



Acton-Boxborough Regional
School Committee Meeting
Followed by Executive Session

November 5, 2015

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

November 5, 2015
7:00 p.m.
Followed by Executive Session

AGENDA

1. **Call to Order** (7:00)
2. **Chairman's Introduction**
3. **Statement of Warrant and Approval of Minutes**
 - 3.1. Minutes of Meeting on 10/22/15 (Workshop) and 10/27/15 (3 Board Meeting)
4. **Public Participation** (7:05)
5. **Enrollment Report** – *Marie Altieri & Peter Ashton* (7:10)
 - 5.1. October 1, 2015 Enrollment Report – *Marie Altieri*
 - 5.2. Enrollment Projections – *Peter and Mary Ann Ashton*
6. **RJGJHS Class Size Report** – *Andrew Shen* (7:40)
7. **ABRHS Class Size Report** – *JoAnn Campbell* (8:00)
8. **MASC District Governance Program Update** – *Kristina Rychlik* (8:20)
 - 8.1. Recommendation to Approve ABRSC Goals – **First Reading**
9. **FY17 ABRSD School Calendar – First Reading** – *Glenn Brand, Marie Altieri* (8:25)
 - 9.1. School Year/School Calendar, Policy File: IC/ICA
 - 9.2. Staff Survey Results
 - 9.3. Draft FY17 Proposed Calendar (*revised – Good Friday = no school*)
10. **Recommendation to Approve Gifts from Elementary School PTSOs – VOTE** – *G. Brand* (8:40)
11. **Subcommittee Reports**
 - 11.1. Budget – *Maria Neyland* (10/28/15) (*oral*)
 - 11.2. Policy –
 - 11.2.1. **School Councils**, File: BDFA – **First Read** – *Glenn Brand*
 - 11.2.1.1. Procedures: School Improvement Plan, BDFA-R-1, Submission and Approval of the School Improvement Plan, BDFA-R-2, Conduct of School Council Business, BDFA-E-3
 - 11.2.2. **New School Committee Member Orientation**, File: BIA – **First Read** – *Kathleen Neville*
 - 11.2.3. FYI - Revisions to Procedures Only (no vote needed)
 - 11.2.3.1. Special Education Parent Advisory Council, File: BDFB-R
 - 11.2.3.2. Acknowledging Religious Holidays, File: ACD-R – *Brigid Bieber*
 - 11.3. Demographic Study Update – *Mike Coppolino* (*oral*)
 - 11.4. Legislative – Paul Murphy
 - 11.4.1. Final Letter from ABRSC re Standardized Testing to Elementary BESE, 10/23/15

12. School Committee Member Reports

- 12.1. Acton Leadership Group (ALG) – *Kristina Rychlik, Paul Murphy*
 - 12.1.1. Meeting on 10/29/15
 - 12.1.2. Three Board Meeting held 10/27/15
- 12.2. Boxborough Leadership Forum (BLF) – *Maria Neyland*
- 12.3. Health Insurance Trust (HIT)– *Mary Brolin*
- 12.4. Acton Finance Committee – *Kristina Rychlik, Deanne O’Sullivan*
- 12.5. Acton Board of Selectmen – *Mike Coppolino, Paul Murphy*
- 12.6. Boxborough Finance Committee- *Mary Brolin*
- 12.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
- 12.8. Minuteman Tech Update – *Diane Baum*
- 12.9. PTO/PTSO/PTF Co-Chairs– *Deanne O’Sullivan*

13. Acton Special Town Meeting re Citizens’ Petition (11/10/15) – Kristina Rychlik

- 13.1. ABRSC Statement
- 13.2. Warrant found at <http://www.acton-ma.gov/ArchiveCenter/ViewFile/Item/7371>

14. A. Recommendation to Accept Donation of Baking Trays to ABRSD Food Service Department – VOTE – Glenn Brand

14. B. Recommendation to Accept \$2,500 Grant from Crayola to the Conant School – VOTE – Glenn Brand

15. Invitation to Nominate ABRSC member for Consideration by Acton TV Board of Directors – VOTE – Glenn Brand

16. Superintendent’s Report – Glenn Brand

- 16.1. Standardized Testing Statement from ABRSD Administration (*final*)
- 16.2. Report on 11/3/14 Professional Learning Day for Staff

17. Senior Leadership Administrative Restructuring Proposal – Glenn Brand

18. FOR YOUR INFORMATION

- 18.1. AB Connector newsletter, October 2015, Sign up to receive these directly via Constant Contact at <http://www.abschools.org/>
- 18.2. Financial Reports, September 30, 2015
 - 18.2.1. Appropriated Budget v. Actual (Expenditures and Revenues)
 - 18.2.2. Special Revenue, Revolving and Gift Funds
- 18.3. Advancing Parent Professional Leadership in Education (APPLE) memo
- 18.4. Dismissal Schedule for Wednesday, 11/25/15
- 18.5. NEW Service: Cross-Acton Transit Schedule

19. EXECUTIVE SESSION: for strategy with respect to litigation

20. Adjourn

NEXT MEETINGS:

Nov 19	ABRSC Meeting	7:00 p.m. in Jr High Library
Dec 3	ABRSC Meeting	7:00 p.m. in Jr High Library
Dec 17	ABRSC Meeting	7:00 p.m. in Jr High Library

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

Library
R.J. Grey Junior High School

October 22, 2015
7:00 p.m.

Members Present: Mary Brolin, Michael Coppolino, Amy Krishnamurthy, Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland, Kristina Rychlik
Members Absent: Diane Baum, Brigid Bieber, Deanne O'Sullivan
Others: Glenn Brand, Beth Petr, Dorothy Presser

1. The ABRSC was called to order by Chairwoman Kristina Rychlik at 7:01 p.m.
2. **Chairman's Introduction** – Kristina welcomed Dorothy Presser from the MA Association of School Committees (MASC).
3. **Statement of Warrant and Approval of Minutes**
 - 3.1. Minutes of meetings on 10/1/15 and 10/15/15 were approved.
 - 3.2. Warrant #16-009 dated 10/22/15 in the amount of \$3,750,894.96 was signed by the Committee members.
4. **Public Participation** - none
5. **Legislative Subcommittee** – *Paul Murphy*
 - 5.1.1. Final Letter from ABRSC re Standardized Testing
All members signed the letter discussed at the previous meeting and Beth will send it tomorrow.
6. **Acton Three Board Meeting on 10/27/15** – *Kristina Rychlik*
 - 6.1. Agenda
These will be general overviews from the Boards for next year. Some members of the Boxborough boards may attend. Mary Brolin is preparing for a Boxborough Leadership Forum (BLF) meeting and she will ask them if they want the School Committee to present their budget information.
7. **Acton Special Town Meeting re Citizens' Petition (11/10/15)** – *Kristina Rychlik*
Although there have been some developments, at this time, this item of business is still on for 11/10/15. A draft statement has been circulated and it will be voted on just prior to the 3 Board Meeting so it can be presented in final form. A School Committee meeting will be posted for 6:50 p.m. on 10/27/15 for the Committee to do this.
8. **MASC District Governance Program – Workshop #2 Framing the Work** – *Kristina Rychlik, Dorothy Presser*
 - 8.1. ABRSC 2015 - 2016 Operating Protocols
 - 8.2. ABRSD Mission, Values and Long Range Strategic Plan:
<http://www.abschools.org/district/mission-and-values>
 - 8.3. Superintendent's FY16 Goals

Dorothy Presser began the discussion by asking what does the SC need to do to help make this happen – present the budget differently, more outreach, community engagement, what ground work

needs to be done to address something like a facilities issue, for example. After much discussion, the Committee agreed on the following draft goals:

ABRSC 2015-16 Goals

October 22, 2015

Professional Practice Goal #1

Participate in and complete the Massachusetts' Association of School Committees' District Governance Program to improve the efficiency and effectiveness of our committee.

Actions planned:

Workshop series throughout first half of 2015-16 school year to focus on development of Committee Operating Protocols, alignment of district's mission/vision/goals with our own Committee goals, and put in place a system to monitor and sustain progress in these areas.

District Improvement Goal #1

Proactively address current and future capital needs of the district to best inform our budget planning process, both for FY '17 and longer-term.

Actions planned:

- *When receive plan in January 2016, "make it ours"*
 - *Read & understand plan*
 - *Share findings at community forums (both towns, both towns' boards)*
 - *Participate in & support Future School Needs Committee*
 - *Support Phase II in FY '17 budget*

District Improvement Goal #2

Improve community engagement to help inform SC decision-making while also helping the community understand our issues and the rationale behind decisions made.

Actions planned:

- *Complete updated "demographic survey"*
 - *Plan/change name*
 - *Implement*
 - *Analyze*
 - *Report out*
- *Drive traffic to SC website/district website as appropriate*
- *Specific outreach on issues of interest*
- *Better engage PTO/PTF/School Council groups, Interschool Council*

Student Learning Goal #1

Create, support and promote a FY '17 budget that supports the needs of all students, while also beginning the process of engaging in longer-range budget planning to support the district's long-range goals.

Actions planned:

- *Revised budget calendar to improve process leading to town meeting votes*
- *Use AB Connector and other vehicles for community communications*
- *Continue to use Budget Subcommittee to preview budget issues and steer the process of budget development*

It was confirmed that these goals are for the 2015-2016 school year. The Committee discussed the merits and the difficulties of budgeting for 3 – 5 years out. Several members would like to include some educational “innovations” in future budgets, even though there may not be funding for them. They feel that it is part of their responsibility as School Committee members to consider ways to do things differently and include them in the budget discussion, ultimately leading to the Committee’s decision about what can be funded and what cannot.

The Committee has one more workshop to finish the Governance program.

The ABRSC adjourned at 9:07 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda

NEXT MEETINGS:

Oct 27	Three Board Meeting	7:00 p.m. in Acton Town Hall Room 204
Nov 5	ABRSC Meeting	7:00 p.m. in Jr High Library
Nov 10	Acton Special Town Meeting	7:00 p.m. in the ABRHS Auditorium
Nov 19	ABRSC Meeting	7:00 p.m. in Jr High Library

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

Room 204
Acton Town Hall

October 27, 2015
6:50 p.m.

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Michael Coppolino, Amy Krishnamurthy, Paul Murphy, Kathleen Neville, Kristina Rychlik,
Members Absent: Maya Minkin, Maria Neyland, Deanne O'Sullivan
Others: Glenn Brand, Clare Jeannotte, Marie Altieri, Scott Smyers

1. The ABRSC was called to order at 6:52 p.m. by Chairwoman Kristina Rychlik.
2. **ABRSC Statement re: Citizens' Petition**

The Committee reviewed the draft statement that was distributed at their meeting on 10/22/15. Mary Brolin moved, Amy Krishnamurthy seconded and it was unanimously,
VOTED: to accept the statement as written.

The ABRSC was adjourned at 6:55 p.m.

Respectfully submitted,
Kristina Rychlik

List of Documents Used: ABRSC Draft Statement

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING
Acton Three-board Meeting
DRAFT Minutes

Room 204
Acton Town Hall

October 27, 2015
7:00 p.m.

Members Present: Diane Baum, Brigid Bieber, Amy Krishnamurthy, Paul Murphy, Kathleen Neville, Kristina Rychlik, Mary Brolin, Michael Coppolino, Maria Neyland (7:07 p.m.)
Members Absent: Maya Minkin, Deanne O'Sullivan
Others: Glenn Brand, Clare Jeannotte, Marie Altieri, members of Acton Finance Committee, Acton Board of Selectman, Town Staff, Scott Smyers

1. The ABRSC was called to order at 7:00 p.m. by Chairwoman Kristina Rychlik.

2. **Three-Board Meeting**

Kristina welcomed everyone to the meeting and introduced the purpose: to share each board's goals for the year and get a jumpstart on the budget planning process by sharing an overview of critical issues faced by the schools and the town.

Kristina introduced the schools section with an overview of Committee goals, and then introduced Glenn Brand. He shared his Superintendent goals and an overview of the FY '17 budget calendar. Lastly, Marie Altieri provided an overview of enrollment trends, including critical issues related to trends in the District's increasing high needs student populations.

Katie Green provided an overview of the Board of Selectmen's goals and issues facing the town, which showed many parallel trends to what the schools are facing. The town is challenged with increasing numbers of residents with mental health, drug and domestic abuse, poverty and other issues requiring increasing human services and improved coordination among existing staff and between the town and schools.

Lastly, after a short social break, Steve Noone presented the Finance Committee's draft Point of View. The Finance Committee believes that:

- the Town should begin a Capital Planning Committee with representation from the Board of Selectmen, town and schools
- reserves should be pegged at 5%
- future project prioritization should not be random. Projects should not be funded in the order that they are requested. Town leaders need to plan and prioritize so bonding decisions are made wisely.

The ABRSC adjourned at 8:55 p.m. at the meeting's conclusion.

Respectfully submitted,
Kristina Rychlik

List of Documents Used: Agenda, Slides from ABRSC, Board of Selectmen and Finance Committee

“THREE BOARD” MEETING

of the

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) *
ACTON BOARD OF SELECTMEN
ACTON FINANCE COMMITTEE

Acton Town Hall
Room 204

October 27, 2015
7:00 p.m.

AGENDA

1. **Call to Order** (7:00)
2. **Welcome/Introduction** – *Kristina Rychlik*
 - 2.1. Planning for the FY17 Budget Process
 - 2.2. Goal Sharing
 - 2.3. Critical Budget Issues
3. **Acton-Boxborough Regional School Committee Presentation/questions** – *Kristina Rychlik (7:15)*
4. **Acton Board of Selectmen Presentation/questions** – *Katie Green (7:45)*
5. **Dessert Break** (8:15)
6. **Acton Finance Committee Presentation/questions** – *Mike Majors (8:30)*
7. **Wrap Up**
8. **Adjourn** (9:00)

*The Acton-Boxborough Regional School Committee will meet at **6:50 p.m.** on October 27, 2015 in Acton Town Hall Room 204. The sole agenda item is to vote on a statement regarding the Citizens’ Petition to be considered at next month’s Acton Special Town Meeting.

10-1-15 Enrollment Reports
are posted separately
after this packet

ABRSC 2015-16 Goals – October 23, 2015

Professional Practice Goal #1

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Actions planned:

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File: IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Acton-Boxborough Regional School Committee.

The schools shall ensure that every student is scheduled to receive sufficient learning time to receive an appropriate public school education.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in-service days; and parent conferences.

LEGAL REFS.: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12
Board of Education Regulations for School Year and School Day,
effective 9/1/75
Board of Education, Student Learning Time Regulations
603 CMR 27.00, Adopted 12/20/94

Approved: 3/20/14

Acton-Boxborough Regional School District



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

9.2

Marie Altieri

Director of Personnel and Administrative Services

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Director of Personnel and Administrative Services
Date: October 29, 2015
Re: Calendar Survey and Recommendation

Please see the attached calendar survey and results. 453 staff members responded, including 311 teachers. We included a description of this year's calendar, and four options for the start of school. Labor Day next year is on Monday, September 5.

Almost 80% thought that having two staff days before school started worked well. Of the four options, there was a clear preference (70%) to have the staff days on Monday August 29 and Tuesday August 30 with students starting on Wednesday, August 31. The 70% breaks down into 44% who prefer to have the Friday before Labor Day off, and 25% prefer to have school on the Friday before Labor Day. Since the teachers' contract specifies that the Friday before Labor Day is a no school day, we will need to recommend a calendar with no school on the Friday before Labor Day.

Based on these results, we are bringing forward a recommended calendar (attached) with Staff Opening Day and Professional Day on Monday, August 29 and Tuesday August 30. Students in grades K-6, 7 & 9 would start on Wednesday, August 31. Students in grades 8, 10, 11 & 12 would start school on Thursday September 1. Friday September 2 would be a no school day.

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

School Opening and Calendar Survey 2015

School Opening and Calendar Survey

The teachers' contract now specifies two professional days. We schedule one of them every year on election day in November. This year we scheduled the second professional day as a school-based day before school started. We would like your feedback about the scheduling of that day as well as possible ways to schedule the start of school next year.

The schedule for the opening of school this year included:

Monday August 31 School-Based Professional Day

Tuesday Sept 1 Superintendent's welcome & School meetings

Wednesday Sept 2 1st Day for students Grades K-6, 7 & 9

Thursday Sept 3 1st Day for students grades 8 & 10-12 and early release for elementary

Friday Sept 4 No School

Friday Sept 7 No School - Labor Day

Next year, Labor Day is on Monday September 5, 2016.

1. It worked well to have two staff days before school started

Strongly Agree

Agree

Disagree

Strongly Disagree

N/A

Comment

2. One of our professional days will continue to be in November. When would you prefer to have the second professional day?

Before School Starts

Late Winter

Comment

3. Labor Day next year is Mon Sept. 5. Which schedule would you prefer for next year? Please rate your 1st, 2nd, 3rd and 4th choice.

Staff Days: Wed Aug 31/Thu Sept 1; Students Start: Tues Sept 6/Wed Sept 7; Last Day: June 19-26

Staff Days: Mon Aug 29/Tues Aug 30; Students Start: Wed Aug 31/Thu Sept 1; No School Fri Sept 2; Last Day: June 15 - 22

Staff Days: Mon Aug 29/Tues Aug 30; Students Start: Wed Aug 31/Thu Sept 1; School is held Fri Sept 2; Last Day: June 14-21

Staff Days Wed Aug 24/Thu Aug 25; Students Start Mon Aug 29/Tues Aug 30; No School Fri Sept 2; Last Day: June 13-20

4. Comments:

5. My position is:

Teacher. Counselor, Nurse, or other certified staff member

Administrator

Support Staff member

6. At which school do you work?

Preschool

Gates

ABRHS

Blanchard

McT

Central Office/District-Wide

Conant

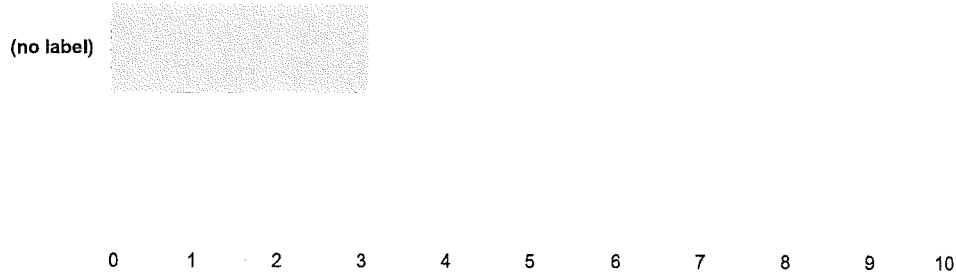
Merriam

Douglas

R. J. Grey

Q1 It worked well to have two staff days before school started

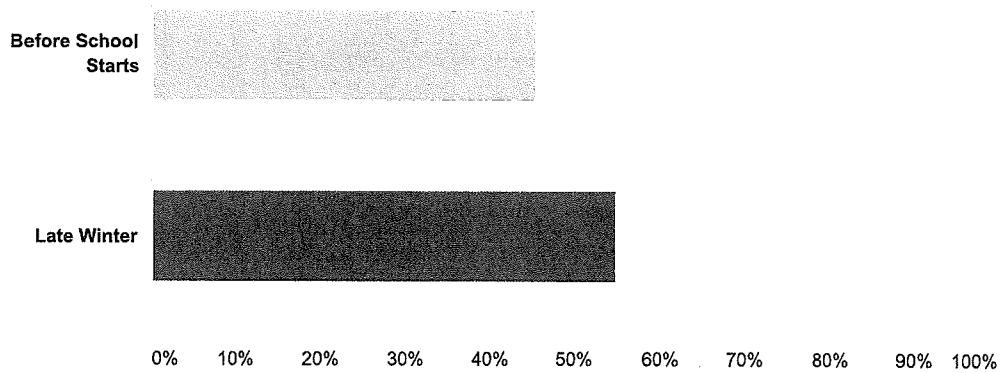
Answered: 453 Skipped: 6



	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Total	Weighted Average
(no label)	29.80%	48.34%	11.26%	5.52%	5.08%	453	3.08
	135	219	51	25	23		

Q2 One of our professional days will continue to be in November. When would you prefer to have the second professional day?

