



Acton-Boxborough Regional
School Committee Meeting

October 6, 2016

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

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

AGENDA

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
 - 2.1. ABRSC Meeting of 9/15/16 (*addendum*)
3. **Public Participation**
4. **ABRSD Master Plan Study Report Presentation Preview-** Dore & Whittier (7:05)
 - 4.1. Agenda
 - 4.2. Community Presentation on Wednesday, November 9 at 7:00 p.m. in the Jr High Auditorium
5. **FY17 School Improvement Plans Presentation** (8:05)
 - 5.1. Merriam School – Ed Kaufman
 - 5.2. C.T. Douglas School – Chris Whitbeck
6. **ABRSD Long Range Strategic Plan – First Reading – Glenn Brand** (8:35)
7. **Financial Updates– Clare Jeannotte**
 - 7.1. FY18 Budget Planning Calendar and Guidelines
 - 7.2. Hager Well Update
8. **Subcommittee Reports**
 - 8.1. Budget – 9/28/16 meeting – Maria Neyland (*oral*)
 - 8.2. Policy - *FIRST READINGS* – Brigid Bieber
 - 8.2.1. Entry Intending Harm, File: EBBC and –R
 - 8.2.2. Threats to Safety, File: EBBD
 - 8.2.3. Emergency Plans, File: EBC
 - 8.2.4. Bomb Threats, File: EBCC
 - 8.2.5. Evacuations, File: EBCCA
 - 8.2.6. Building Security and Access, File: ECA and –R (new)
 - 8.3. Outreach (including PTO Co-chairs) – 9/21/16 meeting - Kristina Rychlik
 - 8.3.1. September Update
9. **School Committee Member Reports**
 - 9.1. Acton Leadership Group (ALG) – Amy Krishnamurthy, Paul Murphy
 - 9.2. Boxborough Leadership Forum (BLF) – Mary Brolin
 - 9.3. Health Insurance Trust (HIT)– Mary Brolin
 - 9.4. Acton Finance Committee – Deanne O'Sullivan, Amy Krishnamurthy
 - 9.5. Acton Board of Selectmen – Eileen Zhang, Paul Murphy
 - 9.6. Boxborough Finance Committee- Mary Brolin
 - 9.7. Boxborough Board of Selectmen – Maria Neyland, Brigid Bieber
 - 9.8. Minuteman Technical High School (MMT) Update – Diane Baum
 - 9.8.1. MMT District Ballot Vote – 9/20/16 results

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

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

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

12.1. 2016-2017 Superintendent's Wellness Committee Memo

12.2. 2016-2017 Superintendent's Safety Task Force Memo

12.3. Family Learning Series: Early Childhood and Technology with Janell Burley Hofmann, 10/5/16 at 7:00 p.m. in the Jr High Auditorium

13. **FOR YOUR INFORMATION**

13.1. ABRHS and RJGJHS Discipline Reports (*addendum*)

13.2. Emergent Bilingual Education Student Report, 10/1/16 (formerly ELL Report)

13.3. ABRSD School Councils

13.4. MCAS 2.0 Memo, Deborah Bookis

13.5. ABRSD 2016 Summer Professional Learning, Deborah Bookis (*addendum*)

13.6. EDCO Collaborative Update, 9/22/16, EDCO Board of Directors and Advisory Council Members

13.7. FY17 Superintendent Goals, Voted 9/15/16

13.8. ABRSC Statement of Support of Resolution Against Lifting the Cap on Commonwealth Charter Schools (November 2016 Ballot Question), *voted 9/15/16*

14. **Adjourn**

NEXT MEETINGS:

October 20 - ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 14)

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

November 9 – ABRSD Master Plan Study Report Community Presentation at 7:00 p.m. in the Jr High Auditorium
(*this was previously scheduled for 10/13/16*)

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

Library
R.J. Grey Junior High School

September 15, 2016
7:00 p.m. Open Meeting

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Amy Krishnamurthy, Paul Murphy (7:35 p.m.), Kathleen Neville, Maria Neyland, Deanne O'Sullivan (7:03 p.m.), Kristina Rychlik, Eileen Zhang
Members Absent: Maya Minkin
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Glenn Brand, Clare Jeannotte, Beth Petr

1. Chairperson Mary Brolin called the ABRSC to order at 7:00 p.m.
2. **Chairman's Introduction**
3. **Statement of Warrant & Approval of Minutes**
Brigid Bieber moved, Amy Krishnamurthy seconded and it was unanimously,
VOTED: to approve the minutes of 9/1/16 as written.
The warrants were read by the Chair (see attachment) and circulated to the Committee for their review and signatures.
4. **Public Participation - none**
5. **FY17 School Improvement Plans Presentation**
Dr. Brand introduced the FY17 School Improvement Plan presentations that will take place over the next few School Committee meetings.
 - 5.1. **Blanchard Memorial School** – Principal *Dana Labb*, Assistant Principal *Karen Tower*
Dana Labb reviewed Blanchard's FY16 Outcomes and FY17 Goals around Social and Emotional Health, English Language Arts and Mathematics. These are all ongoing from the previous year. He thanked Damian Sugrue for connecting Blanchard with the Tufts University data. Karen Tower appreciates how being part of the K-12 region means more professional development opportunities compared to when Blanchard was on its own.

Kristina Rychlik was surprised how often schools seem to change their math programs. Deborah Bookis explained that staff will receive more SRSD training as it was very popular with the first cohort. Deanne O'Sullivan asked if the school library was redone after adopting Fountas and Pinnel. Dr. Tower replied that they did a leveled library, as well as the traditional library.
 - 5.2. **Luther Conant School** – Principal *Damian Sugrue*
Damian Sugrue reviewed Conant's FY16 Outcomes and FY17 Goals consisting of - Community: Increase staff/student interactions, Community: Increase PTO membership, involvement and volunteering, and Student Growth: Implement the new science standards in all grade levels. Deanne O'Sullivan commented that she attended a Conant PTO meeting and it was very engaging. Maria Neyland noted that the student/principal lunches that all of the principals are doing now are wonderful.
6. **American Federation of State, County & Municipal Employees (AFSCME) Contract Ratification – VOTE** – *Marie Altieri*
 - 6.1. AFSCME Custodial and Maintenance Contract Approval Memo

6.2. Proposed Memorandum of Agreement

Marie Altieri reviewed this process. Maria Neyland and Paul Murphy were involved in this negotiations process with Marie.

Kathleen Neville moved, Brigid Bieber seconded and it was unanimously,

VOTED: To approve the proposed contract for the American Federation of State, County and Municipal Employees AFL-CIO Massachusetts State Council 93 Local #1703 in effect retroactively from July 1, 2016 through June 30, 2019.

7. **FY17 Superintendent Goals – VOTE – Glenn Brand**

Dr. Brand took feedback from the last School Committee meeting and revised Goal II.B. Assessing the Culture and Climate of our School Committees to be a two year goal. Kristina Rychlik expressed appreciation for this change.

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

VOTED: to approve the Superintendent's 2016 – 2017 Goals as proposed.

8. **Master Plan Process Update – Glenn Brand (Presentation at 10/6/16 ABRSC meeting)**

8.1. Visioning Workshop on 9/15/16 (oral)

Feedback from today's final Visioning Session will be incorporated into the final report that is presented at the next School Committee meeting on 10/6/16. A final report would be delivered to the School Committee around November 1st.

Kristina Rychlik attended the Vision Session and said it was great. The large amount of work that has gone into the process so far is very apparent. Knowing that it took 5 hours to review these options at Visioning, she asked what material will be shared at the Oct 6 meeting in one hour. Dr. Brand explained that October 6th will be a recap/overview but obviously not as extensive. The Final Report in November will be more comprehensive. Marie Altieri added that the list of options for the Oct 6 meeting, will still be available to review. A single solution will not be decided on. There will be plenty of time for public input before a final decision is made.

