



Acton-Boxborough Regional  
School Committee Meeting

April 12, 2018

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

April 12, 2018  
7:00 p.m. Open Meeting  
7:30 p.m. FY19 School Choice Program Participation Hearing  
7:40 p.m. (approximately) Return to Open Business

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AGENDA – revised\*

1. **Call to Order (7:00)**
2. **Chairman’s Introduction – Amy Krishnamurthy**
  - 2.1. Annual Spring Town Elections
    - Welcome to new Acton Reps: Angie Tso and Ginny Kremer
    - Boxborough Election on May 22
3. **Public Participation**
4. **Conant School Presentation – Damian Sugrue, Principal**
5. **PUBLIC HEARING – Call to Order at 7:30**  
**FY'19 ABRSD MA DESE School Choice Program Participation Memo – Marie Altieri**
6. **PUBLIC HEARING - Adjourn**
7. **FY'19 ABRSD MA DESE School Choice Program Participation - VOTE – Marie Altieri**
8. **ABRSD School Calendars – Bill McAlduff**
  - 8.1.1. FY19 – Reformatted & Addition of Jr High/High School Early Dismissal Days
  - 8.1.2. FY18 – Superintendent’s Memo re last day of school on June 27, 2018
9. **Superintendent Memo**
  - 9.1. Response to Parents’ Request for Review of Cul-de-Sac Bus Service (*addendum*)
10. **Recommendation to Approve ABRSD Purchase Cards (P-card) – VOTE – Dave Verdolino**
11. **School Building Committee Update – Mary Brolin**
  - 11.1. Building Committee Meeting on 3/22/18
  - 11.2. Owner’s Project Manager (OPM) Review Subcommittee Meeting on 3/27/18
12. **Town Meeting Updates – Amy Krishnamurthy**
  - 12.1. Acton’s meeting began April 2
    - 12.1.1. Presentation Slides
  - 12.2. Boxborough’s meeting begins May 14
13. **Kindergarten Registration Update – Marie Altieri**
14. **DRAFT 2018-2019 School Committee Meeting Calendar – Amy Krishnamurthy**

**15. Subcommittee Reports**

**15.1. Policy**

- 15.1.1. Discipline of Students with Disabilities, File: JKF – Second Read – **VOTE** -  
*Dawn Bentley*
- 15.1.2. Minutes, File: BEDG – First Read
- 15.1.3. Remote Participation, File: BEDJA – First Read
- 15.1.4. Research Requests from Outside the District, File: NEW – First Read – *D.Bookis*

**15.2. Regional Financial Oversight Committee (RFOC)**

- 15.2.1. Minutes of meeting on 3/27/18
- 15.2.2. Recommendation to Dissolve – **VOTE** – *Mary Brolin*

**16. School Committee Member Reports (oral)**

**17. Consent Agenda – VOTE**

- 17.1. **Statement of Warrants & Approval of Minutes (addendum)**
- 17.2. **Donations to our Schools – Bill McAlduff**
  - 17.2.1. Cynthia J.McCarthy and Daniel McCarthy Memorial Fund grant of \$900 to the  
ABRHS Envirothon Student Activity Club
  - 17.2.2. Boxborough Community Center donation of a piano valued at \$2,500 plus  
\$1,000 endowment for tuning each year to the Blanchard Memorial School
  - 17.2.3. Blanchard Parents/Teachers/Friends Organization Grant of \$1,096.53 for OT  
Supplies

**18. FYI**

- 18.1. 2017-2018 ABRSD Profile: <http://www.abschools.org/district/accountability>
- 18.2. March 1, 2018 Enrollment Report
- 18.3. Taking Action to Prevent Further Gun Violence – Letter from ABRSC to Elected  
Officials and the Media
- 18.4. Family Learning Series - FY18 Calendar of Presentations
- 18.5. Town Meeting Budget Book: <http://www.abschools.org/departments/finance>

**19. Adjourn**

**Next Meetings:**

**April 26 - ABRSC** at 7:00 p.m. in the R.J.Grey Junior High Library

**May 14 - Boxborough Town Meeting** begins

**May 17 - ABRSC** at 7:00 p.m. in the R.J.Grey Junior High Library

**May 21 – Boxborough Elections**

Posted on 4/4/18 at 5:30 p.m.