Answered: 437 Skipped: 22



Answer Choices

- Before School Starts
- Late Winter

Responses

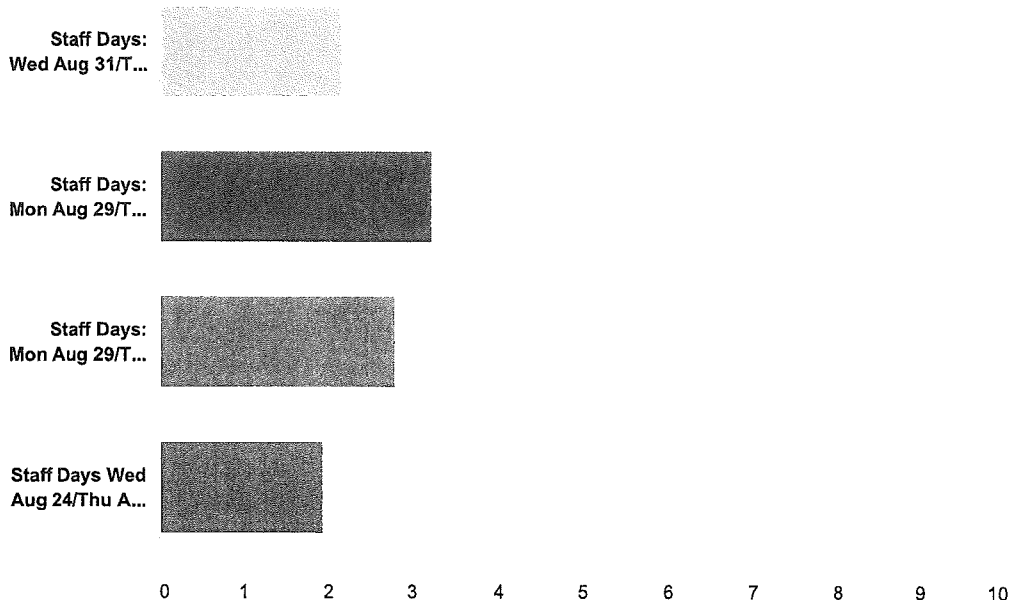
Before School Starts	45.54%	199
Late Winter	54.92%	240

Total Respondents: 437

Q3 Labor Day next year is Mon Sept. 5.

Which schedule would you prefer for next year? Please rate your 1st, 2nd, 3rd and 4th choice.

Answered: 455 Skipped: 4



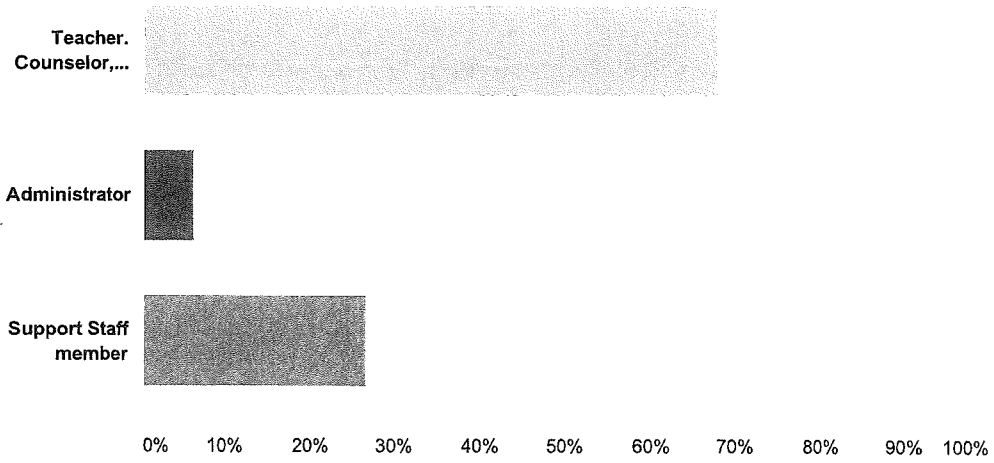
	1	2	3	4	Total	Score
Staff Days: Wed Aug 31/Thu Sept 1; Students Start: Tues Sept 6/Wed Sept 7; Last Day: June 19-26	18.63%	17.22%	28.07%	36.08%	424	2.18
Staff Days: Mon Aug 29/Tues Aug 30; Students Start: Wed Aug 31/Thu Sept 1; No School Fri Sept 2; Last Day: June 15 - 22	44.47%	35.62%	18.58%	1.33%	452	3.23
Staff Days: Mon Aug 29/Tues Aug 30; Students Start: Wed Aug 31/Thu Sept 1; School is held Fri Sept 2; Last Day: June 14-21	24.77%	36.04%	32.88%	6.31%	444	2.79
Staff Days Wed Aug 24/Thu Aug 25; Students Start Mon Aug 29/Tues Aug 30; No School Fri Sept 2; Last Day: June 13-20	15.50%	13.08%	22.52%	48.91%	413	1.95

Q4 Comments:

Answered: 48 Skipped: 411

Q5 My position is:

Answered: 457 Skipped: 2



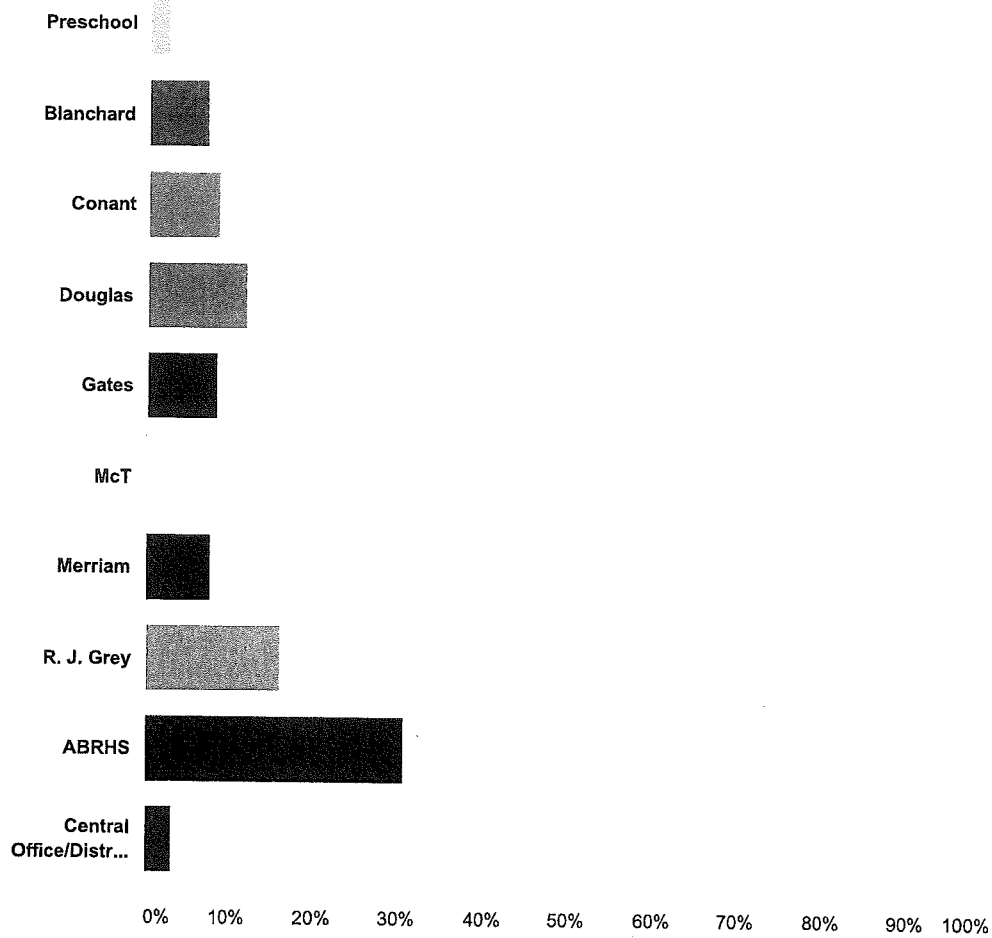
Answer Choices

Responses

Teacher, Counselor, Nurse, or other certified staff member	68.05%	311
Administrator	6.35%	29
Support Staff member	26.70%	122
Total Respondents: 457		

Q6 At which school do you work?

Answered: 454 Skipped: 5



Answer Choices

Responses

Preschool	2.42%	11
Blanchard	7.27%	33
Conant	8.81%	40
Douglas	12.11%	55
Gates	8.59%	39
McT	9.47%	43
Merriam	7.71%	35
R. J. Grey	16.30%	74
ABRHS	30.62%	139
Central Office/District-Wide	3.30%	15

Total Respondents: 454

Acton-Boxborough Regional School District
DRAFT SCHOOL CALENDAR, 2016-2017
Bold Underlined Dates = No School Days

Elementary Schools will dismiss early on the 1st and 3rd Thursdays of each month.

	M	T	W	T	F		Jan.	M	T	W	T	F	
Sept.								<u>2</u>	3	4	5	6	Schools Open - Jan 3
	29	30	31	1	<u>2</u>	Teachers' mtgs. – Aug 29 & 30		9	10	11	12	13	JH Early Dis for confs – TBD
	<u>5</u>	6	7	8	9	Schools Open – Aug 31		<u>16</u>	17	18	19	20	Martin Luther King Day - Jan 16
	12	13	14	15	16	Labor Day – Sept 2 & 5		23	24	25	26	27	Kindergarten Change-over - TBD
	19	20	21	22	23			30	31				School Days - 20
	26	27	28	29	30	School Days - 21							
							Feb.	M	T	W	T	F	
Oct.						*K-12 Early Dis for prof dev – TBD				1	2	3	*K-12 Early Dis for prof dev – TBD
	<u>3</u>	4	5	6	7	Rosh Hashanah – Oct 3		6	7	8	9	10	Presidents' Day - Feb 20
	<u>10</u>	11	<u>12</u>	13	14	Columbus Day – Oct 10		13	14	15	16	17	Winter Recess - Feb 20-24
	17	18	19	20	21	Yom Kippur – Oct 12		<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	School Days – 15
	24	25	26	27	28	Elem Early Dis for confs – TBD		27	28				
	31					School Days - 18							
							Mar.	M	T	W	T	F	
Nov.						Prof. Day - Nov. 1 (no school/students)				1	2	3	HS Late Start only for students NOT taking MCAS -March TBD
		<u>1</u>	2	3	4	Veterans Day - Nov 11		6	7	8	9	10	
	7	8	9	10	<u>11</u>	Half Day – Nov 23		13	14	15	16	17	
	14	15	16	17	18	Thanksgiving Recess - Nov 24 & 25		20	21	22	23	24	School Days - 23
	21	22	23	<u>24</u>	<u>25</u>	School Days - 18		27	28	29	30	31	
	28	29	30										
							Apr.	M	T	W	T	F	
Dec.						*Elem Early Dis for Prof Dev – TBD				3	4	5	*K-12 Early Dis for prof dev – TBD
				1	2	Jr High Early Dis for Conf –TBD		10	11	12	13	<u>14</u>	Good Friday – April 14
	5	6	7	8	9	Winter Recess - Dec. 26 – Jan 2		<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	Patriots Day – Apr 17
	12	13	14	15	16	School Days - 17		24	25	26	27	28	Spring Recess - Apr 17-21
	19	20	21	22	23								School Days - 14
	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>								
							May	M	T	W	T	F	
								1	2	3	4	5	HS Late Start only for students NOT taking MCAS -May TBD
								8	9	10	11	12	
								15	16	17	18	19	Memorial Day - May 29
								22	23	24	25	26	School Days - 22
								<u>29</u>	30	31			
							June	M	T	W	T	F	
											1	2	Graduation – June 2
								5	6	7	8	9	Last day – June 16 (no snow days)
								12	13	14	15	<u>16</u>	(June 23 if 5 snow days used)
								19	20	21	22	23	School Days - 12
								26	27	28	29	30	

Note: See attached DESE list for some major religious holidays.
 * Professional Learning for Staff Early Dismiss: Oct , Dec (elem only), Feb , Apr

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>

Acton Town Meeting begins April X, 2017. Boxborough Meeting begins May X, 2017.

Acton-Boxborough Regional School Committee Meetings are held twice a month. See <http://www.abschools.org/school-committee> for more information.

Total Days = 180

October 2015						
S	M	T	W	T	F	S
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

Holiday Observances in Massachusetts

(Statewide Legal Holidays are in Bold)

This list includes statewide legal holidays (in **bold**) and some major religious holidays. It does not include all religious holidays observed by every faith. State and federal law require schools to make reasonable accommodation to the religious needs of students and employees. For information on other religious holidays observed by members of religions represented in your school community, please see [Interfaith Calendar website](#) or contact local clergy. School vacations are determined by school districts and charter schools. Please contact the local school administration office for details. Contact information can be found at [Massachusetts Schools and Districts](#).

	2014-2015 School Yr.	2015-2016 School Yr.	2016-2017 School Yr.
Eid al-Fitr**	Tues., July 29	Sat., July 18	Thurs., July 7
Labor Day	Mon., Sept. 1	Mon., Sept. 7	Mon., Sept. 5
Rosh Hashanah*	Sept. 25-Sept. 26	Sept. 14-Sept. 15	Oct.3-Oct. 4
Yom Kippur*	Sat., Oct. 4	Wed., Sept. 23	Wed., Oct. 12
Sukkot*	Thurs., Oct. 9	Mon., Sept. 28	Mon., Oct. 17
Columbus Day	Mon., Oct. 13	Mon., Oct. 12	Mon., Oct. 10
Ramadan**	June 29-July 28	June 18-July 17	June 6-July 5
Veterans' Day	Tues., Nov. 11	Wed., Nov. 11	Fri., Nov. 11
Diwali	Thurs., Oct. 23	Wed., Nov. 11	Sun., Oct. 30
Thanksgiving	Thurs., Nov. 27	Thurs., Nov. 26	Thurs., Nov. 24
Eid al-Adha**	Sun., Oct. 5	Wed., Sept. 23	Tues., Sept. 13
Chanukah*	Wed., Dec. 17	Mon., Dec. 7	Sun., Dec. 25
Christmas Day	Thurs., Dec. 25	Fri., Dec. 25	Sun. Dec. 25
Kwanzaa	Fri., Dec. 26	Sat., Dec. 26	Mon., Dec. 26
New Year's Day	Thurs., Jan. 1	Fri., Jan. 1	Sun., Jan. 1
Martin Luther King, Jr. Day	Mon., Jan. 19	Mon., Jan. 18	Mon., Jan. 16
Presidents' Day	Mon., Feb. 16	Mon., Feb. 15	Mon., Feb. 20
Chinese New Year	Thurs., Feb. 19	Tues., Mar. 8	Sat., Jan. 28
Ash Wednesday	Wed., Feb. 18	Wed., Feb 10	Wed., Mar. 1
Vernal Equinox	Fri., Mar. 20	Sun., Mar. 20	Mon., Mar. 20
Evacuation Day***	Tues., Mar. 17	Thurs., Mar. 17	Fri., Mar. 17
Palm Sunday	Sun. Mar. 29	Sun., Mar. 20	Sun., April 9
Passover *	Sat. April 4	Sat., April 23	Mon., April 10
Good Friday	Fri., April 3	Fri., Mar. 25	Fri., April 14
Easter	Sun., April 5	Sun., Mar. 27	Sun., April 16
Orthodox Good Friday	Fri., April 10	Fri., April 29	Fri., April 14
Orthodox Easter	Sun., April 12	Sun., May 1	Sun., April 16
Patriots' Day	Mon., April 20	Mon., April 18	Mon., April 17
Memorial Day	Mon., May 25	Mon., May 30	Mon., May 29

Shavuot*	Sun., May 24	Sun., June 12	Tues., May 30
Bunker Hill Day****	Wed., June 17	Fri., June 17	Sat., June 17
Independence Day	Sat., July 4	Mon., July 4	Tues., July 4

*
All Jewish holidays begin at sundown on the evening prior to the day of the holiday. In addition to dates noted, observant Jews celebrate the second, seventh and eighth days of Passover; the second, eighth and ninth days of Sukkot; and two days of Shavuot. Mass. Lawyers Diary and Manual.

**
Due to the lunar calendar, these are only approximate dates.

Previous legal holiday in Suffolk County



Luther Conant School

80 Taylor Road
Acton, MA 01720

978-266-2550 www.conant.ab.mec.edu

Damian J. Sugrue Principal ~ Abigail C. Dressler Assistant Principal



10.0

Dr. Glenn Brand
Superintendent of Schools
Acton-Boxborough Regional School District
Charter Road
Acton, MA 01720

October 9, 2015

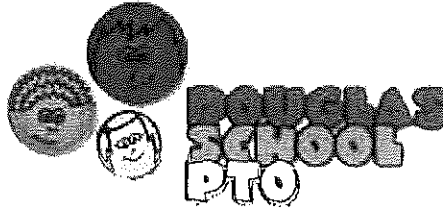
Dear Dr. Brand:

The Luther Conant School PTO has generously offered a gift of \$25,000 to be used towards the salaries of classroom assistants for the 2015-2016 school year. I ask that you present this request for acceptance of this gift on behalf of the Luther Conant School at an upcoming School Committee meeting and apply the funds to the proper salary account. Thank you!

Very Truly Yours,

Damian J. Sugrue
Principal

10/5



September 30, 2015

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

Dear Dr. Brand:

On behalf of the C.T. Douglas School PTO, please accept this gift of **\$41,082.13** to the Acton-Boxborough Regional School District for funding in the 2015–2016 school year of teaching assistants, library staff, a technology assistant, language program support, and a writing assistant, as detailed below. Please combine this gift with **\$7,754.87** of unused PTO funds from the 2014–2015 school year, for a total of **\$48,837**.

We would not be able to support these expenses without the generosity of our parents and the community. We do not take this generosity lightly, particularly given current economic conditions. Nevertheless, we feel that our budget is realistic for the coming year, and we are very happy to be able to contribute to making Douglas such a special place for our children.

Sincerely,

Abigail Vargus *Annie Hamill*

Abigail Vargus and Annie Hamill
Douglas PTO Cochairs, 2015–2016

cc: Dr. Chris Whitbeck; Sharen Crooks; Corinne Hogseth, PTO Treasurer

Breakdown of numbers for reference:

Classroom Support/Assistants	\$17,045
Library Staff Supplement	\$4,598
Technology Assistant Supplement	\$12,569
Language Program Support	\$2,434
Additional Library Assistant Time	\$2,191
Writing Assistant	\$10,000
Total Gift to District for 2015–2016	\$48,837



Acton-Boxborough Regional School District

Paul P. Gates School

75 Spruce St.
Acton MA 01720
Ph. 978-266-2570
gates.abschools.org



Lynne Newman, *Principal*
lnewman@abschools.org

September 30, 2015

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

Dear Dr. Brand,

I would like to request acceptance of the gift of money from the Gates School PTO in the amount of \$20,000. Please combine this gift with unused PTO funds of \$4,251.57 from the 2014-15 school year for a total of \$24,251.57. This total amount has been designated for Classroom Assistants, including Computer and Media assistants, for the 2015 – 2016 school year.