9. **Financial Updates– Clare Jeannotte –none**

10. **Discussion of November 2016 Ballot Question - Lifting the Charter School Cap in MA – Mary Brolin**

- 10.1. Memo from the Chair – possible **VOTE** of an ABRSC position statement?
- 10.2. Initiative Petition
- 10.3. Proposed Resolution Against Lifting the Cap from massteacher.org - *for discussion*
- 10.4. Memo from ABEA President, Karen Sonner

Mary Brolin heard that 100 School Committees have signed on to this resolution against lifting the cap on charter schools. She asked the Committee how they felt about the statement.

Paul Murphy stated that if it is important to the teachers, he wants the School Committee to sign even though a cap would not affect our school district that much. Diane Baum agreed saying that it is wrong to incentivize innovation by financially challenging the public schools. Mary Brolin agreed stating that charter schools are unfunded so they pull money out of the public school systems. She noted that there are many intelligent people on both sides of the arguments, but there are some important steps that are not happening. She also disagreed generally with creating policy by ballot question. Kristina Rychlik agreed but wanted to be clear that the decision does not signify her opposition to charter schools, particularly our great ones.

Paul Murphy moved, Amy Krishnamurthy seconded and it was

VOTED: to support the resolution against lifting the cap on commonwealth charter schools as proposed. Brigid Bieber abstained. All other ABRSC members in attendance voted YES.

11. Subcommittee Reports

11.1. Budget – 9/14/16 meeting

Maria Neyland reported that the subcommittee discussed FY17 budget timeline and guidelines, the Hager Well (another meeting with Boxborough was coming up), and the FY16 audit status.

11.2. Policy - 9/14/16 meeting

Brigid Bieber reported that a number of the emergency and safety policies were discussed with Dr. Brand and three of our youth officers attending the subcommittee meeting. These will be ready for a First Reading at the next School Committee meeting.

11.3. Comparative Communities Study – Diane Baum

Diane Baum presented the final report from this subcommittee. The driving question was why ABRSD spends more per pupil in some categories than some comparative communities. Members hoped to identify areas that the District might review based on what neighboring districts are doing. Diane acknowledged that the stories behind the numbers are hard to unpack and despite similarities, many districts are unique, making financial comparisons difficult at times. Diane suggested that Out of District Transportation is the most important area that could be looked into at this time, although the subcommittee did not make recommendations.

Clare Jeannotte will review these observations during the next budget season. Regional School Districts usually do not charge a bus fee because it is not reimbursable. The lack of sidewalks around Blanchard restricts the charging of a transportation fee for those students. Marie Altieri noted that a thorough review of bus fees was done a few years ago and it was determined not feasible. Out of District transportation has been reviewed in the past, but Maria Neyland suggested that it would not hurt to revisit it. Dr. Brand agreed to look at the transportation issue overall, noting that it is especially complicated due to our choice program.

Diane and her subcommittee were thanked for their extensive report. Mary Brolin said that the wealth of information will be used in many different places including the Budget Subcommittee, Transportation Department, Student Services and general budget planning. It was suggested that the report be shared with all of the communities that participated. Marie Altieri liked how the Certified Specialists and Paraprofessionals/Assistants are defined at the bottom of page 5. She will look into this area. Brigid Bieber agreed, especially with the high caseloads that some of our specialists have.

Diane reminded the Committee that the report is just the highlights and there is more data in the full spreadsheet. When asked why the subcommittee did not make recommendations and stopped where they did, Diane replied that a discussion without a conclusion was preferred for the presentation. Subcommittee member Steve Noone stated that he is a numbers guy and not a policy maker, so recommendations were left for the Administration to make. It was agreed that the report would be shared with the various administrators to use in their appropriate ways. Mary Brolin asked that if administrators use some of the data collected, the School Committee could be informed that it was useful. Diane and her committee of Mary Ann Ashton, Amy Burke, Michael Coppolino, Bill Guthlein, Gary Kushner and Steve Noone were thanked again for their efforts.

11.4. Outreach (including PTO Co-chairs)

Kristina Rychlik reported that they met on September 7 and reviewed past outreach efforts, the subcommittee's charge and talked through a plan for the year. Their three major topics are: capital and master plan work, start times and budget. They will focus on these using a tracking tool. She asked the Committee if they would like a monthly summary of School Committee activities for the PTOs as was done in the past. It was agreed that bullets were best. Kristina will do this. Next meeting is 9/21/17.

12. School Committee Member Reports

12.1. Acton Leadership Group (ALG) – Amy Krishnamurthy, Paul Murphy

12.1.1. Meeting minutes 9/1/16

12.1.2. Three Board Teambuilding Meeting on 9/21/16 at 6:30 PM at NARA

There had been no meeting since the last School Committee meeting.

- 12.2. Boxborough Leadership Forum (BLF) – *Mary Brolin* reported that they will meet on Tuesday.
- 12.3. Acton Finance Committee – *Amy Krishnamurthy* reported that there is a Special Town Meeting on October 5. They discussed reserves and Fincom will bring a recommendation to a future meeting.
- 12.4. Minuteman Technical High School (MMT) Update – *Diane Baum*
 - 12.4.1. MMT District Ballot Vote – Tuesday, September 20, 2016 from 12 - 8 p.m. at the Jr High (*Acton registered voters only*) and Boxborough Town Hall (*Boxborough registered voters only*)
 - 12.4.2. See information on <http://www.acton-ma.gov/>, <http://www.boxborough-ma.gov/> and <http://www.minuteman.org/>
 - 12.4.3. ABRSC statement voted 9/1/16
Diane reported that the vote is next week. Janet Adachi and Pam Nourse have been working tirelessly to get people to go out to vote.

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

- 13.1. Family Learning Series: The Science of Sleep – Kirsty Kerin, PhD, Wednesday, September 21, 2016 at 7:00 p.m. ABRHS Auditorium
- 13.2. ABRHS Field Trip to Quebec – date was changed from 4/15/17 – 4/18/17 to 4/17/17 – 4/20/17 due to the Easter holiday.
- 13.3. ABRSD Nature Play Spaces Grand Opening will be on Friday, September 23, 2016 at 11:00 a.m. at the Conant School. This celebration includes the Nature Play Spaces at Parker Damon Building, Douglas and Gates Schools and all are welcome.

14. **FOR YOUR INFORMATION**

- 14.1. “Expanding our Notion of Success” - Challenge Success Update, September 2016 – Dawn Bentley shared the first monthly update with the Committee. Principals had asked for consistent messaging on this new initiative so this is the first edition. It was well received.

The ABRSC adjourned at 8:35 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda, list of warrants

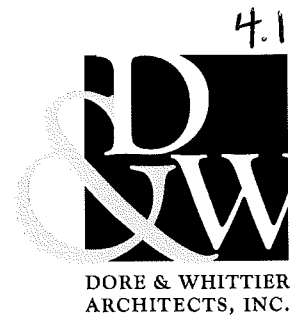
NEXT MEETINGS:

October 6 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted September 30)

This meeting will begin with a “**Final District Master Plan Options**” presentation by Dore & Whittier (approximately 7:00 – 8:00), followed by regular ABRSC meeting business.

October 20 - ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 14)

**ACTON- BOXBOROUGH REGIONAL SCHOOL DISTRICT
PHASE II - EDUCATIONAL VISIONING**



School Committee Presentation

October 6, 2016

Purpose: The key objective for this meeting is to share the full list and short list of options developed during Phase II of the Master Plan Study. The design team will highlight key rationale that led to the development and evaluation of options.