Reposted on 4/9/18 at 5:00 p.m. to postpone Battery Storage Project item to next meeting and add

17.2.3 Blanchard PTF Grant to the Blanchard School approval



**Acton-Boxborough Regional School District**

16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

5.

**Marie Altieri**

*Deputy Superintendent*

To: Acton-Boxborough Regional School Committee

Date: April 9, 2018

Re: School Choice Hearing

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The Acton-Boxborough Regional Schools last accepted new school choice students in grades 9-12 about ten years ago. Ever since then, the Acton-Boxborough Regional School Committee has only opened up school choice for a limited number of seats at a limited number of grades to accept siblings of school choice students. The Boxborough Public Schools accepted school choice students at Blanchard Elementary School for several years before full regionalization. Since full regionalization, we have only opened up enough school choice seats to accommodate siblings of current school choice students at Blanchard. The school choice law requires that preference to any available school choice seats be given to siblings.

Our current school choice enrollment includes:

28	Total Students
14	Blanchard
1	R. J. Grey Jr. High
13	Acton-Boxborough Regional High School

The School Committee must vote by May 1 of each year whether or not to accept school choice students for the following school year. Based on space and class size concerns, we are recommending that we continue to open up enough school choice seats to accept siblings of existing school choice students only. There is one sibling of existing school choice students entering kindergarten in the fall of 2018.

**Recommended VOTE for the April 12, 2018 meeting:**

*The Acton-Boxborough Regional School Committee moves to continue in the school choice program and limit openings to one seat in Kindergarten for the 2018-2019 school year.*

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

Acton-Boxborough Regional School District  
SCHOOL CALENDAR, 2018-2019

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

Sept.	M	T	W	T	F
	27	28	29	30	31
	<u>3</u>	<u>4</u>	5	6	7
	<u>10</u>	11	12	13	14
	17	18	<u>19</u>	<u>20</u>	21
	24	25	26	27	28

Teachers' meetings – Aug 29 & 30  
 Labor Day – Sept 3  
 Schools Open – Sept 4  
 Rosh Hashana – Sept 10  
 Yom Kippur = Sept 19  
 School Days - 17

Jan.	M	T	W	T	F
	<u>31</u>	<u>1</u>	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	<u>21</u>	22	23	24	25
	28	29	30	31	

Schools Open - Jan 2  
 JH Early Release – Jan 4  
 Martin Luther King Day - Jan 21  
 School Days - 21

Oct.	M	T	W	T	F
	1	2	3	4	5
	<u>8</u>	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Columbus Day – Oct 8  
 \*\*7-12 Early Release for Prof L. – Oct 4  
 School Days – 22

Feb.	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>
	25	26	27	28	

\*\*7-12 Early Release for Prof L. – Feb 7  
 Presidents' Day - Feb 18  
 Winter Recess - Feb 18-22  
 School Days – 15

Nov.	M	T	W	T	F
				1	2
	5	<u>6</u>	7	8	9
	<u>12</u>	13	14	15	16
	19	20	21	<u>22</u>	<u>23</u>
	26	27	28	29	30

Prof. Day – Nov 6 (no school/students)  
 Veterans Day – Nov 12 due to Sun holiday  
 Early Release Day – Nov 21  
 Thanksgiving Recess – Nov 22 & 23  
 School Days - 18

Mar.	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

HS Late Start **only for students NOT taking MCAS** – Mar 26 & 27  
 School Days - 21

Dec.	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>

Jr High Early Release Confs – Dec 13&18  
 Winter Recess - Dec. 24 – Jan 1  
 School Days - 15

Apr.	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
	22	23	24	25	26
	29	30			

\*\*7-12 Early Release for Prof L. – Apr 4  
 Patriots Day – Apr 15  
 Spring Recess - Apr 15 - 19  
 School Days - 17

Note: See <http://www.interfaith-calendar.org/2018.htm> for some major religious holidays. Good Friday is April 19.

\*\* Professional Learning for JH/HS Staff Early Dismissal

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>  
 Acton Town Meeting begins April 1, 2019. Boxborough Meeting begins May 13, 2019.

