

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for September, 2016
 Date: 10/1/2016

There were 21 discipline referrals to the administration during the month of September, 2016. This total is up from 16 last year. 6 students were suspended this month, while 4 students were suspended during September, 2015

Suspensions for September, 2016

Infraction	2012	2013	2014	2015	2016
Alcohol Possession/Use		2		3	
Disruptive Uncooperative				1	3
Fighting		2			2
Physical Assault	1				
Truancy Issues					1
Vandalism		1	3		
Total	1	5	3	4	6

A list of all infractions for the month of September, 2016 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for September, 2016

Infraction	2012	2013	2014	2015	2016
Abusive/Obscene Language					
Alcohol Possession/Use		2		3	
Bus Discipline Issue					
Chem H-Alcohol			4	1	
Computer Use Violation		6			
Disrespectful		1	1		
Disruptv./Uncoop/Behav.	2			3	5
Drug Possession/Use					
Fighting		2			2
Harassment				1	
Leaving School Grounds	6	4			
Other	1		1		3
Out-of-School Issue	1	2			
Parking Violations	1				
Physical Aggression	1	2			
Physical Assault					
Tardy	1				
Teasing	1				2
Truancy	8	5	1	8	9
Vandalism		5	4		
Total	22	29	11	16	21

R.J. Grey Junior High School

To: Dr. Glenn Brand
 From: Allison Warren and James Marcotte
 Re: Discipline Report for September 2016
 Date: September 30, 2016

There were 10 discipline referrals reported to the Administration during the month of September.

	<u>Sep-11</u>	<u>Sep-12</u>	<u>Sep-13</u>	<u>Sep-14</u>	<u>Sep-15</u>	<u>Sep-16</u>
<i>Total Discipline Referrals Reported</i>	13	15	8	13	1	10

	<u>Sep-11</u>	<u>Sep-12</u>	<u>Sep-13</u>	<u>Sep-14</u>	<u>Sep-15</u>	<u>Sep-16</u>
Total Suspensions	1	5	1	2	0	0
Disrespectful /inappropriate/disruptive behavior	1	3				
Drug-related incident		2				
Fighting						
Physical aggression			1	2		
Threatening						
Truancy Issues						

	<u>Sep-11</u>	<u>Sep-12</u>	<u>Sep-13</u>	<u>Sep-14</u>	<u>Sep-15</u>	<u>Sep-16</u>
Total Other Infractions	12	10	7	11	1	10
Abusive language/profanity		1			1	
Bus discipline		1		2		1
Class/school trancies						
Disruptive behavior (classroom, cafeteria, hallway)		3	1	3		1
Disruptive/Uncooperative Behavior	8		1	1		3
Harassment/bullying/teasing		2				
Non-compliance with school rules	3	2	5	4		4
Physical aggression	1	1		1		1
Teasing						
Threatening						
Vandalism						

The referrals/concerns generally were quickly resolved and no further intervention was required.

**MONTHLY REPORTING OF
EMERGENT BILINGUAL STUDENT POPULATION BY SCHOOL**
Acton-Boxborough Regional School District
October 1, 2016

Category	Total as of 6/1/2016	Additions	Subtractions	Total as of 10/1/2016
ABRHS	16	0	0	17
Blanchard	12	0	0	12
Conant	50	0	0	59
Douglas	35	0	0	31
Gates	43	0	0	41
McCarthy-Towne	39	0	0	35
Merriam	27	0	0	27
RJG JHS	10	0	0	16
TOTAL	232	0	0	238



ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

District-wide School Council Orientation

Fall 2016

Background

- Belief that the school is the center of educational change and improvement
- Involvement of those directly within the school community in developing an improvement plan is the best way to strengthen commitment
- School Councils and the School Improvement Planning process are important entities for helping drive our schools and district forward

This overview is to provide a common understanding of School Councils, their function and link with school improvement as it relates to the MA General Law

What Does Education Reform Seek?

The 1993 Education Reform Act:

- Changes relationships in school
- Participatory site-based management
- Placement of the school at the center of planning, goal-setting and budgeting review for school improvement
- Allowance for teachers and administrators to work with parents & community to become more responsive to the needs of the school's population
- Belief that a council can enhance the commitment to improve the school and support the school system

What is a School Council?