1. Overview of factors that contributed to options development
 - a. Condition of buildings
 - b. Space needs overview
 - c. High level summary of Visioning #1 & #2 findings
2. Summary of key issues explored during options development
 - a. Grade configuration
 - b. School count
 - c. Building count
3. Overview of options
4. Presentation of evaluation process
 - a. Evaluation criteria
 - b. Working Group's recommended short list of options
 - c. Summary of findings from Visioning #3 & Working Group's recommendation to remove option K from short list
 - d. Next steps for the School Committee
5. Detailed presentation of short listed options with site diagrams
6. Master Plan options cost estimate review
7. Next steps

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ACTON-BOXBOROUGH

Master Plan Visioning Process – Phase II



School Committee – Oct. 6th, 2016



Agenda – Oct. 6th School Committee











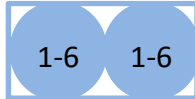


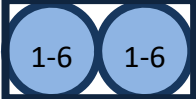

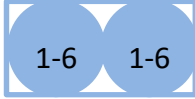



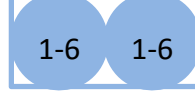





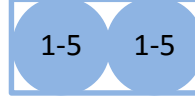



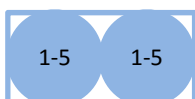






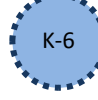
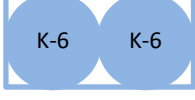




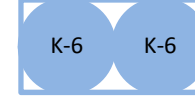



1. Key Planning Issues
2. Key Option Differentiators
3. Options Evaluations
4. Short-listed Options with Site Diagrams
5. Conceptual Cost Estimates
6. Next Steps
7. Questions & Answers

(See additional slides (48) posted separately)



agenda







Short List of Master Planning Options

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

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

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

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

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

Short List of Master Planning Options

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

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

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

Revised: 10/4/16

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



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

4.2

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

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

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

This intensive study has been focused in two parts:

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

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

The District Master Plan will:

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

The District Master Plan will not:

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

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

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



The Acton-Boxborough Regional School District

Community Presentation
of the

District Master Plan Study Report

Wednesday, November 9, 2016

7:00 p.m. – 8:30 p.m.

R.J. Grey Junior High School Auditorium

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

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

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

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

Merriam School

School Improvement Plan
2015- 2016 Report
2016- 2017 Goals

2015- 2016 Report

Goal One: Implement a new math program(s) for all grade levels.

Assessment:

- TERC Investigations implemented k-5
- GoMath implemented in grade 6
- Teachers participated in R & D in order to bridge the programs
- Heather Haines provided Professional Learning opportunities previewing for each grade level throughout the year
- Teachers participated in triads in order to observe colleagues throughout the implementation process

2015- 2016 Report

Goal Two: Continue to work on linking literacy assessment to our instruction. Teachers will adopt a new assessment tool, the Fountas and Pinnell BAS and use the information in order to develop comprehensive literacy instruction for all students.

Assessment:

Teachers all administered the BAS at least twice (beginning and end of year)
Teachers worked with literacy specialist in order to interpret the results and create groupings in order to meet learners as individuals

2015- 2016 Report

Goal Three: Merriam will continue to develop projects that integrate narrative, persuasive and informational writing and will begin working on integrating content area reading material at individual student levels in order to support project work.

Assessment:

All grade levels have completed one project (April, 2016) with integrated writing
All grade levels will complete two projects by December 2016
All grade levels will complete three projects by April 2017
All curriculum maps will be complete at this time

2015- 2016 Report

Goal Four: Implement the school theme “Building Group Skills” across the community.

Assessment:

Theme Days and Community Day incorporated group skill building activities and collaboration
Faculty Meetings embedded work around group skills into meeting goals
Planning Committee prioritized listening as a focus for faculty work and developed activities and discussions for staff meetings around this topic.
Grade level teams each created norms to guide their work.
We implemented a new structure of grade level facilitators to support grade level work.

2016- 2017 Goals

Goal One: Continue developing projects and aligning curriculum maps at each grade level in order to integrate both reading and writing instruction.

Strategies:

- Teachers will use grade level time to continue the process of developing curriculum maps which incorporate projects as well as reading and writing instruction
- Literacy consultant Kathy Collins, as well as our reading coach will support classroom teachers in the curriculum work and integrated literacy instruction

Marketplace Project - Grade 6



2016- 2017 Goals

Goal Two: Provide opportunities to promote wellness at Merriam School (year one focus around homework)

Strategies:

School Council will embark upon researching the benefits and challenges of homework at the elementary level.

PTO will sponsor two Community Conversations on this topic

Teachers are exploring current homework guidelines, as well as reading articles on homework during faculty meetings.

2016- 2017 Goals

Goal Three: Bring a sense of gratitude* into our school in a way that fosters a love of learning, sense of community, and deepening of relationships.

*Gratitude is our school theme this year.

Strategies:

- Continue gratitude practices at the beginning of faculty meetings
- Implement gratitude practices at Theme Days and Community Day
- Classrooms will share gratitude practices at weekly All School Meetings
- Continue our work with Pamela Siegel and Leading Together. Use grant money to plan a gratitude event that will reach the larger parent and student community.

Student Benefits

Well-being

Productivity, creativity

Trust in others increases

Better relationships/bonding

Motivation

Reduction in risk behaviors

Adult Benefits

Stronger Immune systems and lower blood pressure

Higher levels of positive emotions

More joy, optimism, and happiness

Acting with more generosity and compassion

Feeling less lonely and isolated

+Erqr/#348,

References

Bono, Giacomo. "Youth Gratitude Project". 2015.Presentation.

Froh, J. J., Bono, G., Fan, J., Emmons, R. A., *Henderson, K., *Harris, C., *Leggio, H., & Wood, A. (2014). [Nice thinking! An educational intervention that teaches children how to think gratefully](#) [Special Issue: Theoretical Frameworks in School Psychology Intervention Research: Interdisciplinary Perspectives and Future Directions]. *School Psychology Review*, 43, 132-152.

Emmons RA, et al. "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life," *Journal of Personality and Social Psychology* (Feb. 2003): Vol. 84, No. 2, pp. 377–89.

Wood, A. M., Froh, J. J., & Geraghty, A. W. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical psychology review*, 30(7), 890-905.

Ongoing Merriam Initiatives.....

Continuation of work around adoption of math program

Math Professional Learning throughout the year

Literacy Coaching

Revision of End of Year Document

**Merriam School
School Improvement Plan for
2016-17 School Year**

School Council Membership:

Name	Role	Year of Term
Ed Kaufman	Principal	
Juliana Schneider	Assistant Principal	
Christy Nealon	Teacher	3rd of 3-year-term
Michele Pruett	Teacher	3rd of 3-year-term
Karen Sonner	Teacher	2nd of 3-year-term
Chuck Pollack	Parent	3rd of 3-year-term
Tushar Katarki	Parent	2nd of 3-year-term
Chris Brown	Parent	2nd of 3-year-term
Lara Plaskon	Parent	2nd of 3-year-term

GOALS for 2016-2017

Goal 1:

Continue developing projects and aligning our curriculum maps at each grade level in order to integrate both reading and writing instruction.

Background and Rationale:

As a project based learning school which emphasizes the integration of all subject areas, careful planning of instruction is necessary. Teachers have been working on developing common projects for each grade level, as well as creating curriculum maps. Such careful planning contributes to creative opportunities for children and collaboration for teachers- both during the planning process and throughout the execution of projects in classrooms.

Strategies:

1. Teachers will continue to use grade level time and protocols to develop curriculum maps that will reflect literacy instruction (reading and writing), as well as projects.
2. Classroom teachers, specialists and special educators will continue to collaborate in order to provide similar instruction to both general and special education students.
3. Teachers will continue to provide content area texts at different levels in order to support students at their reading level.

4. Classroom teachers and specialist teachers will continue to work on integrating projects.
5. Literacy coaches will continue to support teachers in finding texts that support projects, and in supporting the teaching of reading strategies through these texts.
6. Teachers will work on choosing mentor texts for grade-level writing units specific to project work.
7. Administrators will allot money to grade levels in order to support the purchasing of texts.
8. Teachers will participate in book clubs, reading titles that support project work. Titles include Innovator's Mindset, Book Whisperer, and A Place for Wonder.
9. Literacy consultant Kathy Collins will work with grade levels providing support around the integration of literacy into the project work.

Outcomes:

1. Grade levels will have completed curriculum maps in June 2017, incorporating all content area as well as reading and writing instruction.
2. Grade levels will have three completed projects in January 2017. Projects will begin to be implemented during the 2016-2017 school year.
3. Each project will incorporate one of the three types of writing outlined by the CCSS. Additionally, each project will embed reading strategies and content area texts.

Goal 2:

Provide opportunities to promote wellness at Merriam School.

Background and Rationale:

With a district emphasis on the health and wellbeing of children in combination with our Merriam School philosophy, our school council will take on multiple opportunities to explore wellness at the elementary level. During the first year of this goal, we will be focusing on the role of homework in our school. Our hope is that over an extended period of time, we will be able to make informed recommendations about policies that affect the wellbeing of our students.