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

May	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	<u>27</u>	28	29	30	31

HS Late Start **only for students NOT taking MCAS**- May 21 & 22  
 Memorial Day - May 27  
 School Days - 22

June	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	<u>18</u>	19	20	21
	24	<u>25</u>	26*	27*	28*

Graduation – June 7  
 Last day/Early Rel– June 18 (180 days)  
 Last day if 5 snow days– June 25 (185 days)  
 \*School could be extended to June 28 if >5 days  
 School Days – 12  
**Total Days = 180**



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

**William H. McAlduff, Jr.**  
*Interim Superintendent of Schools*

TO: Acton-Boxborough Regional School Committee

FROM: Bill McAlduff

RE: Last Day of the 2017-2018 School Year

DATE: April 4, 2018

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Attached to this memo is a copy of a communication that I recently sent out to AB Families and AB Staff.

Now that April 1<sup>st</sup> has come and gone and because we have experienced more than five cancelled school days because of weather related circumstances, the last official day of the 2017-2018 school year can be determined.

As noted in the communications referred to above I am recommending that the last official school day for our school district be Wednesday June 27, 2018. As in previous years the last day will be an early release day.

I have also provided related information from DESE as well as a copy of a letter outlining actions that the Westford School Committee took last week in response to excessive "snow days" this school year.

I will be more than happy to share with you my thoughts regarding the Alternative Structured Learning Day Programs allowed by DESE.

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Dear AB Families,

The Massachusetts Department of Elementary and Secondary Education (DESE) require all public school districts to schedule (with the exception of graduating seniors) a minimum of 180 school days per year for students. In addition, DESE also requires school districts to create a school year calendar that provides for five (5) additional days in case of school cancellations that may occur during the school year. For the purpose of this letter we will refer to these five days as **scheduled snow days**. For the current school year, our 185<sup>th</sup> scheduled snow day was designated as Monday, June 25.

However, school districts must still meet the 180-day minimum requirement for students even if they exceed the **five scheduled snow days**. So, in our case, because we actually have had seven (7) "snow days" this year (as of March 14th - our last "snow day") our 180th day of school moved to Wednesday June 27.

There is a small nuance to DESE's policy. It also indicates - *If because of snow, or any other reason, schools need to be cancelled between April 1<sup>st</sup> and June 1<sup>st</sup> and, the school district has already had at least five (5) or more snow days, any days lost after March 31<sup>st</sup> do not need to be made up.* So the good news is, given the weather forecast for this week, we will not have to account for any more make up days. This means that Wednesday, June 27 will be the last day of school and will be a half-day early release for all students.

During the past few weeks, the School Committee has received a handful of emails asking the School Committee to consider amending the current school year calendar so the last day of school is Friday, June 22. This would avoid school days during the last week of June and not encroach on families who have already scheduled summer activities such as camps or trips that are scheduled to start the week of June 25.

In my 21 years of experience as a superintendent, it is not unusual to explore adjusting the end of the school year calendar in years where there has been more than the typical number of snow days. We have received a few recommendations that include holding school on Good Friday, a few days of April vacation, some Saturdays, and/or on Memorial Day, as well as to add time to the school day. Each of these options in some way relies on exchanging one set of hardships and conflicts with a host of others, and therefore I don't believe that it would ultimately be in our best interest to pursue them. For more details around my thinking about these different suggestions, please visit [this link here](#).

With the above in mind, I am recommending to the School Committee that we end the school year on **Wednesday, June 27, 2018**. I will be sharing my recommendation and this family communication with the School Committee at their next regularly scheduled meeting on April 12, 2018. Only the School Committee has the authority to make changes to the school year calendar. Given the timing involved, only suggestions number 3 and 5 (described in the above link) would be up for discussion should the School Committee decide to discuss this.

School leaders will work with families to mitigate any conflicts with the last few days of school to the extent possible. Once again, thank you for your patience and understanding these last three months.

Sincerely,

William H. McAlduff, Jr.  
Interim Superintendent of Schools

March 28, 2018

**Interim Superintendent's Thinking on Various End of School Year Calendar Recommendations**

**1) Schedule school on Good Friday**

*Interim Superintendent:* For many reasons, the least of all "timing," this is not feasible.

**2) Schedule school during some April vacation days**

*Interim Superintendent:* Many families and staff have already made plans for April vacation similar to some who have already made plans for the last week in June. Exchanging one set of hard to or even impossible to reschedule activities for the other seems to simply shift the burden to a different set of families and or individuals.