- Established by Massachusetts General Laws Ch. 71, Section 59C and as part of Education Reform
- A representative, school-building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students
- An authentic way to engage schools and their communities

"School councils are the part of the Education Reform Law of 1993 that best ensures the meaningful involvement of parents and community members. In that regard, I consider it to be one of the most important provisions of the law and one that schools need to implement aggressively."

David P. Driscoll, Former Commissioner of Education

What Authorizes School Councils at the Local Level?

ABRSD Policy BDFA, "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"

What Makes an Effective School Council?

1. Primary focus on school improvement
1. Issues identified that have an impact at the school level and that are within the purview of the Council's authority
1. Collegiality and a willingness to have open discussions

Legal Responsibilities

A. Establishment of Councils:

- Each public elementary, secondary and independent vocational school in the Commonwealth must have a council
- The principal must be one of the two co-chairs of the council with the other co-chair selected by the council
- The principal has the responsibility for defining the composition and overseeing the formation of the council
- By design, councils must consist of teachers, parents and community members

Legal Responsibilities

B. Membership

- The law leaves it up to each principal "pursuant to a representative process approved by the superintendent and school committee" to define the size and composition
- The process used needs to be fair, open and without influence
- Non-school members may be recruited by principals directly

The law makes three stipulations about membership:

1. Parents shall have parity with professional personnel and the number of parents must be equal to the number of teachers
2. Not more than 50% of the council shall be non-school members (those other than parents/teachers, students and staff)
3. If a parent of a child attending the school also serves as a teacher at the school, he/she can only serve as a teacher member of the council.

Selection and Composition

- The law is silent on the issue of the term of office leaving it up to the principal to decide
- Parent members are to be selected by the parents of students attending the school and, by intent of the law, elections are held by the local PTO/PTSO/PTFs
- Teacher members are to be selected by the teachers in the school

Role of School Councils

The MA General Law as well as School Committee policy outlines four major areas of responsibility for councils to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Reviewing and providing input into the School Improvement Plan

Within the high school, councils can also review the student handbook.

Role of the Principal within the School Council

- Co-Chair of the Council
- Promote participatory decision-making
- Establish school/community partnerships
- Provide information to help advance resources for instructional improvement, materials, and financial support

What is the Council's Role in School Budgeting?

- The law specifies that the school council shall assist the principal in the review of the annual school budget
- “Review” means reading through the documents that describe the budget in order to understand the implications for items in the school improvement plan

School Committees vs. School Councils

School Committees:

- Municipal/regional elevated legislature for schools
- Sets policy and the budget
- Engages in collective bargaining and establishes contracts
- Oversees the policy(s) around electing school councils

School Councils:

- Element of site-based management
- Primary goal of empowering parents
- Advisory Role
- Hold the potential to be very effective

Responsibilities of School Council Members

1. Focus on the interests of the school and all of its students
2. Stay informed on issues that affect student success and achievement
3. Attend and participate in all meetings
4. Communicate regularly with the population they represent
5. Promote participation in the school's improvement plan
6. Seek to reach consensus in the decision-making of the council

School Council Members are "public officials" and, as such, are subject to conflict of interest provisions.

School Councils and Operations

School Councils must comply with the Open-Meeting Law.
What does this mean in practice?

- Hold all meetings in public and allow anyone to attend
- Post a notice of each meeting on the school website at least 48 **business** hours prior to the meeting
- Keep minutes indicating the date, time, place, members present and absent, actions taken, and a list of documents used
- Adhere to a quorum which is to be defined as a majority of the council members
- All documents used at meetings are subject to Public Records Law
- Do not exclude interested observers

Running Effective School Council Meetings

- Determine the dates and times of meetings at the beginning of each year
- Develop a focused agenda and distribute materials in advance
- Post minutes and distributed copies. A portion of a website of the school's main page is a good idea.
- Form subcommittees to address specific goals and/or tasks as appropriate
- Use consensus as the primary method to resolve issues and make recommendations
- Refer to Robert's Rules of Order for questions of procedure

School Improvement Plans

The fundamental role of the school council is to assist in the development of each school's improvement plan.