Strategies:

1. School Council will embark upon researching the benefits and challenges of homework at the elementary level. They will conclude their research with recommendations to the administration on homework policies for each grade level moving forward.
2. School Council will solicit feedback from Merriam staff in order to identify concerns, issues, and benefits of homework.

3. School Council will sponsor a PTO meeting, requesting feedback around homework.
4. School Council will survey nearby communities who have previously embarked upon similar research.
5. School Council will collect and analyze research on this topic.
6. School Council will invite feedback from School Psychologists regarding the developmental appropriateness of homework at each grade level.

Outcomes (year 1):

School Council will make a recommendation to school administration on homework policies moving forward.

Goal 3:

Bring a sense of gratitude into our school in a way that fosters a love of learning, sense of community, and deepening of relationships.

Background and Rationale:

The idea of growing gratitude practices in communities of children as well as adults is that it is a malleable character strength that can positively impact people's outlooks on their work. As a way to mitigate stress and anxiety and mental health concerns among our entire community, we will institute multiple avenues to grow gratitude. Merriam has been working with the Greater Good Science Center and this year we will continue our work through a grant with Pamela Seigle (co-founder of Open Circle) as well as with Leading Together and The Center for Courage and Renewal.

Strategies:

1. Continue gratitude practices at the beginning of staff meetings.
2. Implement gratitude strategies at our theme day and community days throughout the year.
3. Look to extend gratitude to other organizations when we can.
4. Plan to have a parent outreach evening or day (funded by the grant) with an opportunity for classes to share their gratitude practices with parents.
5. Each class will embark upon service learning connected to showing a community group gratitude (i.e. nursing home, park development).
6. Continuing conversations with consultant Pamela Seigle.
7. Continue our Committee Work with Skipping Stones Committee, which uses gratitude practices and other work to build a sense of community among staff.
8. Infuse an increased amount of gratitude work into the morning announcements as well as in All School Meeting.

9. Institute a gratitude survey for students and staff at the beginning and end of the school year.

Outcomes:

Staff and students will demonstrate an increased awareness of gratitude practices.

Assessment of 2015-2016 School Improvement Plan

Goal 1:

Implement a new math program(s) for all grade levels.

Outcomes/evidence and means by which they were assessed:

During the 2015- 2016 Merriam School implemented TERC Investigations grades K-5 and GoMath for grade 6. Teachers were provided with Professional Learning support, both from outside consultants as well as by our District Math Specialist. As teachers loop with their classes next year, and teach a new grade level, these math supports will remain in place. Additionally, some teachers will participate in the lab classroom and receive coaching in a math workshop model.

Goal 2:

Continue to work on linking literacy assessment to our instruction. Teachers will adopt a new assessment tool, the Fountas and Pinnell BAS and use the information in order to develop comprehensive literacy instruction.

Outcomes/evidence and means by which they were assessed:

Teachers from grade 1- grade 6 implemented the Fountas and Pinnell BAS. Teachers assessed students between two and three times throughout the school year. Teachers received training in both administering the assessment, as well as interpreting the results from the assessment. Merriam School will continue to use this assessment as a roadmap for individualized literacy instruction for all students.

Goal 3: Merriam will continue to develop projects that integrate narrative, persuasive and informational writing and will begin working on integrating content area reading material at individual student levels in order to support project work

Outcomes/evidence and means by which they were assessed:

Teachers worked this year at integrating three types of writing into project work. The projects, as well as the literacy are reflected on curriculum maps at each grade level. Teachers will work on completing projects by January 2017 and curriculum maps by June 2017. This work will continue to be supported by literacy coaching and by consultants, as well as collaboration time.

Goal 4: Implement the school theme “Building Group Skills Across the Community.”

Outcomes/evidence and means by which they were assessed:

This theme was implemented throughout the school in a variety of ways. Faculty meetings had a group skills focus, this year working mostly at “listening”. Committee work supported group skills within grade level structures. Grade level facilitators met monthly to build capacity in guiding their teams forward in their ability to collaborate and in order to increase efficiency of time and build capacity among all team members. Theme Days and Community Days incorporated activities that supported group skills with students.

C.T. Douglas School

2016-17 School Improvement Plan

School Council Members

Name	Role	Year of Term
Amy Park	Parent	Year 2
Ben Smith	Parent	Year 1
Danxia Kong	Parent	Year 1
Laura Schmidt	Parent	Year 1
Sharen Metzger	Parent	Year 2
Karen Jarskey	Community Rep	Year 1
Melissa Hubbell	Teacher	Year 1
Debbie Kay	Teacher	Year 2
Chris Whitbeck	Principal	
Jenna Larennaga	Assistant Principal	

Goal 1: Pilot and Adopt a Mathematics Curriculum

Strategies:

1. Create a Piloting feedback tool incorporating MA Mathematical Framework
 - a. Piloting tool includes feedback using MA Practice Standards & Content Standards
2. Using information from EdReports, a math committee and the administration will select three to five curricula to pilot
 - a. Committee Members include: One teacher from each grade level, District math specialist, principal, special educator.
3. Teachers at each grade level will pilot and provide feedback on the variety of curricula

Outcomes:

1. In September of 2016, volunteer classroom teachers at different grade levels will begin to pilot math curricula.
2. In March of 2017, teachers will rate curricula using the piloting tool and will select one of the curricula for implementation the following year.

Goal 2: Continue to Grow Exhibitionary Learning Model

Strategies:

1. Professional development focused on increased differentiation of instruction.
 - a. School based designed by teachers & admin to directly address areas identified by teachers
2. Create specific, targeted work for teachers during collaborative time to use student data and feedback on specific lessons or project designs, to improve opportunities for differentiation & student learning

Outcomes:

1. Two Exhibitionary projects with elements of differentiated products and instruction throughout.
2. Differentiated homework assignments.
3. Examples of differentiated instruction throughout each classroom.

Goal 3: Explore additional Responsive Classroom Strategies

Strategies:

1. Professional staff attend a summer training by Responsive Classroom (RC).
2. Professional Development to familiarize the entire staff with RC approaches including: Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery and Academic Choice.

Outcomes:

1. Increase of RC trained staff.
2. Reach a decision as to whether or not to completely commit to the RC model.

Thank you



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

Douglas School
School Improvement Plan for
2016-17 School Year

Douglas School Improvement Plan 2017

School Council Membership

Name	Role	Year of Term
Amy Park	Parent	Year 2
Ben Smith	Parent	Year 1
Danxia Kong	Parent	Year 1
Laura Schmidt	Parent	Year 1
Sharen Metzger	Parent	Year 2
Karen Jarskey	Community Rep	Year 1
Melissa Hubbell	Teacher	Year 1
Debbie Kay	Teacher	Year 2
Christopher Whitbeck	Principal	Ad hoc
Jenna Larennaga	Assistant Principal	Ad hoc

Goal 1: Pilot and Adopt a Mathematics Curriculum Aligned with the Massachusetts Curriculum Frameworks

Background and Rationale:

The current edition of math curriculum, Everyday Math (EM) is not aligned with the Common Core. The State model for testing in Mathematics has been decided and we can be sure that the curriculum we choose will prepare students well for any standardized test and not require additional “teaching to the test” or supplemental materials to meet state recommendations. Common “Math Practices” have been established and a new curriculum will help our teachers to teach these.

Strategies:

1. Create a Piloting Feedback tool - Working with our Math Specialist, Heather Haines, the teachers of Douglas School will identify the math pedagogical values that they hold most important. These will be combined with a piloting tool adapted from NCSM Curriculum analysis tool to create a piloting feedback tool for Douglas Teachers.
2. Using information from EdReports, a math committee made up of grade level representative teachers, Heather Haines and the administration will select three to five curricula to pilot.
3. Teachers at each grade level will pilot and provide feedback on the variety of curricula.
4. After the math committee analyzes piloting feedback and teacher input, it will then choose one math curriculum for K-6.