I hope you will present this request for acceptance of this year's Gates PTO gift of \$24,251.57 to the Acton Public School Committee at their next regularly scheduled meeting.

Sincerely,

Lynne Newman
Principal

McCarthy-Towne School
Acton-Boxborough Regional School District
11 Charter Road, Acton, Massachusetts 01720
Telephone: 978 -264-3377, FAX: 978-264-4098

Dr. Glenn Brand
Superintendent of Schools
16 Charter Road
Acton, MA 01720

September 30, 2015

Dear Dr. Brand,

On behalf of the McCarthy-Towne PTSO, please accept this gift of \$71,100.00 to the Acton Boxborough Regional School District for the funding of teaching assistants for the 2015-2016 school year. Please combine this gift with \$4,959.18 of unused PTSO funds from the 2014-2015 school year for a total of \$75,959.18.

Sincerely yours,

David Krane
Principal
McCarthy-Towne School

MERRIAM SCHOOL

11 Charter Road. Acton, Massachusetts. 01720. 978-264-4700

October 2, 2015

Mr. Glenn Brand
Superintendent of Schools
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

RE: FY 16 gift from Merriam Elementary School PTO

Dear Mr. Brand,

On behalf of the Merriam School Parent Teacher Organization, please accept our gift of \$90,000 to the Acton-Boxborough Regional School District for the funding of teaching assistants at Merriam School for the 2015-2016 school year.

Thank you,



Shirlee Stein
Merriam School PTO Treasurer

cc:

Ed Kaufman, Merriam Principal
Amy Yadav, Merriam PTO co-chair
Amanda Ragusa, Merriam PTO co-chair

SCHOOL COUNCILS

The School Committees believe that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committees. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school districts.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent.

The following guidelines define the role of the school council:

(a minimum of 6-8 meetings per year)

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan in accordance with state statutes which is implemented only after the Superintendent's approval.

LEGAL REFS.: M.G.L. 71:38Q, 71:59C

First Reading 11/5/15

SCHOOL IMPROVEMENT PLAN

Each Principal, in conjunction with the School Council, shall be responsible for preparing a written school improvement plan annually. This plan shall be written with the advice of the School Council and submitted for approval to the Superintendent. The plan should be drafted with the following in mind:

1. Educational goals developed with the needs of the school in mind.
2. A focus on student learning with plans around improvement.
3. Professional learning for the school's staff.
4. Parental involvement in the life of the school, safety, and discipline.
5. The diverse learning needs of every child.
6. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

10/2/15

SUBMISSION AND APPROVAL OF THE SCHOOL IMPROVEMENT PLAN

The written school improvement plan shall be submitted by the Principal to the Superintendent for review and approval by June 1st of each year. The Superintendent shall make copies of the plans for the School Committee's review.

It is important that the school council be aware of the expectations regarding the school improvement plan. The school improvement plan should:

1. Focus on student learning.
2. Describe expected student outcomes and observable results.
3. Align with the mission of the School Districts and any goals and policies of the School Districts.
4. Be consistent with state and federal law, School District policy, established curriculum and negotiated agreements.
5. Identify implementation plans.
6. Provide annual progress report including analysis of student performance.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the School Council, and resubmit it for approval.

10/2/15

CONDUCT OF SCHOOL COUNCIL BUSINESS

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

It is recommended that the school council meet a minimum of 6 – 8 times during the school year. Meetings will be held outside of school hours. At its first meeting of the school year, the council will set its calendar of regular meetings for the year. Where circumstances warrant, the council may choose to call additional meetings.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order shall prevail if there are questions of procedure.

All meetings of the School Council shall conform to the Open Meeting Law, Sections 23 A, B, and C, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, and that minutes of the meeting shall be maintained as required. The scope of the school council does not require, and therefore does not qualify for, executive session.

Agendas and approved minutes for all School Council meetings shall be posted on the school's website, ideally located within a specific section for School Council business.

10/2/15

NEW SCHOOL COMMITTEE MEMBER ORIENTATION

~~The School Committees and Superintendent shall assist each new member to understand the Committees' functions, policies and procedures of the Committees.~~

The School Committee Chair and Superintendent will hold one or more orientation meetings with newly elected or appointed members to assist them in understanding the School Committee's functions, policies and procedures.

The Chair and/or Superintendent shall also clarify policy and procedures that involve:

- A. arranging visits to schools or administrative offices
- B. requesting information regarding school district operations
- C. responding to community requests/complaints concerning staff or programs
- D. handling confidential information

Each new member shall be given Acton-Boxborough Regional School District's *School Committee Guidebook* with information on, but not limited to, the following materials and training requirements:

- A. ~~A copy of the School Committees policy manual~~ policies
- B. ~~A copy of the Open Meeting Law~~
- C. ~~A copy of the Conflict of Interest Regulations~~
- D. ~~A copy of The district's budget~~
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

~~Each new member shall also receive any other materials the Chair and/or the Superintendent determine to be necessary.~~

Additionally, in accordance with the requirements of Massachusetts General Law Chapter 71, Section 36A as amended on December 24th, 2002, each new School Committee member elected to the Acton School Committee and the Acton-Boxborough Regional School Committee is required to complete, within one year of their initial election or appointment, at least eight hours of accredited orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members. This orientation is offered at no charge to the school committee members by the Massachusetts Association of School Committees and by other approved groups.

LEGAL REF.: M.G.L. 71:36A

NEW SCHOOL COMMITTEE MEMBER ORIENTATION – First Read 11/5/15

The School Committee Chair and Superintendent will hold one or more orientation meetings with newly elected or appointed members to assist them in understanding the School Committee's functions, policies and procedures.

The Chair and/or Superintendent shall clarify policy and procedures that involve:

- A. arranging visits to schools or administrative offices
- B. requesting information regarding school district operations
- C. responding to community requests/complaints concerning staff or programs
- D. handling confidential information

Each new member shall be given Acton-Boxborough Regional School District's *School Committee Guidebook* with information on, but not limited to, the following materials and training requirements:

- A. School Committee policies
- B. Open Meeting Law
- C. Conflict of Interest Regulations
- D. The district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Additionally, in accordance with the requirements of Massachusetts General Law, each new School Committee member elected to the Acton-Boxborough Regional School Committee is required to complete, within one year of their initial election or appointment, at least eight hours of accredited orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members. This orientation is offered at no charge to the school committee members by the Massachusetts Association of School Committees and by other approved groups.

LEGAL REF.: M.G.L. 71:36A

Acton-Boxborough Regional School District

File: BDFB

*(no change to policy)***SPECIAL EDUCATION PARENT ADVISORY COUNCIL**

The Acton-Boxborough Regional School District's Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers and productive citizens of our diverse community and global society.

It is the general goal of the District to foster relationships with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

The School Committee shall establish a parent advisory council on special education. Membership shall be offered to all parents/guardians of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this policy, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

LEGAL REFERENCE: M.G.L: 71B:3

CROSS REFERENCE: School/Parent Relations Goals, File: KBA

Mission, Values and Goals, File: AD

Approved by APS/AB School Committees: May 1, 2008

Approved by ABRSC: January 8, 2015

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

1. In accordance with School Committee policy, File BDFB, the School Committee may each year, subject to availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council for the term of one school year. The liaison(s) will be responsible for attending Special Education Parent Advisory Council meetings periodically and reporting back to the School Committee on the results of these meetings.
2. The Special Education Parent Advisory Council will be invited to present to the School Committee two times a year to share the organizations' annual goals or other topics related to the education and safety of students with special needs.

The Special Education Parent Advisory Council presentations to the School Committee shall be made at a September or October meeting and a June or July meeting, unless otherwise mutually agreed. Moreover, the Special Education Parent Advisory Council is welcome to request time on the School Committee's meeting agenda and/or email input to the School Committee at any time.

3. In accordance with the School Committee's policy, File BDFB, the Director of Special Education and the Special Education Parent Advisory Council chairperson(s) will meet at least quarterly to discuss the planning, development and evaluation of the district's special education programs. Meeting once a month has proven beneficial to support parent-school collaboration and communication. Other staff, Special Education Parent Advisory Council Board members and the School Committee liaison(s) may also be included in these meetings.

Revised 10/28/15

SPECIAL EDUCATION PARENT ADVISORY COUNCIL

1. In accordance with School Committee policy, File BDFB, the School Committee may each year, subject to availability of member resources, appoint one or more of its members as the liaison(s) to the Special Education Parent Advisory Council for the term of one school year. The liaison(s) will be responsible for attending Special Education Parent Advisory Council meetings periodically and reporting back to the School Committee on the results of these meetings.

2. The Special Education Parent Advisory Council will be invited to present to the School Committee two times a year to: share the organizations' annual goals or other topics related to the education and safety of students with special needs.

~~Report to the School Committee on the goals of the Special Education Parent Advisory Council for the upcoming year; and~~

~~Report to the Committee on the progress on the goals of the Special Education Parent Advisory Council during the year. The Special Education Parent Advisory Council presentations to the School Committee shall be made at the a September or October meeting and the a June or July meeting, subject to the Special Education Parent Advisory Council's consultation with the Chair of the School Committee unless otherwise mutually agreed. Moreover, the Special Education Parent Advisory Council is welcome to request time on the School Committee's meeting agenda and/or email input to the School Committee at any time.~~

3. In accordance with the School Committee's policy, File BDFB, the Director of Pupil Services Special Education and the SPED PAC Special Education Parent Advisory Council chairperson(s) will meet at least quarterly to discuss the planning, development and evaluation of the district's special education programs. Meeting once a month has proven beneficial to support parent-school collaboration and communication. Other staff, SPED PAC Special Education Parent Advisory Council Board members and the School Committee liaison(s) may also be included at in these meetings.

Revised 10/28/15

11.2.3.2

File: ACD

(no change to policy)

ACKNOWLEDGING RELIGIOUS HOLIDAYS

The Acton-Boxborough Regional School District observes the establishment clause of the first amendment to the Constitution which guarantees both the separation of church and state and also the right of an individual to free speech. The School Committee understands that there can be a tension between these two parts of the first amendment. The schools must also respect the laws of the Commonwealth of Massachusetts.

In addition, we recognize that in any group there are diverse cultural, ethnic, religious and social traditions which should be understood through educational practice. We shall recognize and honor our differences, not ignore them. Students and staff will be encouraged to appreciate and accept ethnic and religious diversity. We shall be respectful of the beliefs and practices of others.

Students in the Acton-Boxborough Regional School District will not be penalized for late homework, assignments, quizzes, tests or other educational expectations due to missed school days for religious observances as long as the teacher is notified appropriately and the school work is made up in the timeframe detailed in the procedures acknowledging religious holidays.

REF: School Ceremonies and Religious Holiday Observances, File: IMD and IMD-R

Approved: 11/21/13

ACKNOWLEDGING RELIGIOUS HOLIDAYS

Instructional Practices

1. A good education acknowledges the importance of studying about religion. This study would include such learning activities as an analysis of the role of religion in culture and an appreciation of its importance in order to reach a balanced understanding of civilization and society.
2. The treatment of religion in the schools will meet the Supreme Court's constitutional boundaries set forth in the three-part test of Lemon v. Kurtzman: (1) the activity must have a secular purpose, (2) the principal or primary effect of the activity must be one that neither advances nor inhibits religion, (3) the activity avoids excessive governmental entanglement with religion.
3. Teachers will be sensitive and knowledgeable about the diversity of religious beliefs of the students in their classes. Instructional practices will balance religious beliefs so that all students will feel included; no student will be asked to participate in class activities associated with religion if unwilling, or if a parent expresses unwillingness. Parents/Guardians and/or students should notify the teacher of such a request.
4. Community resources and personnel should be used whenever possible by the schools when activities related to religious holidays are planned and implemented.
5. The School District calendar(s) will include the DESE list of religious holidays
6. Students will be accommodated if they request of the teacher that they be excused from participating in activities involving religion and/or if they are unable to participate in regular activities due to religious observances. Written parent permission should accompany such student requests.
7. The School District will use the standard grievance procedure to resolve differences resulting from the implementation of these guidelines (e.g., appeal to teacher, to Principal, Superintendent, to the School Committee).

Homework and Tests

8. Students' observance of a religious holiday may have an impact on their preparing work for the next school day. **Students will not be expected to complete daily homework assigned the evening before, or the day of the religious holiday.** Assignments and tests should be made up in a time span that is reasonable to both students and teachers. Typically for every day of a religious holiday there should be an opportunity for at least one makeup day. In addition, teachers will not give assessments or introduce major new concepts and/or applications on the religious holiday itself. ~~However, long-term assignments may be expected to~~ will not be due the day before or the day after the religious holiday.

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ACKNOWLEDGING RELIGIOUS HOLIDAYS

Instructional Practices

1. A good education acknowledges the importance of studying about religion. This study would include such learning activities as an analysis of the role of religion in culture and an appreciation of its importance in order to reach a balanced understanding of civilization and society.
2. The treatment of religion in the schools will meet the Supreme Court's constitutional boundaries set forth in the three-part test of Lemon v. Kurtzman: (1) the activity must have a secular purpose, (2) the principal or primary effect of the activity must be one that neither advances nor inhibits religion, (3) the activity avoids excessive governmental entanglement with religion.
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Homework and Tests

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Curriculum Content

9. As part of a study about the role religion plays in history, culture and the arts, teachers may use religious symbols, art, and music as well as literature drawn from a religious tradition.

Sports and Extra-Curricular Activities

10. School sports, tryouts and extra-curricular activities should be scheduled so that students will be accommodated if unable to participate due to their observance of a religious holiday.

Activities, Displays and Exhibits

11. Holiday displays and exhibits in classrooms and schools will be designed to help students appreciate the variety and value of religious traditions in the world. These displays shall not be solely focused on one or two specific holidays. Activities must have an instructional purpose. The principle effect of the activity must be one that neither advances nor inhibits religion.

Programs and Observances Related to a Religious Holiday

12. Programs (assemblies, plays or other activities) conducted during any religious holiday should be evaluated as to their purpose and effect. Their presentation, content, theme or timing must be secular/educational.

The Use of Religious Music

13. Music programs should be planned in accordance with the music curriculum objectives. (See also 2, 3, and 6 above.) Music instruction and performance will be designed to help students appreciate the variety and value of cultural and religious traditions in the world.

REF: School Ceremonies and Religious Holiday Observances, File: IMD and IMD-R

LEGAL REF.: All Collective Bargaining Agreements

Revised: 11/21/13 and 10/1/15



Acton-Boxborough Regional School Committee

16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

11.4.1

October 22, 2015

Massachusetts Board of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Attn: Mr. Paul Sagan, Chair

Dear Mr. Sagan:

While the Acton-Boxborough Regional School Committee believes in standardized assessments as but one indicator of learning and a useful tool that informs instruction, we urge the Board of Elementary and Secondary Education (BESE) to vote against state-wide implementation of the assessment tool developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).

After attending public forums (including the hearings sponsored by DESE), reading available literature, and conferring with curriculum experts to better understand the assessment tool developed by PARCC, we have observed the following:

- In 2010, the state claimed it would agree to adopt the PARCC assessments “provided they are at least as comprehensive and rigorous as our current assessment system (MCAS)”¹. Sadly, no criteria or analysis demonstrating that the PARCC assessments have lived up to the conditions of that agreement has been made public.
- In 2013, the State (or DESE) has asserted that “all indications to date [are] that PARCC will provide a better assessment system than MCAS”², yet no data or evidence to support that claim was ever made public. Nor were any of the “indications” enumerated. Given the statement quoted above, it appears that PARCC improved relative to MCAS, yet no descriptions of how these improvements were achieved were ever made public. Blog posts published in the literature handed out at the public hearing in Lynn on June

¹ Memorandum of Agreement signed by Governor Patrick, Secretary Reville, and Commissioner Chester

² DESE MASS Drive-in Conference, October 2013 slide 12

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

22, 2015 asserted the superiority of PARCC³, but provided no analytical evidence to support the claims.

- The alternative option of changing MCAS to be fully aligned with the MA 2010 standards was never publicly debated, nor was any explanation given as to why the state did not investigate that option.
- In 2013, the state decided to field test the PARCC tool without substantive public input regarding the parameters by which the comparison to MCAS would be made, its effect on School and District Accountability Ratings, or its impact on the Educator Evaluation Process.
- Since the field test was implemented, the state has not made public any of the data collected. The state recently voted to approve a "cut-off" for PARCC achievement, yet no data or analysis supporting that threshold was ever made public.
- We have yet to see any third party analysis of the test's validity or appropriateness for the grade levels completed.

As such, we feel that the process by which the assessment tool developed by PARCC lacks the requisite public participation that would earn credibility in the public eye. We urge the BESE to vote against state-wide implementation of the PARCC assessment tool.