The district has two procedures that govern these plans:

1. School Improvement Plans, File: BDFA-R-1
2. Submission and Approval of the School Improvement Plan, File: BDFA-R-2

The Improvement Plan Contents

Each school improvement can include topics such as the following:

- Educational goals developed with the needs of the school in mind
- Student assessment
- Program implementation
- Values of the school
- A focus on student learning
- Professional learning for the school's staff
- Parental involvement in the life of the school, safety, and discipline
- The diverse learning needs of every child
- Alignment with the district's strategic plan while also identifying those needs at the individual school level

Submission and Approval of the School Improvement Plan

According to the School Committee procedure:

- The plan shall be submitted by the Principal to the Superintendent for review and approval by June 1st of each year
- If the school improvement plan is not approved, the plan may need to be revised with the Superintendent working in conjunction with the Principal and the school council.

School Improvement Plan Schedule 2016-2017 School Year

- School Councils review the current school improvement plan throughout the fall
- The 2017-18 Plan should be developed through the late winter and into the spring
- Final plans will be due to the Superintendent by June 1, 2017 for approval
- School Improvement Plans will be presented to the School Committee beginning in September, 2017
- Presentations ideally will be done by representatives of each School Council

**Thank you for serving on your school's
Council.**

[Click here](#) to verify that you have read and understood the
information in this presentation.



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

134

TO: Dr. Glenn Brand, Superintendent
FROM: Deborah Bookis, Assistant Superintendent for Teaching and Learning
DATE: September 27, 2016
RE: MCAS 2.0 Update for Spring 2017

The Massachusetts Department of Elementary and Secondary Education (DESE) will be implementing the "next-generation" state assessment test, MCAS 2.0, beginning in 2017. The following sections contain information about the structure and administration of the tests from the most recent DESE communications.

Test Administration Window

The testing window for the English Language Arts (ELA) and Mathematics tests for grades three through eight and the Science, Technology and Engineering (STE) tests for grades five and eight is **April 3 - May 26, 2017**. We are waiting for a mock schedule from DESE and will then collaboratively decide AB testing windows for each test.

At 10th grade, the testing windows have not changed from previous years:

- ELA test will be administered from **March 21 - April 3, 2017**.
- Mathematics test will be administered from **May 16 - May 23, 2017**.
- STE test will be administered from **June 5 - June 8, 2017**.

At this time, DESE is referring to the 10th grade test as the *Legacy MCAS*. They are considering extending its use as the Competency Determination Requirement to the class of 2020 (presently it is in use until the class of 2019). They are also considering a possible grade eleven college and career-ready assessment.

Test Structure and Administration

- The ELA and Mathematics tests for grades three through eight are **untimed**.
- The ELA test at grades three through five will be administered in **three sessions**.
- DESE projects that 60-80% of the test items will be from the PARCC assessment and that this number will decrease over time.
- Grades four and eight will take the Computer-Based Test (CBT) as per DESE's plan to phase in computer-based testing.
- The District informed DESE on September 20, 2016 that grades three, five, six and seven will take the paper-based tests for the following reasons:
 - The test is new, and given the choice, we felt that one change at a time was best for our students.
 - An additional year allows for increasing student facility with computer-based assessment.

- Grades four and eight will provide the District with information about how best to scale up Computer-Based Testing the following year, **including** the personnel capacity needed to effectively administer and monitor the tests.
- The grade five and grade eight STE tests will assess the 2001/2006 standards as part of DESE's MCAS STE Transitions Timeline. For the past couple of years, DESE has been advising districts to begin **transitioning and implementing the draft (now voted) standards because the transition requires a substantial investment of time (minimum of five years), resources and professional learning.** In the spring of 2014, Jacob Foster, DESE Director of Science, Technology, and Engineering, encouraged districts to start early. (Personal communication, EDCO Science Meeting, 3/24/14). Thus, the STE content taught may not align perfectly with what is assessed on the grade five and grade eight STE MCAS. As a district, providing our students with a solid STE foundation has always been, and will continue to be, our priority.



