew Shen

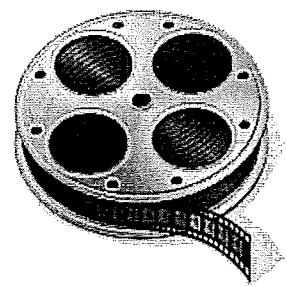
Would you like to go to the Special Town Meeting but cannot find a sitter?

Drop your school-aged kids off and let them enjoy a **KID FRIENDLY MOVIE NIGHT** while you attend the Special Town Meeting

Monday (12/4)  
6:30 pm until 9:00 pm  
Chorus Room (106N) at the AB Regional High School

# Cars 3

- ◆ Parents need to RSVP to Alycen Nigro (alyheels@yahoo.com) by **Friday (12/1) at noon** indicating the spots needed.
- ◆ A release waiver will be required for each child. This waiver will be emailed to you when you reserve your spot and should be presented to the chaperones upon drop off.
- ◆ Drop off starts at 6:30 pm. Pick up is promptly at 9 PM.
- ◆ The children will be chaperoned by adult volunteers (all CORI checked) including school district teachers and parents. In addition, high school volunteers will be on hand to help out.
- ◆ Coloring activities will also be available for the children's use in the room.
- ◆ Food will not be served but children are welcome to bring a water bottle.
- ◆ Blankets are encouraged for comfy movie watching!



For questions or to reserve a spot, contact: Alycen Nigro (alyheels@yahoo.com)

This event is sponsored by the Acton Boxborough Education Association (ABEA) and the Acton Elementary School Parent Teacher Organizations (PTOs).



# 2017-2018 ABRSD Family Learning Series

## Building Resilience: Mindset, Mindfulness & Movement

For parents/caregivers and community members



Resilient Schools: Helping School Communities Manage Stress and Learn Lifelong Resiliency Skills

**Rana Chudnofsky, Ed.M.**

9.12.17 ABRHS Auditorium 7-8:30PM



**Robert Evans, Ed.D.**

Executive Director  
The Human Relations Service  
Wellesley, MA

Raising Resilient Children in Challenging Times

**Robert Evans, Ed.D**

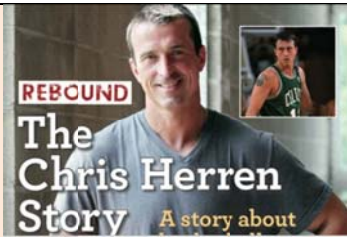
10.11.17 JH Auditorium 7-8:30 PM



What Parents and Caregivers Can Do to Nurture Lifetime Readers

**Steven Layne, Ed.D**

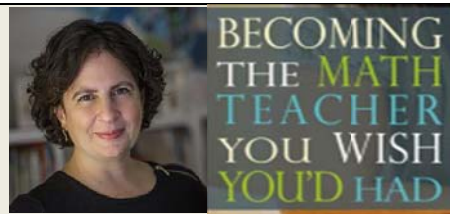
11.7.17 ABRHS Auditorium 7-8:30 PM



REBOUND: The Chris Herren Story

**Chris Herren**

11.20.17 ABRHS Auditorium 7-8:30 PM



Mathematics and Mindset

**Tracy Johnston Zager**

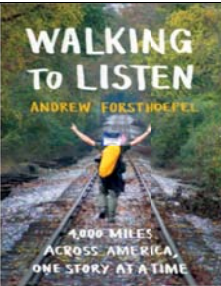
12.14.17 ABRHS Auditorium 7-8:30 PM



Attunement & Somatic Regulation: A Body Based Approach Toward Increasing Understanding & Resilience

**Heather Finn, LICSW**

2.6.18 ABRHS Auditorium 7-8:30 PM



The Missing Medicine: Listening as a Practice in Healing & Transformation

**Andrew Forsthoefel**

Students grades 9-12 welcome to attend

3.7.18 JH Auditorium 7-8:30 PM



**DR. ANTHONY RAO**

Movement

**Anthony Rao, PhD**

4.10.18 ABRHS Auditorium 7-8:30 PM



Perfectionism

**Lisa Coyne, PhD**

May TBD ABRHS Auditorium 7-8:30 PM

Students grades 6-12 welcome to attend

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

Please visit <http://www.abschools.org/families/family-learning> for more information and to confirm locations.