Sincerely,

Members of the Acton-Boxborough Regional School Committee:


Diane Baum


Brigid Bieber


Mary Brodin


Michael Coppolino


Amy Krishnamurthy


Maya Minkin


Paul Murphy


Kathleen Neville


Maria Neyland


Deanne O'Sullivan


Kristina Rychlik (Chairwoman)

³ "A Walk in the PARCC Part 2: ELA" published by Match Education



Acton Leadership Group Meeting

October 29, 2015

7:30 AM

Room 204

Acton Town Hall

Bart Wendell Facilitating

----- Agenda Topics -----

Comments

1. Approval of Minutes from September 24, 2015	All
2. Update on FY16 Revenues and Expenditures and FY 15 Year End	Steve Ledoux Glenn Brand
3. Review of Spreadsheet	Steve Barrett Marie Altieri
4. Update on Fall Special Town Meeting	Steve Ledoux Katie Green
5. Discussion on Revenue Projections	All
6. Discussion on Override/No Override	All
7. Recap on Tri-Board Meeting	All
8. Public Comment	
9. Adjourn	

Next Meeting November 17, 2015

NEW ALG Plan

	<u>Tax Recap</u> <u>FY15</u>	<u>Estimate</u> <u>FY16</u>		<u>Projection</u> <u>FY17</u>	<u>\$ Change</u>	<u>% Change</u>	<u>Projection</u> <u>FY18</u>	<u>Projection</u> <u>FY19</u>
Municipal Funding Sources:								
Tax Levy (excluding debt exclusion)	\$ 70,450,000	\$ 73,348,000	4.1%	\$ 77,089,000	\$3,741,000	5.1%	79,657,759	82,290,453
State Aid	\$ 1,194,000	\$ 1,476,000		\$ 1,506,000	\$30,000		1,537,288	1,568,970
Local Receipts	\$ 4,702,000	\$ 4,800,000		\$ 4,841,000	\$41,000		4,887,415	4,941,616
Debt Exclusion	\$ 2,868,000	\$ 2,835,000		\$ 2,818,000	-\$17,000		2,768,612	2,538,007
SBAB Reimbursement	\$ 923,000	\$ 923,000		\$ 923,000	\$0		923,000	923,000
Add: Town Reserves	\$ 1,653,282	\$ 2,641,000	59.7%	\$ 2,692,000	\$ 51,000	1.9%	3,395,000	1,287,000
Acton Total Funding Sources	\$ 81,790,282	\$ 86,023,000	5.2%	\$ 89,869,000	\$ 3,846,000	4.5%	93,169,074	93,549,046
							3,300,074	

Final Cherry Sheet

Table 6

Est Cherry Sheet

ABRSD Funding Sources:

State AID Ch.70	\$ 14,254,476	\$ 14,393,376		\$ 14,537,310	\$143,934	1.0%		
Transportation	\$ 1,353,855	\$ 1,266,283		\$ 1,266,283	\$0	0.0%		
Regional Bonus Aid	\$ 136,900	\$ 111,200		\$ 83,400	-\$27,800	-25.0%		
Other Revenue/(Assessments)	\$ (478,491)	\$ (512,226)		\$ (512,226)	\$0	0.0%		
E&D	\$ 300,000	\$ 200,000		\$ -		0.0%		
Total	\$ 15,566,740	\$ 15,458,633		\$ 15,374,767	-\$83,866	-0.5%		

Allocation to Budgets

Municipal Spending	\$ 31,341,000	\$ 31,955,000	2.0%	\$ 32,731,000	\$ 776,000	2.4%	\$ 35,066,000	\$ 36,117,980
ABRSD Assessment	\$ 49,690,145	\$ 53,171,000	7.0%	\$ 56,214,000	\$ 3,043,000	5.7%	\$ 58,466,000	\$ 60,219,980
Minuteman Assessment	\$ 758,000	\$ 897,000	18.3%	\$ 925,000	\$ 28,000	3.1%	\$ 954,000	\$ 982,620
Total Acton Spending	\$ 81,789,145	\$ 86,023,000	5.2%	\$ 89,870,000	\$ 3,847,000	4.5%	\$ 94,486,000	\$ 97,320,580
Net Position	\$ 1,137	\$ -		\$ (1,000)	\$ (1,000)		\$ (1,316,926)	\$ (3,771,534)

Annual Contributions Towards

Long-Term OPEB liability	\$ 1,100,000	\$ 1,249,000		\$ 1,400,000			\$ 1,400,000	\$ 1,400,000
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Town of Acton - Tax Impact

	<u>FY15</u>	<u>FY16</u>		<u>FY17</u>		<u>FY18</u>	<u>FY19</u>
Tax Rate	\$ 19.05	\$ 19.36					
SF Value	\$ 531,639	\$ 542,272					
SF Tax Bill	\$ 10,127	\$ 10,499					
% Change in SF Tax Bill	3.0%	3.7%					

Town of Acton

ALG

Thursday October 29, 2015

- FY17 Revenue Projection(s):
 - 1 – Tax Levy 2.5% – model is at 2.5% on Tax Levy of \$75.2m or \$1.9m
 - Each ½ percent = loss of \$380k of taxes
 - Each 1 percent = loss of \$760k of taxes
 - Assumes taxing \$985k of untaxed levy capacity

 - 2 – State Aid –
 - Municipal – 2.5% above FY16 level
 - ABRSD – 1.0% above FY16 level
 - Meals Tax – level funded at FY16 level

 - 3 – Local receipts – All at FY15 actual levels

12.1.2

“THREE BOARD” MEETING

of the

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
ACTON BOARD OF SELECTMEN
ACTON FINANCE COMMITTEE

Acton Town Hall
Room 204

October 27, 2015
7:00 p.m.

AGENDA



1. **Call to Order** (7:00)
2. **Welcome/Introduction** – *Kristina Rychlik*
 - 2.1. Planning for the FY17 Budget Process
 - 2.2. Goal Sharing
 - 2.3. Critical Budget Issues
3. **Acton-Boxborough Regional School Committee Presentation/questions** – *Kristina Rychlik* (7:15)
4. **Acton Board of Selectmen Presentation/questions** – *Katie Green* (7:45)
5. **Dessert Break** (8:15)
6. **Acton Finance Committee Presentation/questions** – *Mike Majors* (8:30)
7. **Wrap Up**
8. **Adjourn** (9:00)

 **Acton 3-Board Meeting** 
October 27, 2015

Acton-Boxborough Regional School Committee
Acton Board of Selectmen

Acton Finance Committee

 **Agenda** 



- 7:00 Welcome/Introduction
- 7:15 First Board Presentation/questions (SC)
- 7:45 Second Board Presentation/questions (BoS)
- 8:15-8:30 Dessert Break
- 8:30-9:00 FinCom Presentation/questions
- 9:00 Wrap-up/Adjourn

The slide has a blue header with the Acton seal on the left and the Acton-Boxborough Regional School District seal on the right. The title "ABRSC 2015-16 Goals" is centered in the header. The main content is on a light blue background and features the heading "Professional Practice Goal #1" underlined. Below it is the text: "Participate in and complete the Massachusetts' Association of School Committees' District Governance Program to improve the efficiency and effectiveness of our committee."

ABRSC 2015-16 Goals

Professional Practice Goal #1



Participate in and complete the Massachusetts' Association of School Committees' District Governance Program to improve the efficiency and effectiveness of our committee.



ABRSC 2015-16 Goals

Student Learning Goal #1



Create, support and promote a FY '17 budget that supports the needs of all students, while also beginning the process of engaging in longer-range budget planning to support the district's long-range goals.



ABRSC 2015-16 Goals

District Improvement Goal #1



Proactively address current and future capital needs of the district to best inform our budget planning process, both for FY '17 and longer-term.



ABRSC 2015-16 Goals

District Improvement Goal #2

Improve community engagement to help inform SC decision-making while also helping the community understand our issues and the rationale behind decisions made.





Superintendent's Goals

Student Learning Goal

Student Support Services

Coordinate a review of our district's student support service practices across each of our schools related to the services students PreK-12 receive in both our regular and special educational settings using the framework of the *Massachusetts Tiered System of Supports (MTSS)*.





Superintendent Goals

District Improvement Goal #1

District Strategic Plan

By the end of the current school year I will oversee the development of a new strategic plan for the district that clearly sets out our priorities for the next three years.





Superintendent Goals

District Improvement Goal #2



Focus on Future School Needs

Establish a transparent process that helps identify and creates a broader understanding of the short and long-term capital and building-related needs both within the district and at the municipal/town level.

Budget Timeline

ABRSC MEETING	TOPIC
11/5/15	FY17 Enrollment/Class/Section Projections
11/19/15	FY17 Fee Presentation (All Day K; Pre-School; Athletic Department)
12/3/15	Superintendent's FY17 Budget Presentation #1 FY17 Capital Requests Reviewed FY17 Fee Approval (All Day K; Pre-School; Athletic Department)
12/17/15	Superintendent's FY17 Budget Presentation #2 FY17 Capital Requests Approved
1/14/16	Superintendent's FY17 Budget Presentation #3
1/23/16	Budget Saturday & Preliminary FY17 Budget Vote
2/4/16	Superintendent's Final FY17 Budget Recommendation
2/11/16	FY17 Public Budget Hearing






Enrollment Trends & Critical Budget Messages



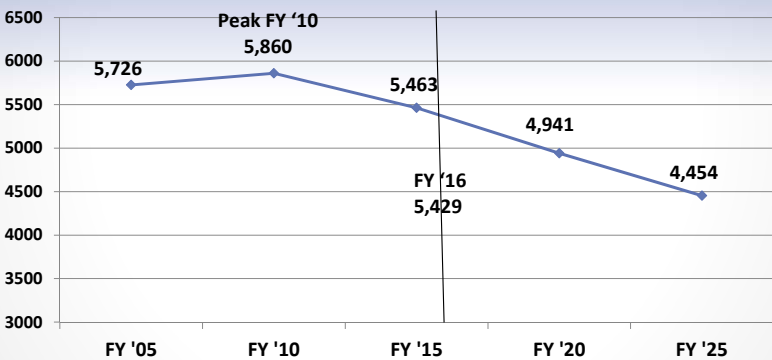
Enrollment Trends

***Student enrollment is dropping
but the number of high needs
students is growing rapidly***



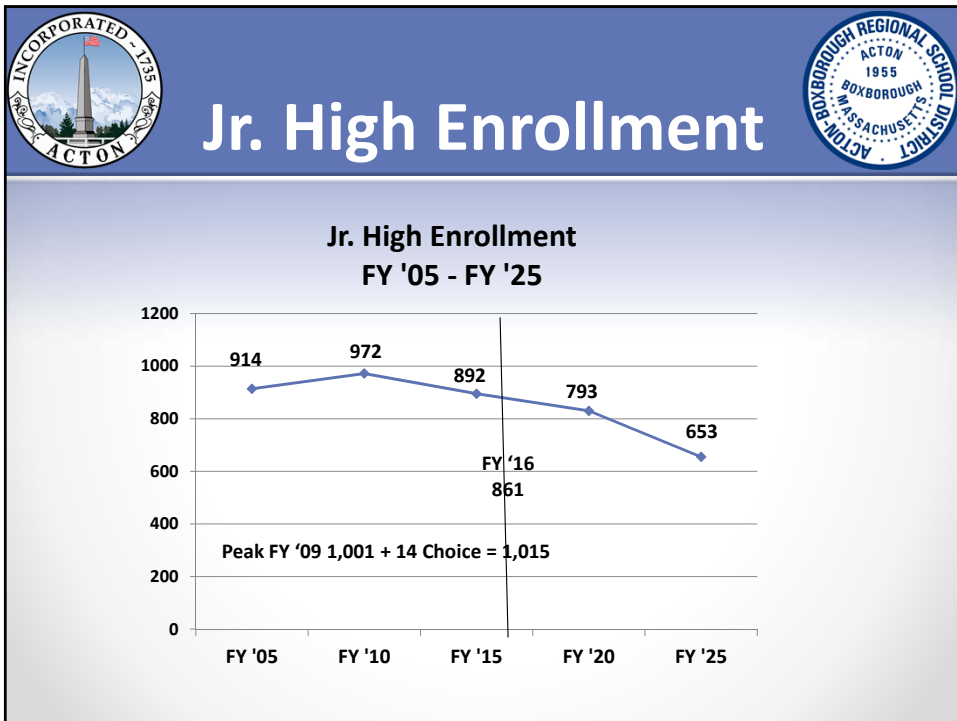
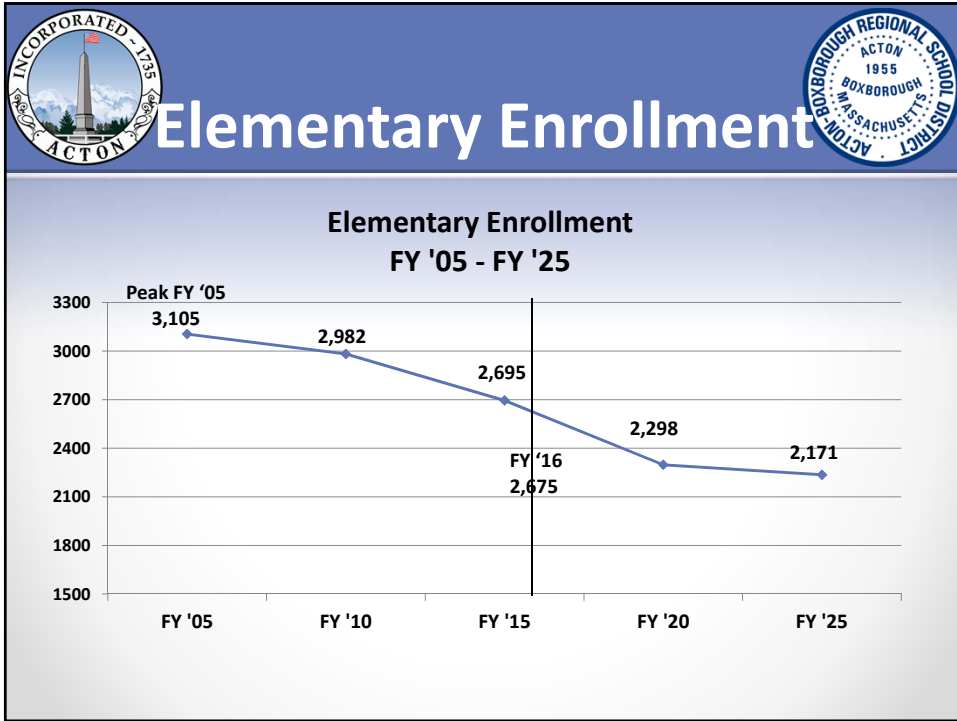
K-12 Enrollment

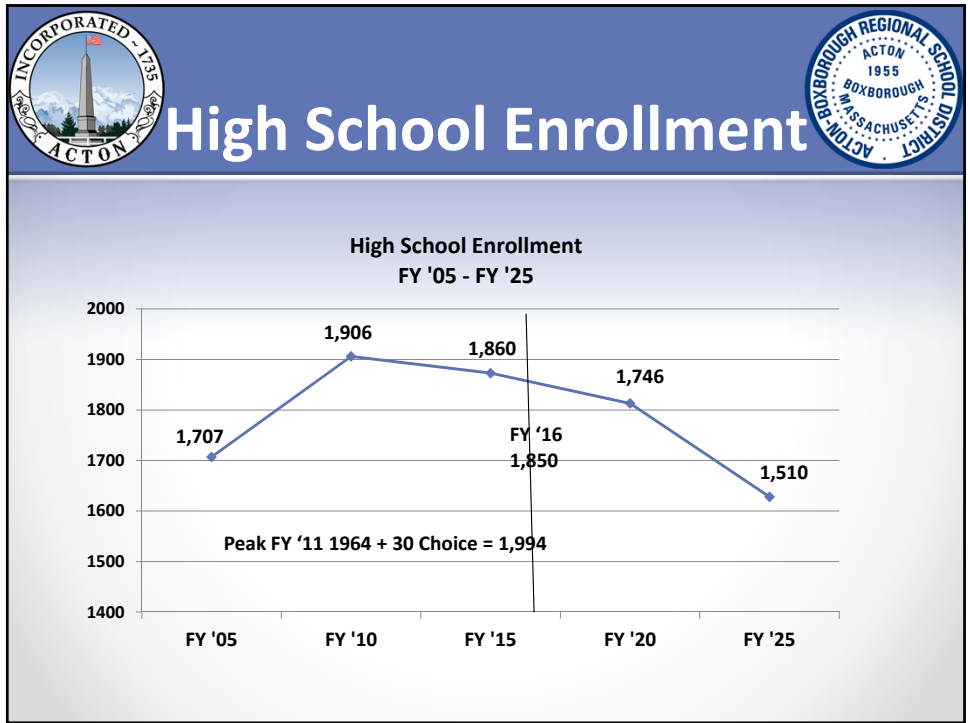
Acton-Boxborough Regional School District
K-12 Enrollment FY '05 - FY '25



Fiscal Year	Enrollment
FY '05	5,726
FY '10	5,860 (Peak)
FY '15	5,463
FY '16	5,429 (including choice and preschool)
FY '20	4,941
FY '25	4,454

Numbers reflect all K-12 students from Acton and Boxborough. They do not include choice or preschool. Including choice and preschool, FY '16 enrollment is 5,668.







Section Reductions



	Peak	FY '16
Acton K-6	108	103
Boxborough K-6	31	18
Total K-6	139	121
Jr. High	8 ½ Teams*	8 Teams

*Each Jr. High Team includes 5 teachers

Enrollment Trends



- Student enrollment is dropping but the number of high needs students is growing rapidly
- Grades 1-3 are 15-20 students higher than we planned even one year ago. The class sizes in these grades are 24-25 (as compared to target guidelines of 20-22).
- The Jr. High is growing by 40 students (888 – 929) over the next two years and then it is projected to go back down again. Within this, the number of Special Education students is growing by 23%.

Special Ed Enrollment



	FY '10	FY '11	FY '12	FY '13	FY '14	FY '15	FY '16
Total Students	5,860	5,820	5,712	5,665	5,571	5,463	5,429
Total Special Ed Students	881	861	889	928	969	979	1,004
Total Out of District	83	78	78	81	84	95	92
% Special Education	15%	14.8%	15.6%	16.4%	17.4%	17.9%	18.5%

6 year increase +14% (123 students)

Mental Health

- **Student Hospitalizations more than doubled in two years.**
- **Student Wellness**
Issues highlighted in Youth Risk Behavior Survey and United Way Community Needs Assessment
 - **Drugs and Alcohol**
 - **Stress**
 - **Sleep**





ELL Enrollment


	FY '10	FY '11	FY '12	FY '13	FY '14	FY '15	FY '16
ELL Students	85	104	123	144	162	187	222

6 Year Increase 165%



20 -25 new students each year




Economically Disadvantaged




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

- 
- ## Moody's Rating
- 
- **Moody's performed a rating review of ABRSD in August, 2015**
 - **Moody's Affirmed Aa2 Rating
Assigned negative outlook**
 - **Based on drop in fund balance. Will review in 18-24 months.**




ABRSD OPEB History




Year	OPEB Contribution
FY13	\$236K
FY14	\$376K
FY15	\$506K
FY16	\$700K
Total	\$1.82M

OPEB report for ABRSD as of December 31, 2014 shows \$40M liability. Plan design changes and contributions towards OPEB have helped.




ABRSD E&D History



FY	ABRSD Budget	Cert Date	E & D	% of Budget
2011	\$38,228,410	7/1/2010	\$1.7M	4.5%
2012	\$38,502,351	7/1/2011	\$2.2M*	5.0%
2013	\$39,114,804	7/1/2012	\$1.9M	4.9%
2014	\$41,571,900	7/1/2013	\$1.5M	3.6%
2015	\$76,455,123	7/1/2014	\$1.1M	1.4%
2016	\$80,197,455	7/1/2015	\$1.8M Est.	2.3%

*FY12 returned \$313K to towns

- FY15 (available for FY16) is not certified
- FY16 projected use \$200,000



Questions?



Thank You!

Acton-Boxborough Regional School Committee Statement
Regarding Citizens' Petition at Acton Special Town Meeting
Planned for November 10, 2015

The Acton-Boxborough Regional School Committee has been asked to comment on the Citizens' Petition being brought to the town of Acton as a non-binding resolution at a Special Town Meeting planned for November 10th.

While the Committee appreciates the interest, concern and involvement of parents and community members in support of this petition, we are unfortunately unable to support this petition as written for a number of very specific and valid reasons. We do realize that although it must seem ironic, given our committee's stance against PARCC as it has evolved, we still must oppose this Citizens' Petition as written.

First, we as a board and district have very specific concerns about the accuracy of numerous claims within this petitionⁱ. In addition, we disagree with the petitioners' view of the financial impact of this petitionⁱⁱ. Those concerns are specifically detailed following this statement.

Secondly, we are concerned about the process and approach being employed by the proponents. As a committee we have spent a great deal of time in recent years on the subject of standardized testing and have taken the time on numerous occasions to make our position known to our legislators and the Board of Elementary and Secondary Education (BESE). Those are activities we feel have been thoughtfully considered by members of both communities and were designed to influence those in a position to affect real change. When we advocate for change, we make a deliberate effort to speak as one region. In this case, when we as a regional district are asked to accept a non-binding resolution recommended by constituents from only one of our towns, we believe there is a perceived loss of cohesion in the message any action may send.

The BESE is set to vote on the choice of MCAS or PARCC on November 17th; in preparation for that vote, we as Committee members attended public forums, met with legislators and wrote letters summarizing a great deal of thought and discussion. While the results of this Special Town Meeting vote may make it to those decision-makers in advance of November 17th, we feel that the petition as written is off message from that particular vote.

Lastly, as a regional district shared with our neighboring town of Boxborough, we find ourselves in the uncomfortable position of having been asked to take direction from members of only one of our towns that would impact all of our students. We have been told by one of the petitioners that there have been no similar efforts made in the town of Boxborough.