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

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

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

TO: Dr. Glenn Brand, Superintendent of Schools
FROM: Deborah Bookis, Assistant Superintendent for Teaching and Learning
DATE: September 2016
RE: Summer Professional Learning

This summer our educators logged many hours on campus, attending workshops and working collaboratively on Research and Development Projects. Below are some highlights.

Research and Development

Fifty Research and Development projects to create curriculum and assessment took place this summer. Research and Development (R&D) projects are intended to substantively advance current practice. Proposals are written in the spring and then thoroughly evaluated by a committee of administrators and educators to make certain they incorporate the following components:

- ~ What problem or need in current practice does this proposal address?
- ~ How will the R&D rectify this problem?
- ~ How does the proposal incorporate new thinking?
- ~ What will be produced/created?
- ~ With whom and how will the product be shared?
- ~ What measures will be used to evaluate the success of the project?

This summer, the R&Ds completed demonstrate the district's ongoing commitment to ensuring that our curriculum and instructional practices meet the needs of our students. These projects included, *Update of Junior Curriculum: Adding Diverse Literature, Integrating Authentic Audio Into the Spanish I Unleveled Curriculum, Curriculum Planning for 8th Grade Digital Literacy, Self-Determination: Building Self-Advocacy Skills and Strategies, and Incorporating More Play in the Day.*

Technology Workshops (Google Boot Camp)

- Hands-on Google Drive Basics
- Intermediate Google Drive (Docs, Slides, Forms, Draw, Extensions, & Apps)
- YouTube for Educators
- Google Sites for Teachers & Students
- Blended Learning with Google Classroom

Incorporating Play

Erin Akers from the Gesell Institute worked with a group of AB PreK teachers, kindergarten teachers, and private PreK educators during which they identified best practices for incorporating more guided play into their instruction. They also looked at ways of addressing the curriculum standards through play activities.

Emergent Bilingual/English Learner Theatre Workshop

This professional development course was designed to help teachers in diverse educational settings engage Emergent Bilinguals/English Learners (EB/ELs) across every level of English Language development/proficiency through theater games and dramatic play. Using the Can-do philosophy of WIDA as the academic framework for the dramatic activities and theater game techniques presented, educators learned valuable approaches and practical experiences to foster engagement, learning and growth in the five English Language Development Standards [Social & Instructional, Language Arts, Mathematics, Science, and Social Studies].

Meaningful Mathematics Instruction: Strategies for Reaching ALL Learners

Offered for K-6 Teachers, Elementary Special Education Teachers, Classroom and Special Education Assistants, and Administrators, this two-day workshop focused on chapters from David Allsopp's book, *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*. During each session, facilitated by Renee Hill, Elementary Special Education Teacher, and Heather Haines, Elementary Mathematics Curriculum Specialist/Coach, participants used one in a series of five protocols created by DESE and EDC (Education Development Center). These protocols allowed the group to have a discussion about developing a shared vision, common language and shared understanding of what rigorous mathematics instruction looks like, and the instructional needs of students with disabilities.

Fostering Mathematical Practices Level I, PreK-12

Taught by Heather Haines, Elementary Mathematics Curriculum Specialist/Coach, and Jessica Janus, ABRHS Mathematics Teacher, this three-day professional development workshop focused on learning and implementing the Mathematical Practices from the MA Mathematical Framework in grades PreK-12. Educators connected the mathematical practices to the critical areas, learned the key ideas in each practice, learned a set of questions to prompt mathematical practice use with students, identified evidence of the mathematical practices in the problem-solving process, and learned several instructional routines to develop the practices. This was the first part of a two-part series.

Fostering Mathematical Practices Level II, PreK-12

This two-day professional development workshop built upon practices learned in the "Fostering Mathematical Practices, Level I" course. It focused on integrating the Mathematical Practices from the MA Mathematical Framework in grades PreK-12 into classroom instruction. Educators learned research-based, specific instructional routines and practices designed to foster the mathematical practice standards for all students and spent time planning and rehearsing the routines for their specific student population. Grace Kelemanik and Amy Lucenta, two consultants, facilitated this workshop.