**3) Schedule school on Saturdays**

*Interim Superintendent:* For reasons similar to those I expressed about April vacations, a very large majority of staff and families already have made commitments to Saturday activities (typically on a regular basis), especially for Saturdays beginning after the April vacation week. Again, exchanging one set of hardships and conflicts with another does not make sense to me.

**4) Schedule School on Memorial Day**

*Interim Superintendent:* State and Federal laws prohibit the scheduling of school on this day.

**5) Add additional time to school days for the remainder of the year in order to make up the time necessary to move the last day to June 22<sup>nd</sup>.**

*Interim Superintendent:* Initially, my reaction was that even though the State Commissioner of Elementary and Secondary Education has the authority to authorize school districts to be able to do this – it has not been allowed in many, many years. Just this past Friday however, the Commissioner announced that he would allow district's to submit for waivers to do this. In order to be approved, districts would have to clearly explain and show how adding time to the existing day would be effective. It has been suggested that in order to be considered for such a waiver a school day would have to be extended by a minimum of 30-45 minutes. For AB, making up three school days or approximately 15 hours of instruction translates to adding 45 minutes per day for 20 of the remaining school days. What this would mean is that for 20 school days the HS would be released at 3:02 pm; the JH at 2:51 pm; early schedule elementary schools at 3:35 pm and the late schedule elementary schools at 4:15 pm. Add at least an additional half hour on the bus and students arrive home, most especially elementary students, between 4:15 and 5:00 pm. Seems like an excessive amount of disruption all around to me.





William McAlduff &lt;wmcaiduff@abschools.org&gt;

## On the Desktop - 3/23/2018 Additional flexibility for making up lost days

1 message

**Bettencourt, Helene H (DOE)** <HBettencourt@doe.mass.edu>  
 Reply-To: Commissioner-List@list1.doe.mass.edu  
 To: "Bettencourt, Helene H (DOE)" <hbettencourt@doe.mass.edu>

Fri, Mar 23, 2018 at 12:52 PM



*News from Acting Commissioner Jeff Wulfson & the  
 MA Department of Elementary and Secondary Education*

## On the Desktop - March 23, 2018

### Additional flexibility for making up lost days:

Dear Superintendents and Charter School Leaders,

I know this winter's extreme weather and associated power outages have created challenges for some districts in scheduling make-up days. For this year only, I will consider requests from districts that wish to add instructional time to previously-scheduled school days in lieu of scheduling additional days. If you are interested in this option, please complete the attached request form and return it to Helene Bettencourt at [hbettencourt@doe.mass.edu](mailto:hbettencourt@doe.mass.edu). I will get back to you with a decision as soon as possible.

Two reminders: (1) Alternative structured learning days are considered days of instruction and do not require DESE approval to count toward the 180 day requirement. (2) Any days lost after April 1 do not have to be made up as long as you have used your five scheduled snow days.

I've also received some inquiries regarding possible changes to this spring's MCAS testing schedule because of the school cancellations. There are pluses and minuses in such a decision, and I've decided to stick with the current schedule. Please note that districts are free to move their own testing dates within the testing windows for grades 3 through 8.

With respect to future years, it's probably time for a holistic review of our regulations and policies around student learning time and school schedules. On the one hand, research tells us that many of our students would benefit from more instructional time. On the other hand, the apparently increasing frequency of winter storms is making it harder to meet even today's minimum requirements. I look forward to discussing these issues with you in the months ahead.

Sincerely,

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## School Redesign

### Alternative Structured Learning Day Programs

**To:** Superintendents, Charter School Boards of Trustees, and School Principals

**From:** Jeff Wulfson, Acting Commissioner

**Date:** January 5, 2018

This memorandum provides information to assist school committees and charter school boards of trustees with the development of "alternative structured learning day programs"<sup>1</sup> as possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met.

While the concept of alternative structured learning day programs continues to be relatively new in Massachusetts, the Department of Elementary and Secondary Education (Department) recognizes that such programs are designed to reduce the number of additional school days beyond the 180 required days and minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home. These programs may be an alternative option for schools to pursue as long as they can ensure that the program meets the standard for structured learning time and that the assignments and/or projects are substantial. These programs must also be accessible, include appropriate oversight and teacher involvement rather than resembling traditional homework assignments, and be approved by the district school committee or charter school boards of trustees.