1. Para 1: Common Core (CC) and PARCC are lumped together here but we as a district and committee have separated those issues and feel differently about each.
2. Para 1: We are currently using 2006 Science/Technology/Engineering (STE) Frameworks that are not part of Common Core State Standards (CCSS). The new MA STE framework draft is due for public comment this fall, and these frameworks are based on the Next Generation Science Standards (NGSS), which are not part of the CCSS. We are currently using the 2003 History and Social Science Framework, also not part of CCSS. CCSS refer to just ELA and Math.
3. Para 3: We have been using CCSS since 2011, the same year the petition cites our district as being consistently highly rated.
4. Para 4: CCSS were adopted in a public process, for which the Department of Elementary and Secondary Education (DESE) released draft standards for public comment in May 2010.
5. Para 5: We control our curriculum on the local level, and we follow federal law and state regulations regarding testing.
6. #2: We are not yet using PARCC and the state will vote Nov. 17 to choose PARCC or MCAS. The standards the District uses and how they are referenced incorrectly has been mentioned.
7. #3 MCAS testing already exceeds this number of testing days; for example, 10th grade ELA is 2 days for 3 sessions of reading and one of writing, 10th grade math is two days for two different sessions, and STE is 2 days for 2 different sessions. 7 days total. In addition, item three refers to standardized testing where in actuality the petitioners likely mean high-stakes standardized testing. As written, this limits the vast majority of testing that happens in schools. A "standardized test" is any test where students answer the same questions and it is scored in a standard way to compare results.
8. #4 It is unclear what is meant by "the use of any state or federal educational programs" and testing is governed by federal law and state regulations not the School Committee (SC). It is the SC job to develop the budget, develop policy and oversee the Superintendent.
9. #5 We as a district receive a great deal of money from various grants such as Title III for ELL students, Title I for improving the Academic Achievement of the Disadvantaged, and other Entitlement grants. Those provide money to directly serve our students. This is funding that we cannot do without.
10. Summary: The Common Core State Standards effort was led by the National Governors' Association and the Council of Chief State School Officers, all of whom are state leaders.
11. The last statement in the second summary paragraph does not include standards or assessment...and to be clear, the terms standards and curriculum are not synonymous. Curriculum is defined as a combination of knowing the standards, knowing the available materials, knowing your

students, knowing the assessment practices and having a deep knowledge of instructional practices. Curriculum is not something you could buy off the shelf or have foisted upon you. We control our curriculum locally here at Acton-Boxborough.

ⁱⁱ Lastly, the authors of the petition were at a recent Acton Finance Committee meeting, speaking to the financial impact of their petition. The petitioners cited four reasons to support their position:

1. Too much technology
2. Privacy concerns
3. Loss of local control
4. Expense

Regarding these points:

1. We have taken a very slow organic approach to technology overall in our district, both to manage the costs and maximize impact. 2. We believe concerns about privacy and security of student test data would be best addressed with the BESE and DESE. 3. As previously explained, we have control over what matters...our curriculum. 4. We currently are well prepared to implement a standardized computerized assessment should we need to, and would not need to purchase additional hardware for such purposes.

Article 1 # Non-Binding Resolution – Discontinuation of Common Core State Standards
(Majority vote)

13.2

To see if the town will adopt a non-binding resolution supporting the discontinuation of the Common Core State Standards (Common Core) and the associated testing known as PARCC (Partnership of Assessment of Readiness for College and Careers) within the Acton-Boxborough Regional School District (ABRSD), and support the return to using the Pre-2011 Massachusetts standards in English Language Arts, Math, Science/Technology, and History/Social Science and associated testing known as Massachusetts Comprehensive Assessment System (MCAS).

WHEREAS: The Commonwealth of Massachusetts has had the highest educational standards in the country for decades because of effective policy voted into law by our elected state representatives;

WHEREAS: The Acton-Boxborough Regional School District has been consistently rated as one of the best in the Commonwealth, and

WHEREAS: The Common Core State Standards and associated testing, Partnership for Assessment of Readiness for College and Careers (PARCC) have been implemented without parental input and threaten parental control of their children's education; and

WHEREAS: Education is most effectively handled at the local level, where teachers, administrators and parents can have direct control over school curriculum, frameworks testing, and policy.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. This Town Meeting opposes the use by the Acton-Boxborough Regional School District of Common Core and the associated testing known as PARCC.
2. This Town Meeting urges the ABRSD to discontinue the use of Common Core and PARCC and to return to the use of the Pre-2011 Massachusetts standards in English Language Arts, Math, Science/Technology, and History/Social Science and associated testing, known as MCAS.
3. This Town Meeting is opposed to standardized testing implemented more than twice per year for grades 3-8 and 10, not to exceed 4 days per year of mandatory testing, except for grades 5, 8 and 10, which may have one additional day of testing.
4. This Town Meeting opposes the use of any state or federal educational programs or testing unless such programs are reviewed and approved by the ABRSD School Committee with input from local teachers, administrators and parents.
5. This Town Meeting opposes the adoption of any educational programs linked to potential funding sources.

Summary

While the 1993 Education Reform Act was locally developed, thoroughly vetted, vigorously debated, voted on and signed into law by our own elected representatives and Governor Weld, the Common Core standards went through no such process. As explained by the Pioneer Institute: "The Common Core State Standards initiative has never been state-led, and states are not finding it easy to withdraw from the commitments made by their state boards of education, governors, and commissioners of education. The federal government will monitor what states do through its waiver-granting process and the Common Core-based assessments developed by the federally-funded assessment consortia. No mechanism exists for revising Common Core's standards."

By linking Race-to-the-Top grant funds to the implementation of Common Core State Standards and to

X

1 of 2

No Child Left Behind waivers, the federal government is in violation of three federal laws. The Elementary and Secondary Act (1965), the Department of Education Organizational Act (1979), and the General Education Provisions Act (GEPA) all contain language prohibiting the federal government from requiring specific academic content or standards in exchange for federal funds. From the GEPA: "No provision of any applicable program shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution or school system..."

Additionally, the U.S. Constitution (Amendment 10) and the Massachusetts Constitution (Article 3) maintain that education is a power reserved to the states and their citizens within local communities. Yet, state legislatures or state school boards have no ability to revise or change the Common Core State Standards.

According to a USA Today article from June 2014, Massachusetts spent nearly \$16 billion on education in 2012. Our governor and state education commissioner agreed to adopt Common Core before the final draft was completed in exchange for a \$250 million Race to the Top grant that was spent over a few years. That represents less than 2% of one year's education spending. The Acton-Boxborough Regional School District did not apply for any of these funds, as it was determined that the cost would outweigh the benefits.

Some states (e.g., New York) are now rejecting the entire system and reassessing by placing a legal moratorium on all or part of the changes in lessons and/or standardized testing. In New York state, more than 200,000 third through eighth graders, representing 20% of eligible students, declined to take the exams this year. In a number of districts, students who refused to take the tests outnumbered those who did (NY Times, August 20, 2015).

Massachusetts House Bill 340 proposes a moratorium on high-stakes testing and has been proudly sponsored by Acton's State Senator James Eldridge. The citizens of Acton who vote in favor of this Citizen's Petition will make an important difference in our schools and send a clear message to the State House: We can best support our students and teachers by maintaining local control and minimizing standardized testing.

Direct inquiries to: Scott Smyers: sdsmyers@gmail.com / (978) 263-2868

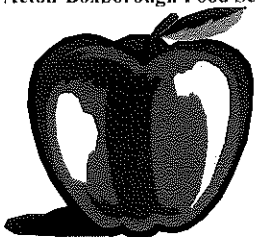
Corinne Hogseth: corinnehog@verizon.net

Selectman assigned: Katie Green: bos@acton-ma.gov / (978) 929-6611

Recommendations:	<u>Board of Selectmen</u>	<u>Finance Committee</u>
	Deferred	Deferred

14.0

Acton-Boxborough Food Services



Serving Education Daily

**Acton-Boxborough Regional School District
Food Service Department
16 Charter Road
Acton, MA 01720-2995
Phone # 1-978-264-4700x3221
Fax # 1-978-264-3340
Kirsten Nelson, Director
E-Mail: knelson@abschools.org**

To: Superintendent Glenn Brand
From: Kirsten Nelson
Date: 10/26/15
Re: Donation

The ABRSD Food Services Department has been offered a very generous donation of baking trays by a local business, Bisousweet Confections. We would appreciate it very much if you could present this gift, valued at \$680, to the School Committee for their acceptance. We are grateful to have such a supportive community!

Thank you.



Luther Conant School

80 Taylor Road

Acton, MA 01720

978-266-2550 www.conant.ab.mec.edu

Damian J. Sugrue Principal ~ Abigail C. Dressler Assistant Principal



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

November 3, 2015

Dear Dr. Brand,

The Luther Conant School has received a \$2500 project grant from the “Champion Creatively Alive Children” grant program to be used during the 2015-2016 school year. This program is sponsored by Crayola. Please present this gift to the Acton-Boxborough Regional School Committee for their consideration and vote of acceptance.

Thank you.

Sincerely,

Damian J. Sugrue
Principal



16A CRAIG ROAD
ACTON, MASSACHUSETTS 01720
Telephone --- 978-263-6033

October 22, 2015

Kristina Rychlik – Chair
Acton-Boxboro Regional School Committee
16 Charter Road
Acton, MA 01720

Kristina:

Pursuant to an agreement with the Town of Acton, and the policies & procedures of ActonTV, whenever there is an open position on the ActonTV Board of Directors, a notice must be sent to the Acton Board of Selectmen (Acton BOS) and the Acton-Boxboro Regional School Committee (ABRSC) that they “may” nominate a member of their board to be considered as a candidate for the ActonTV Board of Directors.

Beginning in 2016, ActonTV will have 3 open positions on its Board of Directors.

Therefore, the Acton BOS and the ABRSC may now consider nominating one of its members to fill these openings.

If interested, please submit to me --- President of the ActonTV Board of Directors --- the name of one of your members within 10 days of this date --- or, notice that you have *no name to submit*.

Please contact me if you have questions

Thank you for your attention to this communication from ActonTV.

Sincerely

Dick
Dick Calandrella
President – ActonTV Board of Directors
16A Craig Road
Acton, MA 0720
Cell Phone --- 508-733-2705
E-Mail --- dickcalandrella@gmail.com

cc: Marc Duci / Executive Director
Tom Jacoby / Clerk

Acton-Boxborough Regional School District

Administrative Statement on Standardized Testing

September 2015

Revised October 2015

Authors:

Marie Altieri
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Ed Kaufman
David Krane
Dana Labb
Lynne Newman
Andrew Shen
Damian Sugrue
Chris Whitbeck

ABRSD Administrative Statement on Standardized Testing

September 2015

Revised October 2015

Introduction

The purpose of this ABRSD statement is to state clearly and communicate directly to our constituent groups our position on and use of standardized testing. To support our statement, we reference and use as context for discussion several recent, relevant resources, including the following:

The Massachusetts Association of School Superintendents (MASS) *Conditions and Considerations for a New Generation of Student Assessment in Massachusetts* (2014) focuses on the characteristics, frequency and timing, necessary conditions, and the logistics and roll out for a new system of assessment, whether that is PARCC or the next generation of MCAS.

The *Resolution Calling for a Moratorium on High-Stakes Standardized Tests* (2015) signed by school committees of some surrounding districts, Worcester, Sudbury, Arlington, and Hampshire Regional, calls for a moratorium on high-stakes standardized tests so that we (teachers, parents, community) can work together to develop assessment systems.

The Vermont State Board of Education *Statement and Resolution on Assessment and Accountability* (2014) includes the many facets and tools needed to evaluate students, schools and districts, and emphasizes the proper role of standardized testing, including eight specific guiding principles.

This statement is divided into three sections in order to:

- Provide the context for our statement
- Address the limits of standardized test scores
- Set forth guidelines to support the appropriate use of standardized testing in our district

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Our Mission as the Context for a District Statement on Testing

Our mission statement, which makes clear our goal to “prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society” demonstrates our commitment to ensuring that all students develop the knowledge, skills and dispositions (inquisitive, engaged, joyful and reflective) that they will need for life after graduation. It also expresses our acknowledgement of and commitment to a wide range of abilities, student demonstrations of their abilities, and the multiple domains in which continuous improvement is taught and assessed: “literacy, mathematics, scientific inquiry and knowledge, citizenship, physical and health education and wellness, artistic expression, and transferable 21st century skills” (Vermont 1).

Our educators need to be able to “focus on a broad range of learning experiences that promote the innovation, creativity, problem solving, collaboration, communication, critical thinking and deep subject matter knowledge that will allow our students to thrive in a democracy and an increasingly global society” (Resolution 1). In order to achieve our mission statement, “educators need to make use of diverse indicators of student learning and strengths if they are to comprehensively assess student progress and adjust their practice to continuously improve learning” (Vermont 1).

“Uniform, standardized tests, administered across all schools, can be a critical tool for schools’ and districts’ improvement efforts” (Vermont 1). They can provide a stable external measure by which we can analyze trends and patterns to evaluate our efforts to improve schools and learning over time. They can also tell us “how students are doing in a very limited set of narrowly defined subjects, as measured at a given time” (1).

What standardized tests cannot do is tell us how to help students do even better in the future “nor can they adequately capture the strengths of all children, nor the growth that can be ascribed to individual teachers” (Vermont 1). Current research (see below) makes this abundantly clear. We believe that the trend to ascribe weight to these measures is not an appropriate direction, thus we will conclude this statement with proposed guidelines for the appropriate use of standardized tests in our district.

Research on Uses of Standardized Testing

Reliability and Validity of Inferences About Teachers Based on Student Test Scores by Edward H. Haertel, March 22, 2013

Review of Learning About Teaching by Jesse Rothstein, January 2011

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The Legal Consequences of Mandating High Stakes Decisions Based on Low Quality Information: Teacher Evaluation in the Race-to-the-Top Era by Baker, Oluwole and Green, January 28, 2013

Instructional Alignment as a Measure of Teaching Quality by Morgan Polikoff and Andrew Porter, May 2014

Morgan Polikoff discusses Instructional Alignment as a Measure of Teacher Quality

Why I Am No Longer Comfortable in the Field of Educational Measurement by Gene Glass

The Limits of Test Scores and Questions of Validity

Even rising scores may not be evidence that students are learning more than in the past (Vermont 1). “At best, a standardized test is an incomplete picture of student learning; without additional measures, a single test is inadequate to capture a year’s worth of learning and growth” (1) And yet, in addition to graduation and test participation rates, standardized test results are the measure by which schools and districts are held accountable. The Massachusetts Department of Elementary and Secondary Education wisely stated that multiple measures with a weight on professional judgment should be used in the new educator evaluation system (MA Department 3). The question remains as to why the same was not afforded to schools and districts when determining their accountability ratings.

Additionally, these tests are presently being used for too many distinct purposes: assessing student learning, evaluating educators (though how it applies to the evaluation process differs among states), and determining school and district accountability. As the American Psychological Association states:

(N)o test is valid for all purposes. Indeed, tests vary in their intended uses and in their ability to provide meaningful assessments of student learning. Therefore, while the goal of using large-scale testing to measure and improve student and school system performance is laudable, it is also critical that such tests are sound, are scored properly, and are used appropriately.
(American Educ. Res. Assoc. introduction)

Any new, standardized test should also only be administered once the students in that specific grade level have been instructed in the new standards associated with the test in the years leading up to the test. A “phase-in” approach is one that would be beneficial both to districts and the state as feedback could then be used to make modifications for not only the next grade, but for the existing test as well. Following these guidelines, given that kindergarten students in the 2011-12 were the first to receive instructions with the new standards, a new competency determination

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graduation requirement test should not be implemented until 2022 when that same cohort of students is in 10th grade. Furthermore, The Massachusetts Association of School Superintendents stated in their *Conditions and Considerations for a New Generation of Student Assessment in Massachusetts Position Paper* that “during the initial years of implementation . . . the proposed results will not be used to calculate accountability rating, rather they should be regarded as pilot results. It is both unfair and counterproductive to publicize test results when the implementation issues have not been resolved . . . to publish results prematurely will cause children to feel like failures because they will have been tested on content or in a manner in which they have not had practice” (MA Assoc. 6).

Learning is a cumulative process. We believe that our graduation rates and student post secondary school plans are a result of all the learning that takes place, in and out of the classroom, during a student’s time at the ABRSD. “While the federal government continues to require the use of subjectively determined cut-off scores, employing such metrics lacks scientific foundation” (Vermont 3). “There is no single point on a testing scale that has proven accurate in measuring the success of a school or in measuring the talents of an individual. Claims to the contrary are technically indefensible, and their application would be unethical. The use of cut-off scores reports findings only at one point on a statistical distribution.” (3) The most recent results of the Smarter Balance Mathematics Test in Connecticut, another high scoring state on the National Assessment of Educational Progress (NAEP), shows what can happen when a new test is implemented too soon and/or when cut scores are subjective as 63.9% of all eleventh graders failed the test in the spring of 2015 (Megan).

Research on Cut Scores

A Primer on Setting Cut Scores on Tests of Educational Achievement by Michael Zieky & Marianne Perie

NAEP’s Odd Definition of Proficiency, by James Harvey

Evaluation of the National Assessment of Educational Progress by Buckendahl, Davis and Plake, 2009

Furthermore, “the targets established for proficiency are subjectively determined” (Vermont 3). In July 2006, Andrew Rotherham stated in *Making the Cut: How States Set Passing Scores on Standardized Tests*:

On a technical level, states set cut scores along one of two dimensions: The characteristics of the test items or the characteristics of the test takers. It is essential to understand that either way is an inescapably subjective process. Just as academic standards are ultimately the result of professional judgment

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rather than absolute truth, there is no “right” way to set cut scores, and different methods have various strengths and weaknesses. (3-4)

“Interpretations based on ‘percent proficiency’ also lack predictive validity. Modest changes to cut scores could dramatically affect the percent of students who meet the target. Whether a cut score is set high or low arbitrarily changes the size of the proficiency gap independent of students’ learning. Thus the results can be misleading” (Vermont 3-4).

Proposed Guidelines

Given this context and our roles as educational leaders in the ABRSD, we propose the following guidelines as to the appropriate use of standardized tests in our district.

1. Standardized tests will only be used in concert with a diverse set of measures to capture how well our students are doing at a given time, including but not limited to: educator developed assessments, educator observations and notes, student self-assessments, student work, performances, presentations, and multimedia productions.
2. Standardized test results will not be given any weight over other indicators of student learning.
3. Standardized test results can be used to analyze trends and patterns to evaluate our efforts to improve schools and student learning over time.
4. Percent proficiency targets will not guide our work with students; rather student raw and scaled scores will be analyzed to determine if any supports or instructional changes are needed.
5. While we are currently required by the DESE to incorporate SGP data as part of determining some* educators' student impact ratings, we do not intend to focus on that data point in our work with teachers and their professional growth or, determining school improvement priorities or goals.

* Classroom teachers in grades 4-6, mathematics and English teachers in grades 7 and 8 according to DESE educator evaluation regulations

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Works Cited

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. "Standards for Educational and Psychological Testing." Washington, DC: 1999. American Educational Research Association.

Massachusetts Association of School Superintendents (MASS). "Conditions and Considerations for a New Generation of Student Assessment in Massachusetts." MA: 2014.

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Megan, Kathleen. "New 'Smarter Balanced' Test Scores Low, But State Sees English Scores as 'Bright Spot'." Hartford Courant (Hartford CT) 23 September 2015.

"Resolution Calling for a Moratorium on High-Stakes Standardized Tests." 2015.

Rotherham, Andrew. "Making the Cut: How States Set Passing Scores on Standardized Tests." Washington D.C.: 2006. Education Sector.