Outcomes:

1. In September of 2016, volunteer classroom teachers at different grade levels will begin to pilot math curricula.
2. In March of 2017, teachers will rate curricula using the piloting tool and the teaching community at Douglas will select one of the curricula for implementation the following year.

Goal 2: Continue to Grow Exhibitionary Learning Model

Adapt and continue to implement pedagogy that supports our school vision and promotes the skills associated with creativity, collaboration, critical thinking, and communication. An ongoing focus on increased differentiation for students will deepen our work this year.

Background and Rationale:

One focus of our school system district wide is on equitable access to education for students. This implies an understanding that all students do not learn at the same rate or using the same approach. We believe that differentiation of instruction is one way to increase equitable access for education.

Strategies:

1. Professional development focused on the creation of specific lessons and strategies for teachers to increase differentiation of instruction. Specific, targeted work for teachers during collaborative time to use student data and feedback on specific lessons or project designs, to improve opportunities for differentiation.

Outcomes:

1. Two Exhibitionary projects with elements of differentiated products and instruction throughout.
2. Possible differentiated homework assignments.
3. Examples of differentiated instruction throughout each classroom.

Goal 3: Responsive Classroom

Explore the adoption of Responsive Classroom approach as an evidence-based social and emotional learning program to improve school climate.

Background and Rationale:

The Acton Boxborough Public Schools work to improve the social and emotional learning of all students. Douglas began work on this last year and looks forward to continued study and implementation of a school wide program designed to improve the social and emotional learning of our students.

Strategies:

1. Two to four professional staff attend a summer training by Responsive Classroom (RC).
2. Expand our Professional Development dedicated to familiarize the entire staff with additional specific RC approaches. These will include use of: Interactive Modeling, Positive Teacher Language, Logical Consequences, Guided Discovery and Academic Choice.

Outcomes:

1. Increase of RC trained staff.
2. We will reach a decision as to whether or not to completely commit to the RC model.

Assessment of Previous Year's School Improvement Plan

Goal 1: Growth of Exhibitionary Learning Model

Adapt and continue to implement pedagogy that supports our school vision and promotes the skills associated with creativity, innovation and entrepreneurship.

Background and Rationale:

The driver of the model that we are working to develop is that the fundamental task of school is to facilitate learning. The challenge is to create and sustain conditions and experiences in school where students will want and be able to learn. The problem facing us is not that students can not learn, but how they are required to learn. We are working to move away from a model in which students sit passively while the teacher instructs, explains, and sets assignments. In this model, inevitably, students grasp some material more quickly than others, but the class is intended to get through the material at the same rate and over the same amount of time. We are trying to move away from the narrow confines of conformity to systems that are personalized to the real abilities of every student. We need to increase the opportunities for teachers to take account of student differences in how they teach different students. As Ken Robinson suggests, "Raising individual achievement in schools means engaging students as individuals and not prescribing a standard steeplechase for everyone to compete at the same time in the same way."¹ In this second year of work, we will focus professional development and teacher learning on differentiation and personalization for student instruction within the model of Problem Based Learning and exhibitions of student work.

Outcomes/evidence and means by which they were assessed:

1. Clearly communicate pedagogical approach to community through a series of forums, classroom communication, newsletters, surveys, and re-design of progress reporting system. Based on parent surveys, we have reason to believe that our community clearly understands the Douglas School pedagogical approach. We will continue to expand this communication in coming years.
2. Design and implement three Problem Based Instruction projects for each classroom that include elements of differentiation and personalization. The staff and administration decided that two larger units of instruction were more

¹ Robinson, K., & Aronica, L. (2015). *Natural Born Leaders*. In *Creative schools: The grassroots revolution that's transforming education* (p. 90). New York, NY: Viking.

Douglas School Improvement Plan 2017

appropriate and worked to look for opportunities of differentiation and personalization. Professional development for teachers explored the meaning of Differentiation and Personalization and concluded that at this point in time, differentiation was more practical than personalization, especially at the elementary level. Much work remains to ensure that teachers are comfortable with the level of differentiation that we have studied.

3. Work with the Special Educators to provide increased in class instruction. This is a two pronged strategy: 1) To improve the skills of special education students so that they are ready to receive in class instruction and, 2) Begin a dialog and work with classroom teachers and special educators to prepare the proper supports and accommodations in class. We have started all of these conversations with plans to implement two co-teaching models (a special educator teaching with a regular ed teacher) next year in regular education classrooms.

4. Implement an increased level of personalized instruction using technology solutions. The use of STMath was the closest that we came to implementing a personalized learning opportunity. As we have explored and learned about the true level of student choice required in a model of personalized learning, we have decided not to explore that option further at the Douglas School.

6. Implement electronic portfolio accessible to students and parents that will allow weekly updates of information and communication, this may replace or enhance our current report card system. We have redesigned our progress reporting system with a great deal of parent feedback. A portfolio system was the least popular of options. At this point we are quite comfortable making the decision not to implement a school wide electronic portfolio. Neither the staff level of comfort nor a robust technology exists to implement such a plan. We look forward to exploring the use of Google docs with our 3rd through 6th grade students as a means for sharing work and teacher comment on regular assignments.

Goal 2: Responsive Classroom

Explore the adoption of *Responsive Classroom* approach as an evidence-based social and emotional learning program to improve school climate.

Background and Rationale:

Over the past ten years, the Douglas School has approached improved social and emotional learning through a variety of curricula, school designed programs and activities. We are looking for a unified approach that will be used throughout the school year, will utilize common language throughout the school, will engage teachers and students, and compliment the pedagogical changes that we have begun. The *Responsive Classroom* approach is a promising way of teaching that emphasizes social, emotional, and academic growth while building a strong and safe school community.

From their website, The *Responsive Classroom* approach is described as “A general approach to teaching, rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.”

These classroom practices are:

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Douglas School Improvement Plan 2017

- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

Outcomes/evidence and means by which they were assessed:

1. Use of Morning Meeting, Rule Creation, Interactive Modeling, and Positive Teacher Language in each classroom
2. School staff meetings to share and discuss the approach
3. Identification of further aspects to implement and further trainings that would benefit the Douglas Community

Evidence:

1. Four professional staff attended a summer training by *Responsive Classroom* (RC). They studied the philosophy and the practices listed above at a two day training.
2. A year long Professional Development program, Professional Development days, and two staff meetings were dedicated to familiarize the entire staff with specific RC approaches. These included use of Morning Meeting, Rule Creation, Interactive Modeling, and Positive Teacher Language in each classroom.
3. After a review of the the approaches with all staff, how they are working and what aspects have positive effects, all staff Implement approaches in the classroom and have agreed to continue the exploration of the program in the upcoming year. with further training and implementation over the course of several years.



Acton-Boxborough Regional School District

LONG RANGE STRATEGIC PLAN

SEPTEMBER 2016

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

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

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

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

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

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

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

The total number of respondents to the survey included:

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

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

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

Vision:

To inspire a community of learners

Values:

*Wellness * Equity * Engagement*

Mission:

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

Strategic Actions

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

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

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

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

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

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

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

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

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



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

Vision:

To inspire a community of learners

Values:

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

Mission:

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



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

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

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



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

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

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



Acton-Boxborough Regional School District Long-Range Strategic Plan

DRAFT

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

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

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

To: Acton-Boxborough Regional School Committee Members
From: Glenn Brand
Date: September 30, 2016
Re: Recommended FY'18 BUDGET GUIDELINES

In order to provide for the educational needs of our students in the Acton-Boxborough Regional School District, the School Committee delegates the development of the annual District budget to the Superintendent and his/her designees for the operating and maintenance of the District.

In turn, as your Superintendent, I will begin the process of developing the budget for the 2017-18 (FY18) school year that will begin on July 1, 2017.

Relevant School Committee policies include Policy DB *Annual Budget*; Policy DBC *Budget Deadlines and Schedules*; and Policy DDA *Providing Funds for the Schools* (outside the appropriated budget).

The FY18 budget guidelines include the following:

1. Ensure that all legal mandates will be met.
2. Meet the needs of our increasing population of at-risk students including students receiving regular education, Special Education and ELL services.
3. Ensure staffing levels give proper consideration to class size policies, identified needs and professional staffing guidelines.
4. Continue to seek alternatives to provide services in the most cost-effective way.
5. Plan to maintain the expansion of the district's commitment to capital assets in order to support the instructional program, protect the physical assets of the District, and ensure the health and safety of our students and staff based upon the District Master Plan.
6. Evaluate program requests for high priority program initiatives in consideration of available resources.