Assessment for Learning and Mindset in Mathematics

This workshop was offered for Elementary Principals, Assistant Principals and members of the School-based Child Support Teams to look at the mathematical big ideas assessed in the AMC assessment and how students normally progress through their understanding of these concepts. Participants then learned how to use the data from the AMC assessments to determine a student's current edge of understanding and also learned how to use that data to guide instruction. After the work with the AMC assessments, which are used mostly with students in K-3, they continued their work with assessment for learning by reading and discussing at Jo Boaler's book, *Mathematical Mindsets*.

Projecting Writing Units of Study

Matt Glover, writing consultant and coauthor (with Kathy Collins) of *I am Reading: Nurturing Young Children's Meaning Making and Joyful Engagement with Any Book*, spent two days this summer working with some of our kindergarten and first grade teachers and with our Elementary Literacy Curriculum Specialist/Coach, Sharon Ryan. Together, they unpacked the Units of Writing to best meet the needs of the students in their classrooms.

Summer Superintendent Leadership Institute

Over fifty district leaders spent two days this summer focused on:

- Social-emotional learning by
 - Understanding data from Challenge Success survey (Grades 6-12) through dialogue, discussion, and processing activities.
 - Learning about existing district initiatives that support the three focus areas identified through the CS survey.
 - Utilizing CS data to formulate level-specific plans in each of the three identified focus areas to move the work forward.
- The new Long Range Strategic Plan by
 - Analyzing staff/community survey data.
 - Evaluating present strategic actions.
- Educator Evaluation by
 - Reviewing timelines and learning about changes to the Educator Evaluation System.
 - Furthering understanding of the use of student feedback in the Evaluation System.
 - Improving calibration of ratings across schools.

Mentor Workshop

For new mentors, a workshop was held in anticipation of meeting and working with their protégés. The workshop focused on peer observations, feedback, protocols, classroom management, and district policies and procedures.

Leadership Retreat

A smaller group of district leaders, comprised of Cabinet Members and Building Principals, spent two days this summer focused on our upcoming work with Challenge Success, including a Skype session with Dr. Denise Pope, team building and planning, and reviewing the new Long-Range Strategic Action Plan.

New ABRSD Teacher Orientation Day 1

All new educators to the ABRSD spent a day together getting to know one another, hearing from the District Leadership Team, touring the towns of Acton and Boxborough, enjoying lunch sponsored by the ABEA, and working in the afternoon with the Beginning Teachers Support Program Co-Coordinator, Carolyn Smiley and Maureen Lin, and their individual mentors.

New ABRSD Teacher Orientation Day 2

New ABRSD educators also spent a second orientation day either at their respective school (for JH and HS educators) or together as an elementary cohort. There they learned specific information about the schools, technology tools, and also had a bit of fun learning together!



Opening Day/PL Day ALICE Training

As part of the district's ongoing work on school safety and on recommendation of the District Safety Task Force, all schools engaged in ALICE training before the start of the 2016-2017 school year. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate. The training began with a slideshow and then staff was broken up into small groups for scenario training.





*Strength in Diversity
Quality through Collaboration*

To: EDCO Board of Directors and Advisory Council members
Fr: Colleen Dolan
Re: EDCO Collaborative Update
Date: September 22, 2016

BOARD OF DIRECTORS / ADVISORY COUNCIL

Welcome new superintendents: Andrew Bott, Brookline, James O'Shea, Carlisle, Robert Tremblay, Weston. Board meetings for 16-17 have been scheduled for 11/10/16, 12/8/16, 2/9/17, 4/6/17, and 5/25/17. A complete schedule of EDCO roundtables is available at <https://goo.gl/6Z9IvH>.

FROM THE EXECUTIVE DIRECTOR

Welcome to the 16-17 school year! We are thrilled to report that each of our programs began with higher enrollment numbers than those from one year ago. The McSwiney Center for Professional Learning also boasts record numbers. In the summer of 2015, there were 475 participants and revenue of \$116,297. For summer 16, we had 687 participants and revenue of \$135,815. Thanks to Rick and his team for their work in realizing these numbers.

Today I will announce two significant upcoming changes to EDCO's leadership team: Rick Atkins has announced he will retire as of December 31, 2016. Judith Vaillancourt will leave EDCO in summer 2017. We will keep the Board and Advisory Council apprised of central office organization as we move forward.