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16.2

ABRSD Professional Learning Day

Mental Health, Wellness, and Learning in the ABRSD:

A PreK to 12 Perspective

November 3, 2015 7:30 AM - 2:30 PM

Location: Acton-Boxborough Regional High School



Goal and Outcomes

Goal

To solidify our district commitment, PreK-12, to the social and emotional development of our students and staff, and the promotion of a healthy, balanced life in a district with high expectations and high achievement.

Outcomes

Mental Health – Early Morning Session – State of the District

1. To understand the current mental health challenges of our students & families, PK-12
2. To understand the current efforts, resources, and programs already in place in our schools, PK-12

Wellness – Late Morning Session – Workshops

3. To model/learn wellness strategies for us (and have fun!)

Learning – Afternoon Session – Panel Discussion

4. To understand the impact of mental health challenges and related factors on learning
5. To learn strategies or resources we can take back to our respective schools and our work with students

Helpful Links

Schedule

Workshop Registration Link

Coffee, Lunch Options and Snacks

ABRHS Map

Early Morning Session Handout

Workshop Materials (linked after PL Day)

Articles and Resources

Feedback Form

Gratitudes



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

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

To: Acton-Boxborough Regional School Committee Members
From: Glenn A. Brand
Date: 11/3/15
Re: Senior Leadership Administrative Restructuring Proposal

Just prior to my arrival in the school district a little over a year ago, it became clear that there was interest by a number of stakeholders in having consideration given to re-establishing an assistant superintendent position in the district. Stakeholders included members of the administration as well as some members of the School Committee.

I appreciated the fact that I would be given the opportunity of time to further consider this suggestion as I sought to learn more about our current leadership structure, the recent history of the district, a review of what other comparable school districts have in place for this structure and the chance to get to know those staff we currently have in place amongst our leadership team. Ultimately, such a decision is an important one and I did not want to rush to any decision that would impact the future direction of the district.

After much thought and consideration, I have developed a set of recommendations that I now provide to you for your consideration. While the recommendations that are included in this proposal are budget neutral (i.e. they represent a change in title and some responsibilities but no change in the total number of FTEs) there is a connection in the timing of these recommendations as it relates to the upcoming leadership search within the Pupil Services Department for the 2016-17 school year. Given that these recommendations fall under Massachusetts General Law they necessitate the direct involvement of the School Committee as the appointing authority.

Key Recommendations of the Restructuring Proposal:

I am making three (3) recommendations that pertain to the senior administration of the district:

- i. Restructure the position of *Director of Pupil Services* and reclassify it to the *Assistant Superintendent for Student Services*.
- ii. Restructure the position of *Director of Curriculum and Assessment* and reclassify it to the position of *Assistant Superintendent for Teaching and Learning*.
- iii. Restructure the position of *Director of Personnel and Administrative Services* and reclassify it to the position of *Assistant Superintendent for Operations*.

Benefits of Recommendations:

While I will outline the benefits that I see from each recommendation in greater detail below, it is my belief that some of the overarching benefits of both reclassifying and restructuring provides the following benefits:

i. Alignment of Administrative Structure

Currently, the district has a number of senior and midlevel administrators that are asked to oversee a wide-variety of services within the district. This restructuring will allow for the greater alignment of departments by connecting these around a more centralized structure.

ii. Serves to Attract Highly Desirable Candidates

It is imperative that our district remains in a position where we are able to attract and retain highly qualified candidates in all of our positions. This is no less true than within the leadership of the district. Reestablishing the position (s) of assistant superintendent increases our ability to attract potential candidates in two ways. First, it necessitates that an individual hold the licensure for assistant superintendent/superintendent and that, as a result, any potential candidate should hold some degree of requisite skills, knowledge and experience and/or training to serve as a district level leader.

Second, it will serve to increase the possibility of our district being able to attract candidates for whom this title and designated role matters. For some candidates who might be on a career path towards a future role in service as school superintendent or other senior level leader, the opportunity to pursue an assistant superintendent position could indeed make the difference in the pool of candidates that we can attract. A significant example of this is that it could allow us to attract candidates from other districts in similar roles but who are seeking career advancement to a district such as ours. The designation of assistant superintendent to some does matter and the absence of the title might prevent potential candidates from coming to Acton-Boxborough because a director position could be seen as a lateral move. In an environment in which there is already a dearth of highly qualified and experienced candidates, this type of reality can have an impact on our ability to attract candidates.

Timeline:

It is my intention to make this presentation to the School Committee and outline these recommendations at your regularly scheduled meeting on November 5. Based upon the consideration of feedback gathered, I would then return to provide follow-up information as might be needed at your regularly scheduled meeting on November 19 with the hopeful action on the Committee's part to approve this recommendation. Ideally, a vote to support the recommendations would then come at either that meeting or on December 3 at the latest.

BACKGROUND INFORMATION IN SUPPORT OF THE PROPOSAL

History Within the District

The district has witnessed a number of changes to the senior administrative structure of ABRSD over the last two decades involving assistant superintendent positions. In the early 1990s, during the tenure of Superintendent Isa Zimmerman (1993-2000), the district had two such positions that included an Assistant Superintendent for Finance and Operations and an Assistant Superintendent for Curriculum and Personnel.

Under Superintendent Bill Ryan (2000-2009) the district transitioned to a Deputy Superintendent along with an Assistant Superintendent of Curriculum and Instruction.

Most recently, under Superintendent Steve Mills (2009-2014), the district transitioned to all 'director' positions and eliminated the title of assistant superintendent.

Consideration of Comparable School Districts

Similar to so many other facets of a school district's operation that allow for variations in structure, it is often difficult to truly compare one district with that of another. However, in an effort to provide some insight into the senior leadership structures in other districts I have gathered information about the positions in 13 of our 17 "comparable communities."

Concord - Carlisle	Dedham Public Schools	Hingham Public Schools
<i>Deputy Superintendent for Finance & Operations</i>	<i>Assistant Superintendent of Curriculum, Instruction and Assessment</i>	<i>Assistant Superintendent</i>
Director of Human Resources	<i>Assistant Superintendent of Business and Finance</i>	Director of Student Services
Director of Special Education	Director of Special Education	Director of Business and Support Services
Director of Teaching & Learning		
Marblehead Public Schools	Milton Public Schools	Sudbury Public Schools
<i>Assistant Superintendent Curriculum & Instruction</i>	<i>Assistant Superintendent for Curriculum & Personnel</i>	<i>Assistant Superintendent (Curriculum, Instruction and Technology)</i>
School Business and Finance Administrator	<i>Assistant Superintendent for Business Affairs</i>	Director of Business & Finance
	Administrator of Pupil	Director of Human Resources
	Personnel Services	Student Services Director

<p>Westford Public Schools</p> <p><i>Assistant Superintendent of Curriculum & Instruction</i></p> <p>Director of Pupil Services</p>	<p>Weston Public Schools</p> <p><i>Assistant Superintendent Curriculum & Instruction</i></p> <p><i>Assistant Superintendent Finance & Operations</i></p> <p>Director of Student Services</p> <p>Assistant Director of Student Services</p>	<p>Wilmington Public Schools</p> <p><i>Assistant Superintendent for Curriculum and Professional Development</i></p> <p>Director of Special Education</p> <p>Director of Administration & Finance</p>
<p>Winchester Public Schools</p> <p><i>Assistant Superintendent</i></p> <p>Director of Finance</p> <p>Director of Personnel</p> <p>Administrator of Special Education</p>	<p>Nashoba Valley Regional School District</p> <p><i>Assistant Superintendent of Schools</i></p>	<p>Reading Public Schools</p> <p><i>Assistant Superintendent Learning & Teaching</i></p> <p>Director of Finance & Operations</p> <p>Director of Student Services</p>
<p>Wellesley Public Schools</p> <p><i>Assistant Superintendent for Finance & Operations</i></p> <p><i>Assistant Superintendent of Curriculum & Instruction</i></p> <p>Director of Student Services</p> <p>Director of Human Resources</p>		

Additional information is provided below in consideration of a number of other districts that have 'similar' sized populations in the state.

District	Student Size / # of Schools	Senior Administrative Positions
Franklin Public Schools	5600/10	<p>Assistant Superintendent of Schools</p> <p>Assistant Superintendent for Teaching & Learning</p> <p>Director of Student Services</p> <p>School Business Administrator</p> <p>Human Resource Director</p>

Brookline Public Schools	7500/10	Deputy Superintendent for Administration & Finance Deputy Superintendent for Teaching & Learning Deputy Superintendent for Student Services Special Assistant to the Superintendent for Strategy & Performance
Lexington Public Schools	6860/9	Assistant Superintendent for Human Resources Assistant Superintendent for Curriculum, Instruction & PD Director of Finance & Operations Director of Special Education Assistant Director of Special Education
Wellesley Public Schools	5000/9	Assistant Superintendent for Finance & Operations Assistant Superintendent of Curriculum & Instruction Director of Student Services Director of Human Resources
Plymouth Public Schools	7700/12	Assistant Superintendent Administration & Instruction Assistant Superintendent Human Resources School Business Administrator Special Education Director
Andover Public Schools	6000/10	Assistant Superintendent Finance & Administration Director of Human Resources Director of Student Services Assistant Director of Student Services
Framingham	8000/13	Chief Academic Officer Chief Human Resource Officer Assistant Director of Human Resources

		<p>Chief Operating Officer</p> <p>Director of Finance</p> <p>Director of Curriculum</p>
Shrewsbury	6000/7	<p>Assistant Superintendent for Curriculum & Instruction</p> <p>Assistant Superintendent for Operations & Finance</p> <p>Director of Human Resources</p> <p>Director of Special Education & Pupil Services</p>

Compensation

These recommendations do not directly impact compensation levels or the budget. There is no net change in FTEs nor direct change in salary as a result of this proposal. However, regardless of job titles, it is my belief that you will expect me to continue to regularly review compensation levels for “similar” positions from surrounding “comparable” school districts. I believe that regardless of any specific title, it is my responsibility to establish compensation levels that are competitive and appropriate for similar roles given the critical importance of situating the district to remain competitive in attracting and retaining highly competent administrators. Thus, any more immediate or long-term adjustments to the compensation of these individual leadership positions will be as a direct result of these types of comparisons and not due to any change in title only.

In the near future I plan to present to the Committee a proposal for how we might engage collaboratively in this important work of setting salary ranges that I can work with in establishing contracts for all of our administrators that are fair, reasonable and competitive in relationship to those ‘comparable’ school districts that we align ourselves with.

Connection with the Massachusetts General Law

While these recommendations would result in a neutral change in the overall administrative staffing of the district, any restructuring that by definition brings about the creation of a position identified as *Assistant Superintendent* results in a change in the appointing authority under Massachusetts General Law which in turn necessitates the School Committee’s approval.

Per MA General Law: The school committee is responsible for appointing personnel to the following positions:

- a. *Superintendent:* The school committee has the power to select and terminate the superintendent, and to establish his or her compensation. (G.L. c. 71, [[section]] 37)

- b. *Assistant or associate superintendents*: On the recommendation of the superintendent, the committee may establish the positions of and appoint assistant or associate superintendents, who shall report to the superintendent. The superintendent recommends to the school committee candidates for appointment to the position of assistant or associate superintendent. The committee shall approve or disapprove the appointment, but shall not unreasonably withhold its approval. If the superintendent requests, the committee shall explain its disapproval of a recommended candidate. The committee sets the compensation of the superintendent and the assistant or associate superintendents. (G.L. c. 71, [[section]] 59)
- c. *School business administrator; administrator of special education; school physicians and registered nurses; supervisors of attendance; legal counsel*: The Education Reform Act did not change several pre-existing statutes that refer to the school committee appointing certain personnel. G.L. c. 71, [[section]] 41 states that "a school committee may award a contract to ... a school business administrator for a period not exceeding six years... ." G.L. c. 71B, [[section]] 3A states that "a school committee ... shall appoint a person to be its administrator of special education." G.L. c. 71, [[section]] 53 says, "The school committee shall appoint one or more school physicians and registered nurses... ." G.L. c. 76, [[section]] 19 says, "Every school committee shall appoint, make regulations governing and fix the compensation of one or more supervisors of attendance."

PROPOSED RESTRUCTURING

It is my recommendation that the School Committee consider restructuring a number of positions associated with the senior leadership of the district. After carefully reviewing and considering our needs as a district, the personnel we currently have in place and what I believe would be in the best interests of the district, I am proposing the following recommendations.

Recommendation I - Reclassification of Director of Pupil Services to Assistant Superintendent for Student Services

- Eliminate the Director of Pupil Services position (1.0 FTE)
- Create the position of *Assistant Superintendent for Student Services* (1.0 FTE) and post this position for the upcoming search to fill the open position.
- In addition, support the renaming of the department from the *Department of Pupil Services* to the *Department of Student Services*.

I believe that this recommendation is supported by the following:

- i. *Clarifies the reporting structure within the department*
- ii. *Enhances the opportunity to attract a wider array of candidates*
- iii. *Formalizes A Leader's Responsibility to Social Emotional Well-Being & Special Projects in the District Connected with Students*
- iv. *Clearly identifies the line of authority for the district's operations in the absence of the Superintendent to the team of Assistant Superintendents.*

Within the department we now have an extensive range of positions throughout the district that include directors and coordinators. The establishment of the position of assistant superintendent qualifies the reporting structure and formalizes one senior leader for the entire

department throughout the entire district who oversees the broad range of services connected to our entire student body.

With the recent creation of the position of *Director of Special Education* during the 2014-15 school year, the district now is fully compliant with the law and has in place a dedicated and licensed administrator to oversee the day-to-day delivery of Special Education services.

Given that the district has tied the Special Education licensure to the role of Director of Special Education, this provides greater flexibility in allowing the district to attract and appoint candidates that may not have Special Education licensure alone.

The district has placed considerable emphasis upon the importance of social and emotional well being of students. Currently, we lack the assigned responsibility of a leader within the district to work with our schools and principals in supporting and coordinating these efforts and programs district-wide.

In addition, there are often special projects and assignments that are connected with students and/or programs that emerge and require coordination and leadership that are beyond the scope of curriculum, teaching, learning or the various operational services within our district. These types of ‘special’ projects would become the responsibility of this person.

v. *Changes to Reporting Structure & Responsibilities*

Currently, the Director of Pupil Services oversees a total of six (6) reports as detailed in the table below. In an effort to more closely align all of those services that link closely with our students, I am proposing to add three areas of responsibilities that include the Kindergarten program, student registration and a formalized identification of this person to oversee all programming aspects of the social and emotional well-being of our students. This includes not only Community Education programming but also the district’s focus on the social and emotional well being of students. The reporting structure and responsibilities outlined below are currently tentative and could change and/or evolve over time depending upon a consideration of the overall needs of the district.

<i>Direct Reports</i> (6)	Current Areas of Responsibility for the Director of Pupil Services	<i>Direct Reports</i> (7)	Proposed Areas of Responsibility for the Assistant Superintendent of Student Services
Director of Special Education (1)	Special Education	Director of Special Education (1)	PreK-22 Special Education
Counseling/ Psychology Chairperson (7-12) (1)	Out of District	Counseling/ Psychology Chairperson (7-12) (1)	Counseling Services
Health/Nursing	Early Childhood/Pre-School	Health/Nursing	Guidance Services
	Counseling Services		Health & Nursing

Chairpersons (2) Counseling Chairperson (K-6) (1) <i>ELL Chairperson (1)</i>	Guidance Services Health & Nursing	Chairpersons (2) Counseling Chairperson (K-6) (1) ELL Chairperson (1) <u>Plus</u> <i>Director of Community Education (1)</i>	<i>Newly Proposed</i> Kindergarten Community Education Social Emotional Learning Special Projects
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Recommendation II – Reclassification of Director of Curriculum and Assessment to Assistant Superintendent for Teaching and Learning

- Eliminate the position of Director of Curriculum and Assessment (1.0 FTE)
- Create the position of *Assistant Superintendent for Teaching and Learning* (1.0 FTE) and approve the appointment of Ms. Deborah Bookis to this role.

I believe that this recommendation is supported by the following:

- i. *Formalizes the broader responsibilities and authority of directing all aspects of teaching and learning throughout the district.*
- ii. *Incorporates a direct linkage with the educational technology planning in the district.*
- iii. *Clearly identifies the line of authority for the district’s operations in the absence of the Superintendent to the team of Assistant Superintendents.*

The reporting structure and responsibilities outlined below are currently tentative and could change and/or evolve over time depending upon a consideration of the overall needs of the district.

<i>Direct Reports</i> (6)	Current Areas of Responsibility for the Director of Curriculum & Assessment	<i>Direct Reports</i> (7)	Proposed Areas of Responsibility for the Assistant Superintendent for Teaching & Learning
K-6 ELA/Social Studies Curriculum Specialist (1) K-6 Math Curriculum Specialist (1) K-6 Science Curriculum	PreK-12 Curriculum Development Professional Learning Standardized Testing	K-6 ELA/Social Studies Curriculum Specialist (1) K-6 Math Curriculum Specialist (1) K-6 Science	PreK-12 Curriculum Development Professional Learning Standardized Testing

Specialist (1) K-12 Visual Arts Director (1) K-12 Performing Arts Director (1) K-12 P.E. Chairperson (1)		Curriculum Specialist (1) K-12 Visual Arts Director (1) K-12 Performing Arts Director (1) K-12 P.E. Chairpersons (1) <u>Plus</u> <i>Director of Educational Technology (1)</i>	Educational Technology
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Recommendation III – Reclassification from Director of Personnel and Administrative Services to Assistant Superintendent for Operations.

- Eliminate the position of *Director of Personnel and Administrative Services (1.0 FTE)*
- Create the position of *Assistant Superintendent for Operations (1.0 FTE)* and approve the appointment of Ms. Marie Alteri to this role.

I believe that this recommendation is supported by the following:

- Formalizes the broader responsibilities and authority of directing all aspects of personnel, and related operations of the district.*
- Allows the future opportunity to realign the student enrollment function to Student Services and works closely with bridging the finance and Human Resources and operations departments.*
- Clearly identifies the line of authority for the district’s operations in the absence of the Superintendent to the team of Assistant Superintendents.*

The reporting structure and responsibilities outlined below are currently tentative and could change and/or evolve over time depending upon a consideration of the overall needs of the district.

<i>Direct Reports</i> (6)	Current Areas of Responsibility for the Director of Personnel & Administrative Services	<i>Direct Reports</i> (6)	Proposed Areas of Responsibility for the Assistant Superintendent of Human Resources & Operations
Personnel Budget Manager (1) Benefits Administrator	Personnel Employee Benefits Personnel Budget &	Personnel Budget Manager Benefits Administrator	Personnel Employee Benefits

(1)	Monitoring	Personnel Assistant	Personnel Budget & Monitoring
Personnel Assistant (2)	Food Services	Director of Food Services	Food Services
Elementary Registrar (1)	Elementary Registration	Elementary Registrar	Elementary Registration
Director of Food Services (1)			

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Acton-Boxborough Regional School District

ABCconnector Newsletter

October 2015 Edition

Greetings!

Here comes October and with many days behind us now suffice it to say that the district is off and running! After a few stops and starts in our calendar, it seems clear that schedules and routines are all falling into place and we are hitting our stride just in time for the fall colors to arrive and transform our bucolic New England landscape here in AB.