To the degree that learning outside of the school setting may rely upon parental involvement or access to technology, school committees and charter school boards of trustees must also account for the widely varying circumstances in students' homes and guarantee that the alternative structured learning day program is accessible to all students. In general, alternative structured learning day programs that include a digital learning component must:

- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device, for example, by developing paper materials to be used by those students who do not have internet access. However, in any case, the school must ensure that all students will have access to educational materials during a storm.
- Be able to serve all students, including students who receive special education services.
- Have teachers available who must participate on the days when the program is implemented.

Additionally, school committees and charter school boards of trustees must allow sufficient planning time for administrators, teachers, staff, and other members of the school community, as appropriate, to thoughtfully and transparently design the alternative structured learning day program prior to implementation. This includes the time needed to design the format and parameters of grade-level assignments, lessons, and/or projects for each participating grade, and if necessary, an online platform that will contain all alternative structured learning day related content and information. Given that inclement weather is somewhat unpredictable, leaders need to determine how to approach these challenges so the alternative structured learning days resemble the scope and depth of learning provided in a classroom lesson. Further, if your school committee or charter school board of trustees is considering developing and piloting such a program the following should be considered:

- Determine the circumstances for which an alternative structured learning day program will be activated, and clearly communicate this to all stakeholders in the district. For example, a school committee or charter school board of trustees may determine that the program will go into effect after 3 weather-related school closures.
- Set clear due dates for assignments and/or projects and clearly articulate what completion means.
- Conduct a survey at the end of the pilot/implementation to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day program.

Given that alternative structured learning day programs are a reasonable option for creatively making up missed school days due to weather-related closures, as well as the fact that districts are required to schedule 185 days, as a back up to the required 180 days, the Department will only consider hardship waivers 603.CMR 27.00 in extraordinary circumstances. Should you have any questions regarding hardship waivers, please contact Helene Bettencourt at [hbettencourt@doe.mass.edu](mailto:hbettencourt@doe.mass.edu) or 781-338-3120.

As schools and districts continue to move forward with the development and implementation of alternative structured learning day programs, the Department encourages you to share your process and any lessons learned.

## Additional Student Learning Time Resources

### Massachusetts Student Learning Time Regulations 603 CMR 27.00

Under the Massachusetts Student Learning Time regulations, school committees and charter school boards of trustees are required to schedule a school year that includes at least 185-days at each school, and are required to operate each school for at least 180-days per school year. In addition, schools must ensure that students are scheduled to receive a minimum of 900 hours of structured learning time per school year for elementary school students and a minimum of 990 hours of structured learning time per school year for secondary school students. Kindergarten students must receive a minimum of 425 hours of structured learning time per school year. *Please access the link above to access the Massachusetts student learning time regulations.*

### Student Learning Time Questions and Answers

This is a handy collection/guide of answers to Frequently Asked Questions about Student Learning Time.

### Massachusetts Student Learning Time Waiver Process

In April 2013 the Massachusetts Board of Elementary and Secondary Education granted the Commissioner of Elementary and Secondary Education authority to approve waivers for innovative programs that are expecting to operate less than the hour and day requirements established in the Massachusetts Student Learning Time Regulations (603 CMR 27.00). The intent of this waiver process is to enable innovative programs and schedules that will benefit students educationally and improve student learning. This waiver process is not intended for emergency cases or extraordinary circumstances (e.g., natural disaster) that force the closing of one or more of the district's schools. *Please visit the [student learning time waiver process website](#) for additional information, including but not limited to the application and timelines.*

Please contact Shay Edmond ( [sedmond@doe.mass.edu](mailto:sedmond@doe.mass.edu) / 781-338-3217) and/or Ruth Hersh ( [rhersh@doe.mass.edu](mailto:rhersh@doe.mass.edu) / 781-338-3211) with any questions or concerns. You can also send general questions to the [redesign@doe.mass.edu](mailto:redesign@doe.mass.edu) email address.

### Note:

<sup>1</sup> The Department adopted the term "alternative structured learning day" in place of "blizzard bags" as it reflects the variety of ways in which students may access assignments while outside of the school building.