The US DOE has awarded EDCO Collaborative the High School Equivalency Program (HEP) grant. EDCO applied for this grant in collaboration with the Vermont, Maine and New Hampshire migrant education programs, World Ed, Inc., and the University of Vermont. The grant will provide \$1.977M in funds over 5 years and will yield indirect fees in the amount of \$158,195 for EDCO.

We will propose two options for the reduction of membership assessments. This is a significant and necessary undertaking for us in. Background materials are provided in the packets.

The FY15 audit is underway. We will have more information for you at the November and December Board meetings.

Please visit EDCO's new and improved website at edcollab.org, for more information on courses and programs.

Best, Colleen

FROM THE ASSOCIATE EXECUTIVE DIRECTOR, JUDITH VAILLANCOURT:

Tuition Program Enrollment:

	FY 17 Budget	FY17 M/NM	Actual 9-13-16	M/NM	Actual 9-11-15	M/NM
EDCO Partners	8	5/3	9	5/4	8	4/4
EDCO Deaf & Hard of Hearing	24	8/16	22	5/17	20	5/15
EDCO North Crossing (NCTDS)	29 .5	23.5/5	23	15/8	18	15/3
EDCO 45-Day Assessment	7	4/3	5	2/3	4	0/4

Special Education Programs:

North Crossing Academy: The programs had a very smooth start with the majority of staff returning. Program Director, Deb McElroy has been able to add Spanish as an elective offering with her astute hiring. Deb replacing last year's Art/Music teacher who chose to move on to public school, with an Art/Spanish teacher. This year's combined starting enrollment is 28 (North Crossing Therapeutic Day and 45 Day Assessment) combined while last year's combined starting enrollment was 22.

Partners Program: We have new staff who joined us this year; a new science/math teacher and a new school adjustment counselor. Despite the fact that the students in this program are considerably change averse, they have made a tremendous transition to the new staff, a new classroom and new students joining them. I believe this speaks to the expertise of Program Director, Meaghan Dwyer. In addition, Meaghan has begun discussing a move to Bedford for next school year. She is talking with current students, current families and potential new admissions about the move and the response has been positive. This year's starting enrollment is 9 while last year's was 8.

Deaf and Hard of Hearing Program: Despite a very difficult recruiting environment for professionals with expertise in working with the Deaf and Hard of Hearing, Dr. Courtney Dunne, Program Director, has successfully hired a new Speech and Language Therapist, a new Teacher of the Deaf and a new Educational Interpreter to replace those who left. Student and staff have transitioned very well and the beginning of this year has been positive and productive. This year's starting enrollment is 22 while last year's was 20.

Contracted Services:

EDCO Youth Alternative: Boston has done some reorganizing of the community-based programs and has brought our program into the larger umbrella of high school programs in Boston. Historically, our program has been part of a separate and distinct department called Educational Options. It is our hope that this change will positively impact us in allowing our program staff access to resources, training, and a fuller understanding of the budget process. In another piece of news, the building where EYA is located is part of the block of Kenmore Square, on Beacon Street, that B.U. is selling. Colleen and Program Director Ajay Trivedi, met with the Dean of B.U.'s School of Education, Dean Coleman, to discuss how we can develop mutually beneficial partnerships which can hopefully result in a continued home in B.U. real estate.

Wrentham Developmental Center: We are happy to report an increase in our annual DDS contract this year, sufficient to fully fund recommended increases for staff equal to the raises provided to the rest of EDCO personnel (2.5%). You may recall that last year, the approved WDC budget did not allow for staff increases. We were very pleased that the DDS administration of WDC supported the Program Director, Kevin Lynn's, proposal for staff raises.

Special Education Surrogate Parent Program: The staff of the SESPP program had a very busy summer updating hundreds of student case files to determine the status of the students with the Department of Children and Families. This required multiple contacts and considerable detective work to track down DCF caseworkers in an organization that has gone through considerable change. Needless to say, the SESPP program, and the volunteers who are assigned to the students are not always told when/where a student is moved or reunited with family. In her on-going efforts to enhance communication between the SESPP program and the agencies with whom they interface, our Director, Megan Ronzio, also met with the new Educational Coordinator at DCF to introduce herself and the SESPP program. This change in personnel was precipitated by the departure of individual who had held that role for a long time. All in all, what is traditionally a quieter time of the year for the program was anything but!