As the district enters the second year of operation this continues to be an important time for us as we identify areas that we still need to further refine now that we are one unified district. I am thankful for the considerable work and energy that so many of our staff have put in behind the scenes in integrating three school districts into one. The merger that led to our full regionalization may in many respects appear to be in name only but I can tell you first hand that this transition has demanded considerable extra time and effort by many unsung heroes behind the scenes.

The year ahead promises to be an exciting one filled with a variety of activities that will have lasting impact on the future of our district. I will endeavor to continue to provide you with appropriate updates along the way throughout the course of the year but bring to your attention a few of these:

Existing Conditions Study - During the budget process last year the School Committee supported the need to develop a comprehensive understanding of the maintenance and infrastructure improvements required throughout the district as we seek to develop a long-term capital investment plan. A more detailed view of

the expected deliverables of this study are included below and you can find a more extensive presentation that was delivered at the September 17 School Committee meeting at this link: <http://tinyurl.com/om3h9vv>

Revised District Strategic Plan - The district currently is working under a five-year plan that comes to an end at the conclusion of this school year. The district's leadership team has begun to engage in the beginning stages of a process that will establish the foundation for the construction of our new strategic plan and there will be opportunities along the way throughout the year for stakeholder feedback in this process.

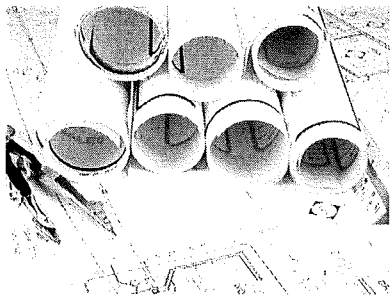
Superintendent's Wellness Committee - This year the Superintendent's Wellness Committee will focus its work around investigating the issue of sleep and its connection to the health and well being of our students. As a part of this committee's work an examination will also be undertaken to specifically learn more about what school systems throughout this part of the state, and across the country, are doing as it relates to school start times. While this committee will not be making any decisions about any potential future change in our school system's start times, it will be making recommendations about what we as an educational community may want to further consider regarding this important topic.

As I settle into my second year as your Superintendent I continue to be amazed at the level of commitment, support and focus that the citizens of Acton and Boxborough bring collectively in trying to improve the lives of the young people we serve. I look forward to continuing to build strong and effective partnerships with you and hope to see you around the district in the coming year.

Yours in education,
Glenn A. Brand
Superintendent of Schools

Twitter: @SuperABRSD

EXISTING CONDITIONS STUDY ANNOUNCEMENT



The District hired *Dore and Whittier Architects of Newburyport* to complete phase one of an anticipated two-phase study.

This first phase will include a comprehensive study of our campuses, buildings, and educational needs throughout our district and will include the following:

1. Site and building assessment report with recommendations including an in-depth look at the systems, infrastructure, safety and security and overall condition of such things as the condition of exterior and interior walls, windows, doors, roofing, flooring, etc.

2. Development of a capital improvement plan with cost estimates based on the findings of the study.
3. A written report that includes all of the information noted above that can be used for short and long term capital planning purposes.
4. Presentation of findings to the School Committee and the communities of Acton and Boxborough.

It is anticipated that the report will be completed in the fall with a preliminary presentation to the School Committee in late November and a final report in January with cost estimations.

SCHOOL CAPITAL & SPACE PLANNING COMMITTEE: CALL FOR VOLUNTEERS!

The Superintendent is looking to form a newly created committee that will focus specifically on the district's short and long-term needs as it relates to our future space, capital, and infrastructure.

This Committee will include a cross-section of members from the School Committee, town leaders, community, and administrative representatives.



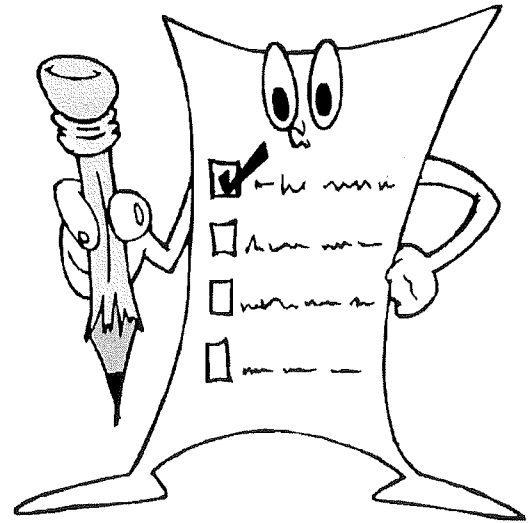
We are looking for a total for four (4) community volunteers with two (2) members from Acton and two (2) members from Boxborough. If interested in learning more about the Committee, or if you would like to volunteer, please contact Beth Petr at bpetr@abschools.org by Friday, October 16, 2015.

The Committee will meet approximately every other month during the 2015-16 school year and report to the Acton-Boxborough Regional School Committee and the Acton and Boxborough communities as necessary.

YOUTH RISK BEHAVIOR SURVEY PRESENTATION ~ OCTOBER 21 AT 7PM IN THE HIGH SCHOOL

The Acton-Boxborough Schools will offer a panel discussion about an important health survey to be administered to students.

Bi-annually Emerson Hospital coordinates this health survey with students in grades 6, 8, and 9-12 in order to learn about current behaviors and other factors that affect student health. The survey is implemented in eight school systems including Acton-Boxborough, and involves more than 10,000 participants who are asked to respond to a series of questions ranging from their sleep habits to their use of electronic devices to nutrition. The information gained from the survey is shared with school officials and members of the community so as to help improve health education for young people.



The presentation will be held at the High School in room 115N at 7pm on October 21st and is open to the public. The presentation will feature discussions of the survey format and administration, current health issues, and trends and patterns of student behaviors that affect their health. It will include results from the Spring 2014 survey as well as information about the upcoming Spring 2016 survey. Mr. Jim Byrne from Northeast Health Resources, who is also the survey coordinator, will lead the panel discussion and the follow up question and answer period. All are encouraged to attend this interesting and timely event.

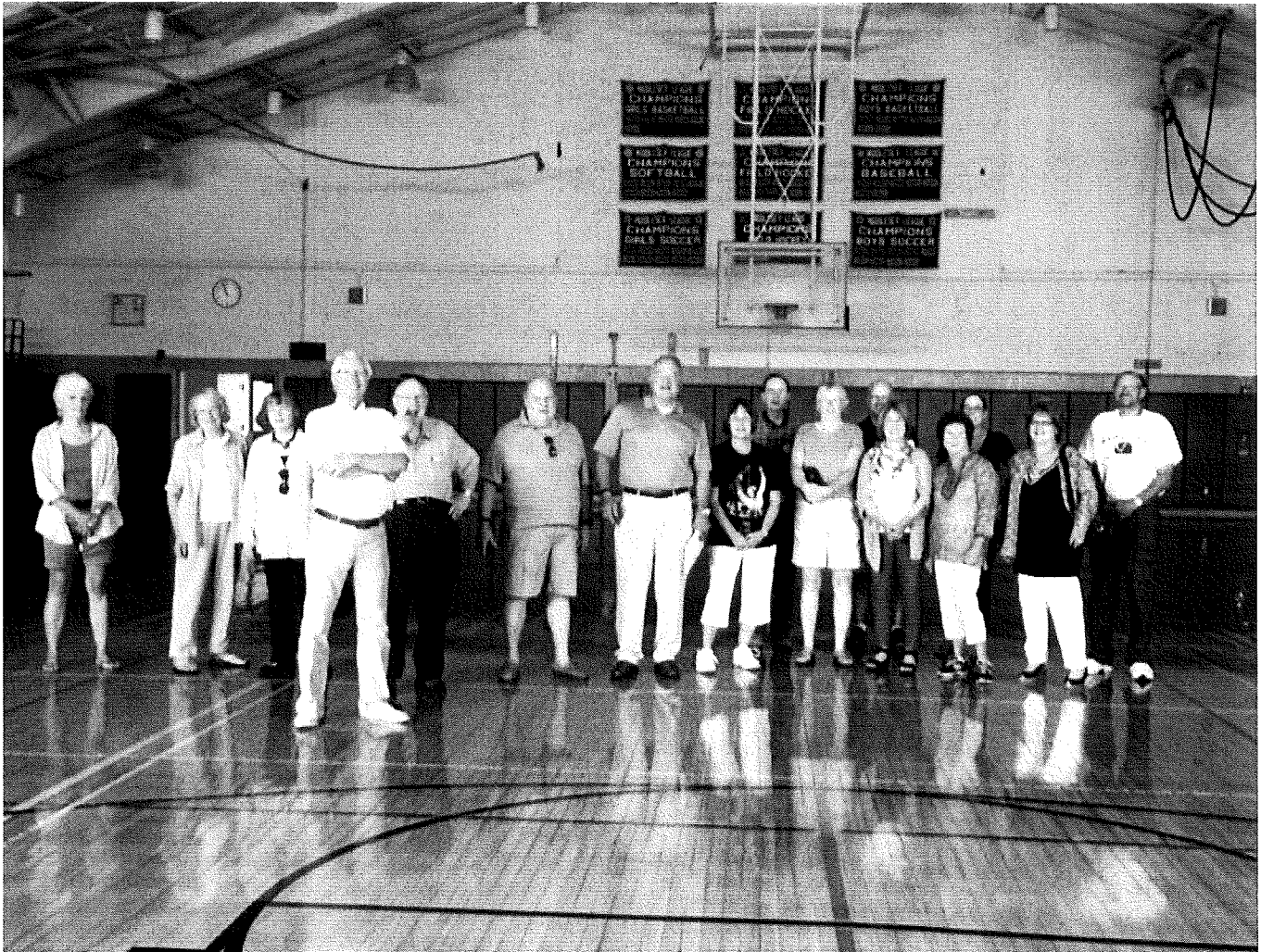
FAMILY LEARNING SERIES

We are excited this year to launch a new outreach to connect with our schools communities.

Our *Family Learning Series* consists of a number of different planned events that are specifically targeted at our parents/guardians. If you have not already had a chance to review the various sessions planned I would strongly encourage you to take a look and set aside a date or two to attend. Information about upcoming events can be found at <http://www.abschools.org/families/family-learning>.

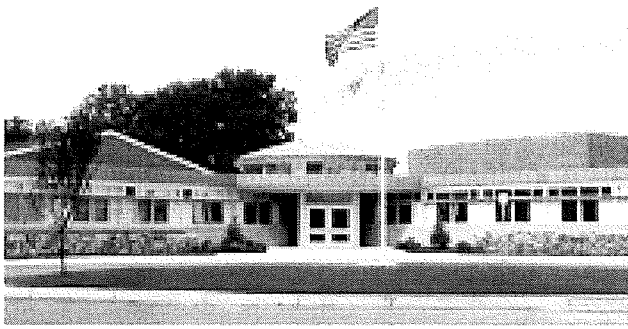
We are also going to capture as many of these events as we can on video, including the first event with Pam Allyn who spoke about engagement of the young reader through read alouds. To watch her presentation visit our [website](#).

CLASS OF 1965 REUNION



Recently, members of the A-B Class of 1965 convened for their 50th reunion. Attendees came from all over the United States and they took a tour of the RJ Grey Junior High (former ABRHS) as part of their weekend festivities. They shared fond memories of their time in the building and marveled at the updates that have been done. There were 165 students in their graduating class. At that time, the building had just two main hallways (what we now call the 600 and 400 wings) and one was the high school and one was the junior high (grades 6-8). They were thrilled to see that the gym has not changed a bit aside from some new bleachers! They were dazzled by the Auditorium's high tech audio/visual area, which they recalled was a coat room in their day. Today's track team would be surprised to know that the team that year consisted of just TWO members.

An interesting fact: their graduation ceremony was held in the "quad," what we now know as the courtyard inside the 600/300/400 wings.

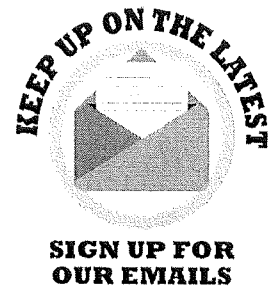


**Administrative Offices Located in RJ
Grey Building**

The Office of the Superintendent is located at
16 Charter Road in Acton within the RJ Grey
Junior High School building.

VISIT OUR WEBSITE

Acton-Boxborough Regional School District
(978) 264-4700 | <http://abschools.org>



Confirm that you like this.

Click the "Like" button.

Acton Boxborough Regional School District

Revenues

7/1-9/30/15

18.2

FOR 2016 03

	ORIGINAL ESTIM REV	ESTIM REV ADJSTMNTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL	
46801 AID - CHAPTER 70	-	(14,393,376)	(14,393,376)	(3,598,269)	(10,795,107)	25 %	
46804 ASSESSMENT - SCHOOL CHOICE	-	103,099	103,099	25,872	77,227	25.1 %	
46805 ASSESSMENT - CHARTER SCHOOL	-	430,739	430,739	-	430,739	0 %	
46806 ASSESSMENT - SPECIAL EDUCATION	-	12,675	12,675	-	12,675	0 %	
46807 TRANSPORTATION - PUPIL	-	(1,266,283)	(1,266,283)	-	(1,266,283)	0 %	
46809 REIMBURSEMENT - CHARTER SCHOOL	-	(26,761)	(26,761)	-	(26,761)	0 %	
46811 REGIONAL BONUS AID	-	(111,200)	(111,200)	-	(111,200)	0 %	
47501 ASSESSMENT - RGNL - ACTON	-	(53,171,009)	(53,171,009)	(13,292,752)	(39,878,257)	25 %	
47502 ASSESSMENT - RGNL - BOXBOROUGH	-	(11,120,240)	(11,120,240)	(2,780,060)	(8,340,180)	25 %	
48200 EARNINGS - ON INVESTMENTS	-	-	-	(4,011)	4,011	100 %	
48403 REVENUE - MISCELLANEOUS	-	-	-	(2,826)	2,826	100 %	
GRAND TOTAL	-	(79,542,356)	(79,542,356)	(19,652,047)	(59,890,309)	24.7 %	

Acton Boxborough Regional School District

Expenditures

7/1-9/30/15

FOR 2016 03

	ORIGINAL APPROP	TRANFRS ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	33,078,855	-	33,078,855	2,969,046	29,113,012	996,796	97 %
02 SALARIES, PRIN/A PRI	2,188,065	-	2,188,065	501,782	1,680,968	5,315	99.8 %
03 SALARIES, CNTRL ADMN	1,068,125	-	1,068,125	270,750	983,029	(185,653)	117.4 %
04 SALARIES, SUPP STAFF	9,040,355	-	9,040,355	846,437	7,846,628	347,290	96.2 %
05 SALARIES, ATHLETICS	520,643	-	520,643	46,401	161,691	312,551	40 %
06 SALARIES, BUILDINGS	719,691	-	719,691	191,907	473,708	54,076	92.5 %
07 SALARIES, CUSTODIAL	1,471,234	-	1,471,234	286,998	1,115,484	68,752	95.3 %
08 SALARIES, HOME INSTR	20,000	-	20,000	-	-	20,000	0 %
09 SALARIES, MISC PS	1,499,675	-	1,499,675	302,700	954,815	242,160	83.9 %
11 SALARIES, SUBS MISC	222,781	-	222,781	12,331	169	210,281	5.6 %
12 SALARIES, SUBS INSTR	530,508	-	530,508	14,751	-	515,757	2.8 %
13 SALARIES, OVERTIME	242,855	-	242,855	44,153	-	198,702	18.2 %
14 STIPENDS, CURR/INSTR	168,283	-	168,283	42,415	36,254	89,614	46.7 %
TOTAL SALARIES AND STIPENDS (01-14)	50,771,070	-	50,771,070	5,529,672	42,365,757	2,875,641	94.3 %
15 FRINGES, COURSE REIM	56,000	-	56,000	16,476	-	39,524	29.4 %
16 FRINGES, HLTH INSUR	8,343,695	-	8,343,695	2,102,153	-	6,241,542	25.2 %
17 FRINGES, H INSUR RET	924,241	-	924,241	237,981	-	686,260	25.7 %
18 FRINGES, LIF/DIS INS	38,000	-	38,000	7,272	-	30,728	19.1 %
19 FRINGES, UNEMPLYMNT	25,000	-	25,000	17,546	-	7,454	70.2 %
20 FRINGES, WORKRS COMP	348,412	-	348,412	260,619	-	87,793	74.8 %
21 FRINGES, MCERS	1,961,424	-	1,961,424	1,961,424	-	-	100 %
22 FRINGES, MEDICARE	846,064	-	846,064	95,586	-	750,478	11.3 %
23 CONTRIB OPEB TRUST F	700,000	-	700,000	-	-	700,000	0 %
TOTAL FRINGE AND RELATED (15-23)	13,242,836	-	13,242,836	4,699,057	-	8,543,779	35.5 %
24 INSTRUCT SUPPLIES	1,116,075	-	1,116,075	337,659	239,042	539,374	51.7 %
25 INSTRUCT TEXTBOOKS	278,710	-	278,710	73,608	48,446	156,656	43.8 %
26 INSTRUCTIONAL, LBY	59,435	-	59,435	12,122	7,879	39,435	33.7 %
27 OTHER, CAP OUTLAY	335,459	(5,000)	330,459	98,352	6,909	225,198	31.9 %
29 OTHER, DEBT SERVICE	1,920,743	-	1,920,743	393,546	-	1,527,197	20.5 %
30 OTHER, PROP/CASUALTY	106,369	-	106,369	106,326	-	43	100 %
31 OTHER, MAINT BLDG/GR	715,048	-	715,048	248,609	97,638	368,801	48.4 %
32 OTHER, MAINT EQUIP	146,470	-	146,470	23,138	5,792	117,540	19.8 %
34 OTHER, LEGAL SERVICE	150,000	-	150,000	17,477	64,275	68,248	54.5 %
35 OTHER, ADMIN SUPP	808,198	5,000	813,198	354,577	135,715	322,906	60.3 %
36 OTHER, ATHLETIC SUPP	53,666	-	53,666	19,170	-	34,496	35.7 %
37 OTHER, CUSTODL SUPP	157,984	-	157,984	82,621	28,393	46,970	70.3 %
38 OTHER, SPED TRANSP	1,528,647	-	1,528,647	727,038	916,245	(114,637)	107.5 %
39 OTHER, STUDENT TRANSP	938,300	-	938,300	578,724	54,208	305,367	67.5 %
40 OTHER, TRAVEL/CONF	89,186	-	89,186	14,476	37,311	37,399	58.1 %
41 OTHER, SPED TUITION/	5,269,951	-	5,269,951	1,038,382	6,463,365	(2,231,796)	142.3 %
42 OTHER, UTILITIES	1,630,499	-	1,630,499	136,562	-	1,493,937	8.4 %
43 OTHER, TELEPHONE	144,045	-	144,045	10,553	-	133,492	7.3 %
44 OTHER, SEWER	287,191	-	287,191	14,983	74,917	197,290	31.3 %
GRAND TOTAL	79,749,882	-	79,749,882	14,516,653	50,545,891	14,687,338	81.6 %

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ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2015