## Education Laws and Regulations

### 603 CMR 27.00: Student Learning Time

#### Section:

27.01: Authority, Scope and Purpose  
27.02: Definitions  
27.03: School Year Requirements  
27.04: Structured Learning Time Requirements  
27.05: Early Release of High School Seniors  
27.06: Waivers  
27.07: Implementation  
[View All Sections](#)

#### 27.01: Authority, Scope and Purpose

(1) 603 CMR 27.00 is promulgated by the Board of Education pursuant to M.G.L. c. 69, section 1G, as amended by St. 1993, c. 71, section 29, which requires the Board to establish the minimum length for a school day and the minimum number of days in a school year for Massachusetts public schools.

(2) The purpose of 603 CMR 27.00 is to ensure that every public school in the Commonwealth provides its students with the structured learning time needed to enable the students to achieve competency in "core subjects" and "other subjects" as defined in 603 CMR 27.02.

(3) The requirements set forth in 603 CMR 27.00 are not intended to confer privately enforceable legal rights upon individual students, or persons acting on their behalf.

#### 27.02: Definitions

As used in 603 CMR 27.00, the terms listed below shall have the following meanings:

**Core subjects** shall mean the core academic subjects specified in G.L. c. 69, section 1D (science, technology and mathematics, history and social science, English, foreign languages and the arts), and the subjects covered in courses which are part of an approved vocational-technical education program under M.G.L. c. 74.

**Other subjects** shall mean subjects other than core academic subjects that are required to be taught pursuant to G.L. c. 71, sections 1 and 3, and other subjects approved by the school committee as part of the district's program of studies.

**Elementary school** shall mean a school providing instruction to grades one through five, six, seven, or eight, and, where so designated by a school committee prior to the commencement of a school year, may also include a middle school or other intermediate level school providing instruction to grades five through eight or any combination thereof.

**Optional school programs** shall mean school activities not part of a course of study in either "core subjects" or "other subjects," which are offered by a school district to enrich the educational experience of its students and meet educational goals set by the local or regional school committee. Examples include: activity clubs; driver education; extracurricular student performance groups; non-academic assemblies; non-academic field trips; pep-rallies; sports; standardized testing other than statewide assessments conducted under M.G.L. c. 69, sections 1D and 1I; student government.

**School services** shall mean services which a school district provides to some or all students, either as a matter of state or federal law or regulation or local school district policy, to protect or improve student health and personal well-being, or enhance students' readiness and ability to learn. Examples include: special education diagnosis and evaluation; special education related services such as speech, physical and occupational therapy; health screening and prevention services; school breakfast and lunch.

**Secondary school** shall mean a school providing instruction to grades six through twelve, or any combination of those grades, except where a school committee, prior to the commencement of the school year, has designated a middle or other intermediate level school providing instruction to grades five through eight, or any combination thereof, as an elementary school.

**Structured learning time** shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the "core subjects" and "other subjects." In addition to classroom time where both teachers and students are present, structured learning time may include directed study,

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independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.

### **27.03: School Year Requirements**

(1) Prior to the beginning of each school year, every school committee shall establish school year schedules for each of the public schools under its supervision and control, based on the particular learning needs of students within each school. In determining the school year schedule for each school, the school committee shall be guided by the student learning time plan recommended by the school council for each school, and shall attempt to maximize high quality teaching, learning, and professional development opportunities.

(2) Every school committee shall schedule a school year which includes at least 185 school days at each elementary, middle, and secondary school within the school district.

(3) Every school committee shall operate the schools within its district at least 180 school days in a school year.

(4) School committees are encouraged to exceed the minimum number of school days wherever possible, and to offer extended day and extended year programs that expand student learning opportunities.

(5) A school committee may establish a separate school year and school day schedule for kindergarten programs which it maintains pursuant to the Board of Education Regulations for Kindergarten (603 CMR 8.00), so long as it provides a minimum of 425 annual hours of structured learning time. In those school districts which schedule two sessions of kindergarten daily, the school committee shall adopt a schedule for its kindergarten programs which ensures equal instructional time for all kindergarten students.

### **27.04: Structured Learning Time Requirements**

(1) No later than the 1997 - 1998 school year, schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

(2) No later than the 1997 - 1998 school year, all schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

### **27.05: Early Release of High School Seniors**

(1) As a matter of policy the Board of Education encourages school districts to schedule high school graduation as close as possible to the scheduled closing date of the high school to maximize the learning time offered to graduating seniors and minimize the disruption of instruction provided to other students.