7. Evaluate fee-based programs for propriety of fee structure given spending levels.
8. Continue the plan to fund OPEB with gradual annual increases.
9. Continue to reduce reliance on the use of E & D as a funding source.
10. Review spending by school on a per pupil basis to analyze instructional costs.

Additionally, in consideration of the development of the overall district and individual school budgets, the annual budget for each school operated by the District shall be developed with input from the School Council and shall reflect the priorities established in the Annual School Improvement Plan.



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

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

To: Acton-Boxborough Regional School Committee Members
From: Glenn A. Brand
Date: 09/30/2016
Re: FY18 Budget Planning Calendar

At this point in the year plans are underway to launch the developmental process of the district's operating budget for the 2017-18 (FY18) school year. There are two things that I would like to bring to your attention. The first includes an overview of the FY18 budget calendar and the second includes a beginning discussion around the budgetary guidelines in which next year's budget will be built.

I. FY18 Budget Calendar

The Budget Subcommittee has reviewed the budget calendar below which the administration is recommending for the coming year. I provide this to you for your review and consideration.

ABRSD School Committee Meeting	Topic
10/6/16	FY18 Budget Calendar & Guidelines
11/3/16	FY18 Enrollment Projections
11/17/16	FY18 Capital Requests Reviewed
12/1/16	Superintendent's FY18 Budget Presentation #1 Budget Drivers & Priorities; FY18 Revolving Budgets & Fees (All Day K; Pre-School; ODP, Athletic Department)
12/15/16	Superintendent's FY18 Budget Presentation #2 Superintendent's Preliminary Budget Request Overview of Significant Changes Revolving Budgets & Fees (School Lunch & Community Ed)
1/12/17	Superintendent's FY18 Budget Presentation #3 <i>Superintendent's Recommended Budget</i> Budget Line Item Detail Preliminary Assessment Department Presentation
1/21/17	Budget Saturday & Preliminary FY18 Budget Vote
2/2/17	Superintendent's Final FY18 Budget Recommendation
2/16/17	FY18 Public Budget Hearing & Final Vote



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

Clare L. Jeannotte
Director of Finance

To: Glenn Brand Superintendent
JD Head, Director of Facilities and Transportation
Cc: ABRSD School Committee
FROM: Clare Jeannotte
RE: Hager Well status update
Date: September 30, 2016

As you are aware, the costs of operating the Hager Well, managed by the Town of Boxborough and addressed in the Intermunicipal Agreement (IMA) between Boxborough and the District, are to be paid by ABRSD pro-rata based upon our share as determined by the meter readings.

Attached please find a memo which was discussed by the Boxborough Board of Selectmen recently. This summarizes the conclusions reached in a meeting held in September for the purpose of resolving open financial issues relative to the ABRSD share of costs. All amounts through 6/30/16, as revised, have been agreed to.

We are in agreement on the procedural aspects of future billing, meter reads and timing, as outlined in item 1 and 2 in the memo.

I understand that Item 3 in the attached memo is under continuing discussion, related to an equitable allocation on capital costs or other extraordinary items, and will anticipate a possible amendment to the IMA to clarify this. Until clarified by both parties, I will need guidance on FY17 reimbursement for any of the \$55,000 warrant article to study and improve the well passed last spring. This unanticipated cost was not budgeted.

I recommend a memo of agreement between the two Towns and the District to document the resolution of the debt assessment adjustment.

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.



TOWN OF BOXBOROUGH
Jennifer Barrett, Town Accountant
29 Middle Road, Boxborough, Massachusetts 01719
Phone: 978-264-1716 · Fax: 978-264-3127
jbarrett@boxborough-ma.gov

September 15, 2016

Les,

Here is a recap of the Hager Well meeting with ABRSD last week, from the financial perspective. ABRSD owes Boxborough for Hager Well operational expenses \$36,243.77 (Actual expenses at 78% for FY15 \$18,465.64 and 75% for FY16 \$17,778.13)

Boxborough owes ABRSD a refund for over-charging on debt \$12,531.09 (Net adjustment for overstating debt, using 78% FY15, 75% FY16, and 75% FY17, including adjustment of Table 6 credits) Net: ABRSD owes Boxborough the difference \$23,712.68

I will send an invoice following BoS approval of the above. The remaining \$12,531.09 of the expense obligation will be paid by ABRSD directly to the Town of Acton due to the overcharging of debt. Clare will take care of informing Acton Finance of the situation, I have offered to help explain if necessary.

For future accounting, Clare's and my understanding are as follows. This needs to be put into an "amendment of the amendment for the IMA or MOU", however you (BoS), the School Committee and Counsel see fit.

Implementation Guidelines for Hager Well and Shared Septic Accounting

1. Boxborough's debt for the Hager Well and Shared Septic retires in 2026. Boxborough will continue to pay the yearly total obligation directly to the bank. We will provide yearly debt obligation amounts to ABRSD for inclusion in Table 6 in the fall of budget season. Due to timing, we will provide the amount using the percentage rate based on meter readings for the previously completed fiscal year. For example, when budgeting for FY18 in the fall of 2016, we will use FY16 meter readings to determine the percentage usage. This percentage will hold firm and not adjust Table 6 or budgeting regardless of usage during the budget year. As well, FY19 debt percentage will be based on FY17 actual usage for the fiscal year in entirety.
2. Operational expenses will be paid by Boxborough through the regular warrant process. Quarterly (Sept, Dec, Mar), Boxborough will invoice ABRSD a portion of the expenses based on the prior year's actual usage percentage. The final fiscal year invoice (June) for all operational expenses will include an adjusting factor for actual meter reading percentage for the fiscal year. For example: FY17 Sept – Mar invoicing will be based on FY16 percentage of 75%. In June, the total expense cost will be calculated on the FY17 actual meter percentage and the 3 quarterly payments will be deducted from the total yearly cost. This re-averaging will eliminate the peaks and valleys of usage and billing over the course of a year.
3. Boxborough will, to the best of our ability, inform ABRSD in a timely manner of any out-of-the-ordinary or exceptional services required regarding maintenance or capital expenses for the Hager Well or the Shared Septic. Capital expense requirements will be discussed as soon as practicable and if necessary, costs will be apportioned under separate agreement as agreed on a case by case basis.

Please let me know if you have any further suggestions or comments.

Jennifer

File: EBBC

ENTRY INTENDING TO HARM

First Read 10/6/16

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

REFERENCE: Emergency Plans Policy File: EBC

ENTRY INTENDING TO HARM PROCEDURES

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

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

REFERENCE: Buildings and Grounds Security Policy, File: ECA

9/14/16

File: EBBD

A THREAT OR THREATS TO SAFETY

First Read 10/6/16

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

REFERENCE: Restraint of Students Policy File: JKAA

File: EBC

EMERGENCY PLANS

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

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

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

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

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

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

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

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

SOURCE: MASC August 2015

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

Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings

EEAEB, Security Camera Systems

JL, Student Welfare

JLC, Student Health Services and Requirements

ABRSD Emergency Plans

current

File: EBC

EMERGENCY PLANS

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

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

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

CROSS REF.: EBCD, Emergency Closings

File: EBCC

BOMB THREATSFirst Read 10/6/16

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

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

File: EBCCA

EVACUATION PROCEDURES

9/14/16

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

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

File: ECA

BUILDINGS AND GROUNDS SECURITY AND ACCESS
For First Read at 10/6/16 SC meeting

BASED ON MASC SAMPLE

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

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

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

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

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

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

(NOTE: ADDING NEW PROCEDURES)

**BUILDING SECURITY AND ACCESS
Procedures**

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

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

9/28/16



Acton-Boxborough Regional School Committee (ABRSC)

Monthly Update September 2016

Through monthly updates, the ABRSC hopes to increase awareness of what we do and how families and community members can get involved in issues affecting our schools and towns moving forward. The Committee meets regularly the first and third Thursdays of each month at 7:00 p.m. in the RJ Grey Junior High Library. Our meetings are open to the public and broadcast on actontv.org. Our next two meetings are scheduled for October 6th and 20th. We invite you to join us!