	Fund Balance 6/30/15	Fund Balance Transfers	Fund Balance 7/1/2015	Receipts	Expenses	CASH BAL
LUNCH						
3201 LUNCH	731,034.98	5.74	731,040.72	257,833.80	192,089.51	796,785.01
SUPERINTENDENT						
3311 SUPERINTENDENT GIFTS	0.00		0.00	0.00	0.00	0.00
DISTRICTWIDE						
3353 DISTRICT WIDE GIFTS	1,273.47		1,273.47	0.00	0.00	1,273.47
CURRICULUM						
3318 PARENT INVOLVEMENT PROJECT	20,088.91		20,088.91	2,616.00	4,384.00	18,320.91
3323 CURRICULUM GIFT	229.51		229.51	500.00	0.00	729.51
3331 TEACHING AMERICAN HISTORY	0.00		0.00	0.00	0.00	0.00
3419 SCHOOL TO BUSINESS	0.00		0.00	150.00	0.00	150.00
FINANCE						
3401 SCHOOL CHOICE	180,965.18		180,965.18	65,315.00	22,266.52	224,013.66
3016 CIRCUIT BREAKER	331,453.00		331,453.00			331,453.00
3417 TELEPHONE REVOLVING	0.00	12,954.37	12,954.37	0.00	8,023.49	4,930.88
3501 INSURANCE REIMB	16,094.95	85.39	16,180.34	0.00	8,966.04	7,214.30
3502 VENDOR RECOVERY	0.00		0.00	0.00	0.00	0.00
3503 VANDALISM REIMB	0.00		0.00	0.00	0.00	0.00
9901 TAILINGS	24,091.93		24,091.93		16,076.59	8,015.34
FACILITIES						
3322 ELM ST HOOPS	1,214.00		1,214.00	0.00	0.00	1,214.00
3324 SOLAR PANEL PROJECT	1,555.75		1,555.75	0.00	0.00	1,555.75
3328 NSTAR POWER DOWN PROJECT	13,479.07		13,479.07	0.00	178.21	13,300.86
3329 FRIENDS OF LOWER FIELDS	58,406.94		58,406.94	0.00	0.00	58,406.94
3330 LOWER FIELDS GIFT 2	0.00		0.00	0.00	0.00	0.00
3342 WEST ACTON BOARDWALK	11,072.50		11,072.50	0.00	0.00	11,072.50
3347 DOW TRACK	0.00		0.00	0.00	0.00	0.00
3418 TRANSPORTATION	0.00		0.00	1,981.50	223.12	1,758.38
3332 DAMON PLAYGROUND	855.15		855.15	0.00	0.00	855.15
4001 LOWER FIELDS CONSTRUCTION	0.00		0.00	0.00	0.00	0.00

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ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2015

	Fund Balance 6/30/15	Fund Balance Transfers	Fund Balance 7/1/2015	Receipts	Expenses	CASH BAL
COMMUNITY EDUCATION						
3402 COMMUNITY ED	728,556.05	237.93	728,793.98	697,489.83	630,408.90	795,874.91
Comm Ed- Blanchard ADK	0.00		0.00			0.00
3403 USE OF FACILITIES	0.00		0.00	77,295.12	55,942.25	21,352.87
3404 DRIVERS' ED	267,425.17		267,425.17	54,816.87	45,698.03	276,544.01
PUPIL SERVICES/SPED						
3427 BL INTEGRATED PRESCHOOL	32,713.75		32,713.75	0.00	0.00	32,713.75
3428 ODP REVOLVING	51,567.98	835.00	52,402.98	3,225.80	5,962.04	49,666.74
3429 AD INTEGRATED PRESCHOOL	100,301.72	148.70	100,450.42	68,858.76	31,546.53	137,762.65
3326 MCC BIG YELLOW SCHOOL BUS						
SENIOR HIGH	205.14		205.14	0.00	0.00	205.14
JUNIOR HIGH	0.00		0.00	0.00	0.00	0.00
BLANCHARD	0.00		0.00	0.00	0.00	0.00
CONANT	650.00		650.00	0.00	0.00	650.00
DOUGLAS	278.75		278.75	0.00		278.75
GATES	104.30		104.30	0.00	0.00	104.30
MCCARTHY TOWNE	0.00		0.00	0.00	0.00	0.00
MERRIAM	671.00		671.00	0.00		671.00
3341 COMM ED ADK GIFT						
BLANCHARD	0.00		0.00	0.00	0.00	0.00
CONANT	0.00		0.00	0.00	0.00	0.00
DOUGLAS	0.00		0.00	0.00	0.00	0.00
GATES	0.00		0.00	0.00	0.00	0.00
MCCARTHY TOWNE	0.00		0.00	0.00	0.00	0.00
MERRIAM	0.00		0.00	0.00	0.00	0.00
3416 LIBRARY REVOLVING						
SENIOR HIGH	2,918.54		2,918.54	0.00	0.00	2,918.54
JUNIOR HIGH	6,943.41		6,943.41	0.00	0.00	6,943.41
BLANCHARD	1,750.00		1,750.00	0.00	0.00	1,750.00
CONANT	624.96		624.96	0.00	750.00	(125.04)
DOUGLAS	1,482.72	256.52	1,739.24	0.00	750.00	989.24
GATES	3,782.36		3,782.36	23.00	0.00	3,805.36
MCCARTHY TOWNE	1,746.35		1,746.35	0.00	763.51	982.84

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ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2015

	Fund Balance 6/30/15	Fund Balance Transfers	Fund Balance 7/1/2015	Receipts	Expenses	CASH BAL
MERRIAM	1,186.56		1,186.56	0.00	0.00	1,186.56
SENIOR HIGH						
3301 ATHLETIC GIFTS	4,000.00		4,000.00	97.50	0.00	4,097.50
3303 ABSAF:SH ATHLETICS	0.00		0.00	46,000.00	0.00	46,000.00
3405 ATHLETIC REVG	0.00		0.00	114,652.50	21,244.17	93,408.33
3302 ABSAF:SH PERFORMING ARTS	4,695.17		4,695.17	0.00	0.00	4,695.17
3304 ABSAF:BAND UNIFORMS	0.00		0.00	0.00	0.00	0.00
3306 SENIOR HIGH GIFTS	6,601.44		6,601.44	0.00	70.47	6,530.97
3307 SH GIFT:GAZEBO	0.00		0.00	0.00	0.00	0.00
3308 SH GIFT:PTSO	6,062.99	100.00	6,162.99	0.00	419.55	5,743.44
3309 SH GIFT:OTHER	10,996.99		10,996.99	48.99	0.00	11,045.98
3310 SH GIFT:ABSAF	0.00		0.00	0.00	0.00	0.00
3313 ABSAF:SH EXTRACURRICULAR	3,298.11		3,298.11	16,000.00	722.28	18,575.83
3315 UNITED WAY GIFT	994.95		994.95	0.00	0.00	994.95
3319 SH: COMMUNITY SERVICE GIFTS	3,296.38		3,296.38	300.00	0.00	3,596.38
3320 SH: SPECTRUM	88.77		88.77	10.00	0.00	98.77
3321 AB FRIENDS OF DRAMA	25.00		25.00	0.00	0.00	25.00
3325 NSTA TOYOTA TAPESTRY	0.00		0.00	0.00	0.00	0.00
3412 LOST BOOKS-SENIOR HIGH	23,744.26	561.00	24,305.26	0.00	599.90	23,705.36
3413 PARKING-SENIOR HIGH	8,549.36		8,549.36	44,860.00	7,320.24	46,089.12
3414 SUMMER SCHOOL TUITION	174,894.21	143.59	175,037.80	13,175.98	111,697.14	76,516.64
3415 PERFORMING ARTS REV	3,799.73		3,799.73	12,543.50	1,238.10	15,105.13
3420 EMPORIUM REVOLVING	10,052.23		10,052.23	23,313.70	28,188.20	5,177.73
3423 SH: PROSCENIUM CIRCUS	4,274.54		4,274.54	12,000.00	0.00	16,274.54
3424 SH:COUNSELING/TESTING	6,057.89		6,057.89	0.00	2,100.03	3,957.86
3425 SH CHORUS	3,307.01		3,307.01	0.00	1,000.00	2,307.01
3430 SWAP TUITION	0.00		0.00	0.00	0.00	0.00
JUNIOR HIGH						
3305 JUNIOR HIGH GIFTS	16,748.19		16,748.19	45.00	4,831.84	11,961.35
3312 ABSAF:JH EXTRACURRICULAR	864.26		864.26	6,000.00	346.68	6,517.58
3314 JOHN LORING MEMORIAL GIFT	4,647.82		4,647.82	0.59	0.00	4,648.41
3316 PROJECT WELLNESS JH	2,030.00		2,030.00	5,000.00	0.00	7,030.00
3317 EDFAAB GIFT - JH	274.38		274.38	0.00	0.00	274.38
3327 DRAGONFLY THEATER	10,932.14	7,155.00	18,087.14	0.00	4,550.00	13,537.14
3411 LOST BOOKS-JUNIOR HIGH	6,918.93		6,918.93	0.00	0.00	6,918.93

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**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2015**

	Fund Balance 6/30/15	Fund Balance Transfers	Fund Balance 7/1/2015	Receipts	Expenses	CASH BAL
3421 JH STORE REVOLVING	485.54		485.54	10,692.00	10,015.65	1,161.89
3422 JH THEATER REVOLVING	1,660.29		1,660.29	0.00	615.25	1,045.04
BLANCHARD						
3333 BLANCHARD PTO	0.00		0.00	0.00	0.00	0.00
3348 BLANCHARD GIFTS	3,084.69		3,084.69	0.00	0.00	3,084.69
3408 BLANCHARD AM/PM XD	220,006.41	1,129.11	221,135.52	30,780.30	24,982.75	226,933.07
CONANT						
3334 CONANT PTO	1,501.13		1,501.13	0.00	1,068.39	432.74
3343 CONANT ENRICHMENT GIFT	109,422.39		109,422.39	51,720.38	50,460.95	110,681.82
3349 CONANT GIFTS	1,394.20		1,394.20	0.00	0.00	1,394.20
DOUGLAS						
3335 DOUGLAS PTO	7,754.87		7,754.87	0.00	3,701.60	4,053.27
3350 DOUGLAS GIFTS	701.74		701.74	0.00	0.00	701.74
3409 DOUG: DAWN/DUSK	105,964.97	84.05	106,049.02	34,036.19	37,529.50	102,555.71
GATES						
3336 GATES PTO	4,251.57		4,251.57	0.00	1,125.08	3,126.49
3339 GATES GIFTS	12,103.08		12,103.08	0.00	0.00	12,103.08
3344 GATES ENRICHMENT GIFT	15,348.02		15,348.02	54,560.80	0.00	69,908.82
MCCARTHY TOWNE						
3337 MCCARTHY PTO	4,959.18		4,959.18	0.00	5,704.05	(744.87)
3340 MCCARTHY TECHN	0.50		0.50	0.00	0.00	0.50
3345 MCT ENRICHMENT GIFT	36,571.28		36,571.28	62,017.19	0.00	98,588.47
3351 MCCARTHY TOWNE GIFTS	400.00		400.00	0.00	0.00	400.00
McT Music Gift	0.00		0.00			0.00
MERRIAM						
3338 MERRIAM PTO	12,807.71		12,807.71	0.00	5,623.58	7,184.13
3346 MERRIAM OPEN CIRCLE	0.00		0.00	0.00	0.00	0.00
3352 MERRIAM GIFTS	62.91		62.91	0.00	0.00	62.91
3410 MERRIAM AM/PM	143,153.20		143,153.20	26,682.60	16,658.94	153,176.86
2642 Merriam Handshake Project	0.00		0.00			0.00

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
9/30/2015

	Fund Balance 6/30/15	Fund Balance Transfers	Fund Balance 7/1/2015	Receipts	Expenses	CASH BAL
SCHOLARSHIPS						
5001 SCH:DENNIS M KULSICK	0.00		0.00	0.00	0.00	0.00
5002 SCH:ANDREW GRATZ	0.00		0.00	0.00	0.00	0.00
5003 SCH:A B JAMBOREE	2,757.97		2,757.97	0.35	0.00	2,758.32
5004 SCH:KATHERINE KINSLEY	28,966.03		28,966.03	7.23	0.00	28,973.26
5005 SCH:JAMES E KINSLEY	37,533.03		37,533.03	9.26	0.00	37,542.29
5006 SCH:AMERICAN LEGION 284	52,636.44		52,636.44	11.31	0.00	52,647.75
5007 SCH:BRODY PEER LDRSHIP	0.00		0.00	0.00	0.00	0.00
5008 SCH:J PRENDIVILLE III	12,954.51		12,954.51	2.80	0.00	12,957.31
5009 SCH:M&P SMOLTEES	27,707.34		27,707.34	5.91	0.00	27,713.25
5010 SCH:J DEBAGGIS	2,942.47		2,942.47	0.35	0.00	2,942.82
5011 SCH:R J GREY	13,900.39		13,900.39	1.71	0.00	13,902.10
5012 SCH:CHARLES BATTIT	20,973.92		20,973.92	0.86	0.00	20,974.78
5013 SCH:J SCOTT	(122.27)		(122.27)	0.11	0.00	(122.16)
5014 SCHOLARSHIP:GENERAL	1,861.67		1,861.67	0.15	0.00	1,861.82
5015 FRED S KENNEDY SCHOLARSHIP	2,193.21		2,193.21	2.46	0.00	2,195.67
5016 CHS BRUSIE MEMORIAL SCHOLARSHIP	2,869.60		2,869.60	0.35	0.00	2,869.95
5017 THOMAS MEAGHER SCHOLARSHIP	5,351.84		5,351.84	0.67	0.00	5,352.51
5018 R & E MATUSOW SCHOLARSHIP	50,103.16		50,103.16	61.52	0.00	50,164.68
5019 R BARTOLOMEO SCHOLARSHIP	0.00		0.00	0.00	0.00	0.00
5020 SANDRA WILENSKY SCHOLARSHIP	2,105.87		2,105.87	0.26	0.00	2,106.13
5021 FREDERICK JOYCE MEMORIAL	3,003.13		3,003.13	0.38	0.00	3,003.51
5022 DOW SCHOLARSHIP	0.00		0.00	0.00	0.00	0.00
5023 ALMA PARKHURST SCHOLARSHIP	19,810.09		19,810.09	2.44	0.00	19,812.53
5024 P HALL SCHOLARSHIP-Principal	10,000.00		10,000.00	0.00	0.00	10,000.00
5024 P HALL SCHOLARSHIP-Interest	3,125.90		3,125.90			3,125.90
STUDENT ACTIVITIES						
6001 STU ACTIVITY FUND-JH	36,373.25		36,373.25	4,059.37	0.00	40,432.62
6002 STU ACTIVITY FUND-SH	84,798.51		84,798.51	11,463.58	0.00	96,262.09
6003 STU ACTIVITY FUND-BL	18,039.02		18,039.02	176.30	0.00	18,215.32
	4,033,397.61	23,696.40	4,057,094.01	1,810,450.27	1,365,843.08	4,501,701.20



Acton-Boxborough Regional School District

Administration Building

15 Charter Road Acton, MA 01720

978-264-4700 fax: 978-264-3341

www.abschools.org

TO: Staff and Parents

FROM: Mary Emmons, Director of Special Education

RE: Advancing Parent Professional Leadership in Education (APPLE) Institute

DATE: September 2015

It was a pleasure to participate in the Federation for Children with Special Needs APPLE Institute from April 14-16, 2015, with the Acton-Boxborough Special Education Parent Advisory Council, Dr. Glenn Brand and Julie Towell, our Pupil Services Community liaison.

The APPLE Institute supports district teams with learning and applying "collaborative leadership skills" to develop team action plans with the goal of increasing parent involvement within the district. At the end of the three-day institute our team developed an action plan to be implemented over a two-year period. This action plan incorporated a shared vision to be addressed by the end of the 2016-2017 school year.

Summary of two-year vision:

1. Improve student outcomes as a result of joint efforts
 - Provide professional learning and training for both regular and special education staff and administration
 - Improve programming and services
2. Increase participation of parents in the PAC
 - Increase availability of resources to parents
 - Broaden diversity within the parent group
3. Define and agree upon roles and expectations of the PAC and Pupil Services
 - Define the partnership
 - Clarify decision making
 - Implement proactive communication
 - Develop a joint plan for input
4. Authentic collaboration
 - Define a shared vision
 - Develop a full partnership
 - Enhance collaboration between the district and parents

The experience of participating in APPLE was wonderful and our team came out of the training with an appreciation of collaboration and the positive impact this partnering has on our students, their families and the district-wide community. It is with great enthusiasm that we move forward with the action plan/implementation phase of our two-year vision plan.

Thank you for supporting our efforts,

Mary Emmons, Director of Special Education
Amanda Bailey & Bill Guthlein, AB SpEd PAC Co-Chairs

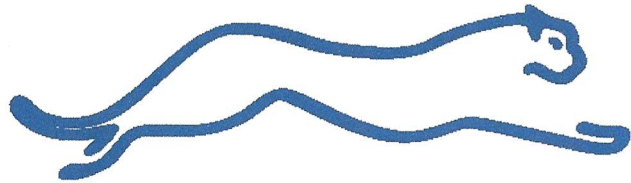
Office of the Superintendent
Acton-Boxborough Regional Schools
16 Charter Road
Acton, MA 01720
978-264-4700 x 3206
www.abschools.org

TO: All Schools
FROM: Superintendent Glenn Brand
DATE: November 5, 2015
RE: **Dismissal Schedule for November 25, 2015**

On Wednesday, November 25, the day before Thanksgiving, dismissal times for the schools will be as follows:

- | | |
|--------------------------------|-------------------|
| Junior High: | 10:40 a.m. |
| Senior High: | 10:45 a.m. |
| Conant/McT/Merriam | 12:20 p.m. |
| Blanchard/Douglas/Gates | 1:00 p.m. |

Please note: Elementary dismissal follows the usual Thursday schedule.



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Sachem Way	Nagog Woods Post Office	Avalon Drive (front gate)	Great Road Condos	Acton Woods Plaza	Gould's Plaza (Donelan's)	Brookside Shops	Council on Aging	S. Acton MBTA Station	East Acton (Tedeschi's)	Roche Brothers/Kelly's Corner	68 Windsor Ave.	Middlesex Bank (577 Mass. Ave)	Town Hall/Library		
8:00 a	8:04 a	8:09 a	By request only. • Call 978-844-6809	By request only. • Call 978-844-6809	Does not stop here at this time			8:25 a	By request only. • Call 978-844-6809	8:40 a	8:45 a	8:50 a	8:55 a		
9:00 a	9:04 a	9:09 a			9:16 a	9:21 a	9:31 a	9:35 a		9:40 a	9:45 a	9:50 a	9:55 a		
10:00 a	10:04 a	10:09 a			10:16 a	10:21 a	10:31 a	10:35 a		10:40 a	10:45 a	10:50 a	10:55 a		
11:00 a	11:04 a	11:09 a			11:16 a	11:21 a	11:31 a	11:35 a		11:40 a	11:45 a	11:50 a	11:55 a		
12:00 p	12:04 p	12:09 p			12:16 p	12:21 p	12:31 p	12:35 p		12:40 p	12:45 p	12:50 p	12:55 p		
1:00 p	1:04 p	1:09 p			Does not stop here at this time.			Does not stop here at this time.			2:40 p	2:45 p	2:50 p	2:55 p	
2:00 p	2:04 p	2:09 p			2:16 p	2:21 p	2:31 p	2:35 p		3:40 p	3:45 p	3:50 p	3:55 p		
3:00 p	3:04 p	3:09 p			3:16 p	3:21 p	3:31 p	3:35 p		4:40 p	4:45 p	4:50 p	4:55 p		
4:00 p	4:04 p	4:09 p			4:16 p	4:21 p	4:31 p	4:35 p		5:40 p	5:45 p	Does not stop here at this time.			
5:00 p	5:04 p	5:09 p			5:16 p	5:21 p	No stop	5:35 p		Does not stop here at this time.					
6:00 p	6:04 p	6:09 p	Does not stop here at this time.			Does not stop here at this time.									