TECHNOLOGY AT EDCO

The IT Department had a very busy summer at EDCO. Aside from preparing staff and student technology for the new school year at all of our programs, we implemented a new system for backing up all of our "behind the scenes" servers. We are now able to take nightly backups of each of our systems and then a copy of these backups are made to a server located at our Migrant Education Springfield office for disaster recovery purposes. We have also been working to provide increased redundancy in our systems to be able to keep our essential services running in the event of a problem. Finally, we recently implemented the "EDCO Collaborative Virtual Campus." Built on the Moodle Learning Management System, we will utilize the Virtual Campus for blended learning and online courses offered through our tuition programs and the McSwiney Center for Professional Learning. You can visit our virtual campus by going to campus.edcollab.org.

INITIATIVES FOR DEVELOPING EQUITY AND ACHIEVEMENT FOR STUDENTS (IDEAS)

IDEAS welcomes Cambridge Rindge and Latin and Waltham Public Schools! For more information on IDEAS, please visit http://www.edcollab.org/?page_id=6395.



NCA students working on Bedford Strong mural

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: September 9, 2016
Re: Superintendent's 2016-2017 Goals

At the School Committee Meeting on September 1, I provided you with an overview of my performance goals for the upcoming 2016-17 school year. The goals below represent a restatement of those brought before you that evening for your consideration.

Since that meeting I have had the opportunity to further reflect upon these goals and have made some minor changes to Goal II.B. as noted below.

I. Professional Practice

My particular area of focus under *Professional Practice* centers on my efforts to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools.

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

<i>Strategies</i>	<i>Outcomes</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff throughout the district.	<ul style="list-style-type: none"> • A council that includes representation from all parts of the district. • Regularly kept minutes and agendas that provide accessible information to the entire staff community. • An improvement in staff feedback regarding the Superintendent's accessibility and presence throughout the district.

II. Student Learning Goal

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

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

<i>Strategies</i>	<i>Outcomes</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> • Multiple ways that students who struggle to learn can receive help. • Consistent process across the district to identify gaps in learning. • Provide systematic general education interventions. • Develop a coherent system that establishes the ability to monitor student progress when students don't learn.

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

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

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

<i>Strategies</i>	<i>Outcomes</i>
Using members of this year's Superintendent Wellness Committee, I will oversee a process during the 2016-17 school year that will develop/select an instrument and process that captures	<ul style="list-style-type: none"> • The recommendation of specific measurable areas that are believed important in generating an understanding regarding culture and climate in schools and departments.

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

III. District Improvement

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

The district is in the second phase of a capital study which will culminate with the Development of a *District Master Plan* in the fall. Upon the completion of this report the School Committee will need to identify capital and infrastructure related priorities.

<i>Strategies</i>	<i>Outcomes</i>
<p>Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.</p>	<ul style="list-style-type: none"> • Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements. • By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan. • Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.

III. B. Change in School Start Time Report

The Superintendent's Wellness Committee completed a year-long study during the 2016-17 school year (<http://www.abschools.org/district/school-start-times>). Upon the receipt of this report, the School Committee has requested that I begin to examine all that would be involved in switching our start times.

It is my intention to form a working group to deliver an initial report to the School Committee by May 1, 2017 that outlines the various options, financial costs and other respective implications.

<i>Strategies</i>		<i>Outcomes</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is pursued.	<ul style="list-style-type: none"> • A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.	

III. C. Elementary School Funding Report

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

<i>Strategies</i>		<i>Outcomes</i>
I.	Review the use of regular education classroom assistants and clarify their role, purpose	<ul style="list-style-type: none"> • A clear district-wide vision of regular education classroom support across all schools in

<p>and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources to the elementary school level.</p>	<p>support of teaching and learning.</p> <ul style="list-style-type: none"> • A coherent set of procedures that establish an appropriate allocation of classroom assistants by building. • An analysis of the funding streams and their contributions to staff and programs. • Recommendations that can be considered which respond to any notable inequities which impact teaching and learning services.
--	---