Acton-Boxborough Regional School District (ABRSD) Master Planning Process

- Last year, the district hired the firm of Dore & Whittier to help us begin the process of addressing long-delayed capital needs by documenting the current condition of our nine school buildings and other facilities, as well as addressing educational space planning needs in the future.
- The first part of the study was completed last spring, and documented in great detail the physical condition of all of our buildings, finding significant needs at three of our elementary schools in particular.
 - The second part of the study is nearly complete, with the final district master plan options to be presented at a community meeting on Wednesday, November 9th at 7:00 p.m. in the RJ Grey Junior High auditorium. *Please mark your calendar!*
 - You are welcome to join us for a preview of this presentation at the School Committee meeting on Thursday, October 6th in the RJ Grey Junior High Library 6th from 7:00 to 8:00 p.m.
- For more information, visit <http://www.abschools.org/district/school-capital-and-space-planning>

School Start Times Update

- The Superintendent's Wellness Committee spent the 2015-2016 school year examining the issues of adolescent sleep needs and school start times, and how they affect the health and well being of our students. On June 9, 2016, that group presented its findings to the AB Regional School Committee.
- The School Committee then asked Superintendent Glenn Brand to work to see how a change in start times may be implemented in our district. That

work has begun and will be presented to the Committee during the spring of 2017. We will keep you informed as this important discussion continues.

- To watch the video of the June 9th presentation, view the slides, or read the Wellness Committee's full report, visit <http://www.abschools.org/district/school-start-times>
- On September 21st, the district's Family Learning Series kicked off with Dr. Kirsty Kerin presenting, "The Science of Sleep." You can view the video of that presentation here <http://www.abschools.org/families/family-learning>

2016-2017 School Committee Goals

- At our annual summer workshop, the School Committee drafted a set of goals to guide our work this coming year while working to support Superintendent Dr. Glenn Brand's FY'17 goals as well. They can be found at <http://www.abschools.org/school-committee>
- Dr. Brand's annual goals can be found at <http://www.abschools.org/district/superintendent>

School Safety and Security

- As families are aware, the district has recently adopted the ALICE safety protocols. An overview of the ALICE program was presented to the Committee at a meeting last spring, which can be viewed at <http://actontv.org/on-demand/post-video/school-committee-meeting-5-19-16>

ABRSD Policy Update

- The School Committee's policy subcommittee recently reviewed safety and security policies.
- Upcoming policies scheduled for review include Head Injury Management Policy and Protocols, File: JJIF and Staff Ethics/Conflict of Interest, File: GBEA.
- The policy subcommittee meets twice monthly. All policies are found at <http://www.abschools.org/school-committee/policies>

Any questions? Please contact Kristina Rychlik, krychlik@abschools.org

Acton-Boxborough Regional School District
Acton, MA

OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE
FIELD TRIP PERMISSION FORM

Submit for Superintendent and School Committee approval

Please file at least four (4) weeks in advance for 1-3 day trips
Please file at least three (3) months in advance trips longer than 3 days and/or trips with per student cost greater than \$500.00

Please TYPE or use COMPUTER FORM

- Name of Teacher(s): Patricia Garrison - Teacher and Coach
- School: Acton-Boxborough Regional High School
- # of Students going: 6-10 # of Chaperones (gender): 2 women; 1 man

Names of Chaperones: Patricia Garrison; Jess Janus; Man: TBD by October, 2016

No School time involved.

- Purpose of Trip/Destination: 2/17/17 - 2/26/17

Purpose: This biennial trip is integral to the AB Nordic Ski Team's culture and integration into the life-long sport of nordic skiing. We visit museums (Viking Ship Museum; Oslo Fort; Edvard Munch Museum), ski daily in a family ski town outside of Lillehammer in the mountains, visit the Olympic Ski Museum, learn some basic Norwegian language to meet people, and learn about the history of Norway and its place in the world. Another goal is to to understand how and why Norwegians support and love our sport.

Destination: First: Nordseter, a little village outside of Lillehammer. Separate condos for boys and girls. Second: Grand Hotel in Oslo...wonderful old-Scandinavian hotel in the middle of safe Oslo.

- Have you taken this trip before? yes - 5 times
- Any special arrangements required (such as extra insurance, ADA accommodations)? No special arrangements. In Nordseter, boys live in one condo, girls in the other. Chaperones are in each condo to help cook and maintain a healthy vacation.

• Cost per Student: (Please describe how the cost is determined.) Approximately \$3,000. The cost is determined by the cost of airfare, train transportation in Norway, condo rentals, and hotel stay.

• Who will pay for the trip? Each family pays for their child.

• Has any fundraising been done? No If so, what?

• Are any parents driving? No

If so, have appropriate insurance forms been filled out?

• Have you followed the procedure outlined in Policy IJOA? Yes

• Other comments:

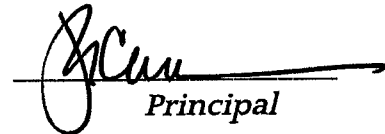
Approved Not Approved



Department Leader

5/2/16
Date

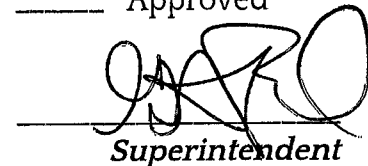
Approved Not Approved



Principal

9/12/16
Date

Approved Not Approved



Superintendent

9/16/16
Date

_____ Approved _____ Not Approved

School Committee

Date

Revised 11/15/06

Norway, 2017
February 17 (night of) – February 26, 2017

Goals:

Learn about the history of Norway, its ski culture, and how skiing ties in with its history.
Learn about the Winter Olympics history(museum in Lillehammer).
Learn about the cultural and military history of Oslo, as capital of Norway.
Learn about famous artists and the Vikings (Viking Museum; Edvard Munch Museum and others)
Ski in Nordseter/Lillehammer, Norway for 4 days.
Ski in Oslo at the famous Holmenkolen Ski Area.
Visit/ sightsee in Lillehammer, sight of the 1994 Olympics.
Visit/ sightsee/ museum visit in Oslo.
Show respect for the Norwegian culture, food, customs....behave your best and obey the Coach and chaperones about group rules.
Rule sheet will be signed by parents and skiers at a meeting prior to leaving US.

Preparation:

Updated Passports
Ski equipment [skis boots, poles]
Clothing: winter clothing. Nice shirt and pants for eating out. No heels unless you want cold wet feet.
Medical information
Extra money for purchases/ dinners out/ emergencies
 Extra costs: 2 dinners out in Lillehammer.
 1 or 2 dinners out in Oslo.
 Cabs from Lillehammer to Nordseter(our first home) and back (4 x: about \$30)
 Money for museums (to be determined at a group rate, prior to leaving)
 Any food for snack; clothes; tourist artifacts.

Airline:

Icelandair
Dep. Logan Feb. 17; depart Rejkavik; ; arrive Oslo Feb. 18
Train to Lillehammer
 Stay in Lillehammer(Nordseter) from Feb. 18 – Feb. 23
Feb. 23: train from Lillehammer to Oslo.
 Stay in Oslo from Feb. 23 - Feb. 26.

Icelandair
Sunday, February 26, 2017
Dep. Oslo; depart Rejkavik; arrive Boston by 7 pm.

Costs Covered by the \$3,000 + (\$100-200)

Flight
Trains to Lillehammer from airport; from Lillehammer to Oslo; from Oslo to airport.
Condominiums in Nordseter
 Food in Nordseter for 3 meals a day other than the 2 nights out.
Hotel in Oslo at the Grand Hotel (very historic and next to Parliament)

Extra costs borne by the traveler separately; not covered in \$3,000 + (\$100-200)

Dinners out...at least once in Lillehammer; twice in Oslo. Figure between \$40-60 per dinner per person
Cabs: Figure \$150 total.

Deadlines:

Deposit of \$1,000 due by June 2016; submit remainder prior to October 1.
Total \$3,000. The cost will vary slightly depending upon uncontrolled variables like flight and food costs.

Itinerary:

Lv. Boston Friday night.

Arrive: Norway Saturday morning.

Train from airport to Lillehammer. Get taxis to Nordseter, about 15 km from Lillehammer.

Nordseter is a quiet ski village surrounded by and intertwined with ski trails from Lillehammer, Susjeon, other towns in the area. It is a Norwegian family resort/area.

Day 1-5: We ski every day except one, when we take a bus into Lillehammer to sightsee and visit the Olympic Museum.

Train from Lillehammer to Oslo..Day 6. Settle into hotel at end of day and find a restaurant.

Day 7: Museums; sightsee. Munch Museum; Viking Ship Museum; City Hall; Old Fort.

Day 8: A) Take train to Holmenkolen...like taking the T to Boston. Ski the world famous ski trails.

This is huge. It is the heart of skiing to Norwegians.

Or

B) Have a guided tour of the old history of the importance of the Oslo waterfront in its historic survival against Sweden and Denmark

Chaperones need to be with each group.

Day 9: Train to Airport and flight home to Boston. Usually arrive 6ish. (pm)

Chaperones:

Leader: Patricia Garrison

Looking for a parent chaperone or former skier.

Chaperones need to be CORI checked prior to trip.

Phones:

Will provide phone #'s prior to leaving.

Communication:

Group meeting in late January.

Will bring a laptop and try to write news every day or every other day.

Rules:

1- Treating everyone respectfully within the group and as a group toward everyone else.

2- Learn some Norwegian!!

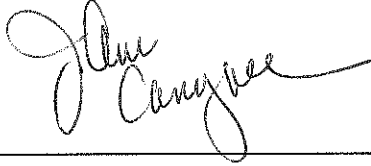
3- Staying with the group at all times unless you talk with Coach first, especially when skiing, stay with the group. When it snows, you have difficulty seeing directions in the treeless environment, so stick together.

4-No leaving the condo or hotel without permission.

You must realize, in advance of the trip, that I don't allow groups to leave the hotel to shop alone. We are a group and it is a group trip. It is planned tightly so we can take advantage of what Norway has to offer in those two areas of Lillehammer and Oslo. You may not leave the hotel at all without it being a trip planned or ok'd by me. I reserve rooms in a very nice Oslo hotel, so you must behave accordingly. Be quiet in the hallways and be polite to the staff. This is where we can show Norwegians and other Europeans how polite, nice, intelligent and great American teenagers are!

Memorandum

To: Glenn Brand
From: JoAnn Campbell
Date: 10/4/2016
Re: PTSO Grant to ABRHS



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

ABRHS Recipient	Donor	Amount
ABRHS – grant for PM Library Coverage	ABR – PTSO	\$5,000
ABRHS – grant for Student Leadership Workshops and Career Speaker programs	ABR – PTSO	\$1,000
ABRHS – grant for mulch to be used on Senior Community Service Day	ABR – PTSO	\$600

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

TO: Acton-Boxborough Regional School District Staff & Community
FROM: Glenn A. Brand
DATE: October 1, 2016
RE: Superintendent's Wellness Committee

With the current school year underway, it is time to begin planning for the 2016-17 *Superintendent's Wellness Committee*. This committee fulfills the district's obligation to have in place a school wellness advisory committee according to Massachusetts General Law 223, Chapter 111, 105 CMR 215.00.

Membership

Membership of the district's Wellness Advisory Committee should include representatives from certain specific groups. Below are the respective groups and the number of individuals that we are ideally looking for to serve this year:

<i>Group</i>	<i>Number</i>	<i>Group</i>	<i>Number</i>
School Nurses	2	School Administrators	2
School Physician	1	Teachers *	3
Physical Education/Health Staff	2	Community Youth Serving Agencies	2
School Nutrition Staff	1	Parents/Guardians *	4
School Committee Representative	2	Students (Secondary)	3

* Seeking one from each level at elementary, junior and senior high.

If you are interested in serving on this year's *Superintendent Wellness Committee*, please email Karen Coll, Assistant to the Superintendent, at kcoll@abschools.org no later than Friday, October 14.

Meeting Dates:

Five (5) meetings are scheduled for this year with a start time of 3:30 p.m.:

Wednesday, November 9
 Wednesday, December 14
 Wednesday, March 15

Wednesday, April 26

Thursday, May 18 (Report Delivered to the School Committee)

Areas of Focus for the 2016-17 School Year

There will be two broad areas of focus for this year's *Superintendent's Wellness Committee*:

- *School Culture & Climate Assessment*
- *Wellness Policy Review & Recommendations*

I. School Culture & Climate

Overview:

"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*

An important field of data can assist us to better understand the state of the culture and climate of our school communities. Deeply related to an important aspect of 'wellness,' the use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and administrative leadership level.

The following will represent the primary activities of the Committee connected to this goal during the 2016-17 school year:

- Complete a brief review of the research around the importance of understanding school climate and culture.
- Recommend specific measurable areas that committee members believe are important in understanding culture and climate in schools and departments.
- Gather and review various assessment tools that exist in schools and districts across the country for such purposes.
- Develop/adopt an assessment tool that the District can use in schools during the 2017-18 school year to gather feedback from students, parents/guardians and staff regarding culture and climate.

II. Review of Current Wellness Policy and Recommendations

It has been a few years since the Superintendent's Wellness Committee has specifically conducted a review of our current policies. This year these policies will be revisited in an effort to develop an action plan inclusive of specific measurable goals for the 2017-18 school year. This action plan will include:

- Policy recommendation changes
- Action Plan with required components
- Assessment of accomplishments

I look forward to working together with you this year on these important issues.

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To: Members of the District's School Safety & Emergency Teams/Committees
From: Glenn Brand
Date: September 30, 2016
Re: 2016-17 Superintendent's Safety Task Force

In support of the Acton-Boxborough Regional School District's Policy requiring that the Superintendent establish a task force around student safety and security, I am looking for volunteers to serve on the 2016-17 *Superintendent's Safety Task Force*.

The purpose of the *Superintendent's Safety Task Force* is to coordinate the planning, preparedness and response to issues of safety and security for all of our students and staff within the district.

This committee will:

- Review current policies, practices and procedures throughout all of our eight schools and our preschool.
- Establish recommendations to improve or enhance our safety and emergency readiness.
- Ensure that there is consistency across all of our schools and programs around safety and emergency planning.

Committee Membership:

- Superintendent (1)
- Director of Facilities & Transportation (1)
- Director of Community Education (1)
- Security Manager (1)
- School Principal/ Assistant Principal (2)
- School Resource Officer (2)
- School Nurse (1)
- Faculty/Staff Representative(s) (9) *
- School Committee Representatives (2)

* Each school should have in place a Safety Committee and one volunteer staff member from this committee is asked to serve on the *Superintendent's Safety Task Force*.

Meetings:

There will be four (4) main meetings that will occur will occur in the afternoon from 3:30 – 4:45 p.m. All will take place in the Administration Building in Room 13.

Wednesday, November 2

Wednesday, January 18

Wednesday, March 1

Wednesday, May 3

Thursday, June 8 Report Delivered to School Committee

If you are interested in serving on the 2016-17 Superintendent's Safety Task please contact Karen Coll in the Superintendent's Office by Friday, October 14.



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

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

Early Childhood and Technology

October 5, 2016
7:00-8:30 PM
RJ Grey Auditorium

Janell Burley Hofmann



Founder of iRules
Academy & The Slow
Tech Movement: using
tech mindfully

Janell Burley Hofmann is an author, speaker and consultant on topics like technology, media, health, relationships and personal growth. She is an international speaker who has presented at TEDx San Diego, Maximum Mumbai, SxSW, and iPadpalooza.

Janell's professional expertise in the use of technology and personal experience as a mother of five builds strong and meaningful connections around parenting in the digital age. As the founder of iRules Academy & The Slow Tech Movement she engages audiences with strategies that promote the use of "mindful" technology through personal empowerment, awareness, and balance.

Janell is the author of *iRules: What Every Tech Healthy Family Needs to Know About Selfies, Sexting, Gaming, and Growing Up*.