Resolution Against Lifting the Cap on Commonwealth Charter Schools

WHEREAS, free public schools available to all students regardless of income, ability, need or English language proficiency are foundational to our democracy; and

WHEREAS, all of our students deserve high-quality public schools that teach the whole child, providing enrichment and addressing social and emotional needs in addition to core academic subjects; and

WHEREAS, local accountability for our public schools is necessary to ensure that schools are responsive to the needs of their communities; and

WHEREAS, the Acton-Boxborough Regional School District is losing \$357,500 to Commonwealth charter schools and public school districts across the state are losing more than \$408 million this year alone — a loss of funds that is undermining the ability of districts to provide all students with the educational services to which they are entitled; and

WHEREAS, Commonwealth charter schools are often approved over the objections of a majority of community residents and their elected officials and are not accountable to local elected officials once they are approved; and

WHEREAS, Commonwealth charter schools often fail to serve the same proportion of special needs students, low-income students and English language learners as the districts from which they receive students and often use high suspension rates to drive out students they don't want to serve; and

WHEREAS, the Commonwealth charter school system is creating separate and unequal opportunities for success; and

WHEREAS, lifting the cap on charter schools would greatly worsen the problems listed above and lead to a costly and divisive two-track school system;

THEREFORE, be it resolved that the Acton-Boxborough Regional School Committee opposes lifting the cap on Commonwealth charter schools.

VOTED by the Acton-Boxborough Regional School Committee on 9/15/16

For additional information and resources, visit massteacher.org/charterschools.

Starting October 3rd!

Welcome aboard the

MAYNARD/ACTON COMMUTER SHUTTLE



CrossTown Connect and the Towns of Maynard and Acton are starting a pilot commuter shuttle program. The pilot will run for fifteen weeks from October 3, 2016 until January 13, 2017. (See schedule on reverse)

The shuttle will run between downtown Maynard and the South Acton Commuter Rail station with stops at:

- ⇒ *Mill & Main Sudbury Street Entrance*
- ⇒ *Mill & Main Building 1 Entrance*
- ⇒ *Summer Street Municipal Lot Electrical Charging Station*
- ⇒ *20 Main Street (Paper Store HQ)—ACTON*
- ⇒ *138 Parker Street/6 Drummer Road—ACTON*

There is no cost for the shuttle during the pilot program.

CrossTownConnect



Residents of Maynard and Acton are encouraged to use this regional transportation program to get to a workplace along the Boston – Fitchburg rail line.

Employees of companies along the route may also enjoy taking public transit to and from their workplace.

All times approximate. Arriving at South Acton Commuter Rail to coincide with inbound and outbound trains.

Schedule (Monday – Friday only)

	Inbound to Boston Trains			Outbound from Boston Trains		
SHUTTLE STOPS	402 (Departs station at 6:27am)	404 (Departs station at 7:07am) 406 (Departs station at 7:27am)	492 (Departs station at 8:02) 410 (Departs station at 8:42pm)	417 (Arrives station at 5:04pm)	424 (Arrives station at 6:04pm)	426 (Arrives station at 7:20pm)
Mill & Main Sudbury Street Lot	6:05am	6:45am	7:49am	4:45pm	5:45pm	7:00pm
Downtown Municipal Lot	6:10am	6:50am	7:53am	4:50pm	5:50pm	7:05pm
Paper Store HQ Acton	6:15am	6:55am		4:55pm	5:55pm	7:10pm
Arrives South Acton Station	6:20am	7:00am	7:59am	5:00pm	6:00pm	7:15pm
Departs South Acton Station	6:22am	7:02am	8:03am	5:10pm	6:20pm	7:25pm
138 Parker Street/ 6 Drummer Road Acton		7:10am	8:11am		6:28pm	7:33pm
Arrives South Acton Station		7:20am (wait for 491 out-	8:21am			
Departs South Acton Station		7:35am	8:45am			
Paper Store HQ Acton	6:27am	7:38am	8:50am	5:15pm	6:38pm	7:43pm
Mill & Main— Main Street Lot	6:37am	7:45am	9:00am	5:25pm	6:43pm	7:48pm
Mill & Main— Building 5	6:42am	7:48am	9:05am	5:30pm	6:48pm	7:53pm