(2) Notwithstanding the minimum school year requirements set forth in 603 CMR 27.03 and 27.04(2), at the discretion of the school committee the scheduled school year for the graduating senior class of a high school or vocational/technical school may conclude, and the school graduation may be held, up to twelve school days before the regular scheduled closing date of that school.

### **27.06: Waivers**

(1) The Board of Education may, upon the written application of a school committee and the recommendation of the Commissioner of Education, grant a waiver of any requirements set forth in 603 CMR 27.00 for good cause. School committees are encouraged to apply for waivers, as needed, to permit the district to initiate innovative programs or schedules intended to improve student learning.

(2) Upon the written request of a school district, the Commissioner of Education may, in his discretion, grant a waiver of the minimum school year requirement set forth in 603 CMR 27.03(3) in situations where an emergency or extraordinary circumstance forces the closing of one or more of the district's schools.

### **27.07: Implementation**

(1) The requirements set forth in 603 CMR 27.00, as amended, shall be effective July 1, 1995, and shall govern the operation of all public schools within the Commonwealth of Massachusetts beginning with the 1995 - 1996 school year, with the exception of the structured learning time requirements set out in 603 CMR 27.04, which shall be effective July 1, 1997.

Dear Families,

At Monday evening's School Committee meeting we had a rich discussion about the Distance Learning initiative and, ultimately, the plan was supported. This initiative will help us recoup three of the nine days we lost this school year due to inclement weather. In addition to the FAQ's/explanations in this proposal document that we ask you to read in its entirety, here are some highlights to keep in mind as we pilot this new plan over the next several months:

1) The dates getting recouped and the Distance Learning timeline are as follows:

<u>Snow Day being recovered</u>	<u>Date Activities are Assigned to Students</u>	<u>Due Date AND Attendance Date</u>
3/9/18 (Fri)	By end-of-day on 4/13/18 (Fri)	4/28/18 by 8:00am (Sat)
3/13/18 (Tues)	By end-of-day on 5/4/18 (Fri)	5/19/18 by 8:00am (Sat)
3/14/18 (Wed)	By end-of-day on 5/25/18 (Fri)	6/9/18 by 8:00am (Sat)

2) Teachers will be assigning Distance Learning activities associated with the students they would have seen on the days being recouped (left-hand column above). The teachers are aware of the classes they would have seen on those days and will communicate accordingly with students.

3) Here are the total amounts of time you should expect each set of Distance Learning activities to take:

- K-1 – approximately 60 minutes
- Gr. 2-3 - approximately 60-90 minutes
- Gr. 4-5 - approximately 90-120 minutes
- Gr. 6-8 – approximately 20 minutes per subject area that would have met on the canceled cycle day
- Gr. 9-12 – approximately 30 minutes per subject area that would have met on the canceled cycle day

4) Special education teachers (including related services) will consult with classroom teachers regarding modifications/accommodations that should be made for students in IEP's as/if needed.

5) Seniors do not have to participate in Distance Learning activities because they do not have to make up snow days.

6) Distance Learning activities should not be viewed as extra busy work. Quality is key! Teachers were provided with examples to help them guide their planning.

7) The Saturday deadline (column 3 above) represents the designated "school day" we are using to recover the snow day. Students can submit their work earlier than that and, if there are hard copies to be submitted, they can simply bring it in the previous day at school. Technically, nobody is required to do anything on that particular Saturday.

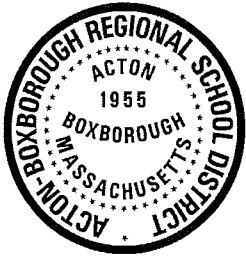
8) If students do not complete the Distance Learning activities, they will be marked "absent" for the respective Saturday(s) and, depending on the assignments, it could have an impact on their grades.

9) Teachers will provide some sort of feedback to students on their Distance Learning work but the type of feedback is at their discretion because it's based on the activities they assign. It may be a grade, written feedback, or other (again, depending on what makes the most sense for the assignment).

10) If an activity is assigned which relies on technology, teachers will communicate with the student/family and accommodations for those students who do not have access will be made.

11) The last day of school, as of today, will be Friday, June 22nd.

We are excited to try this new and innovative solution to avoid having students attend school during the last week in June. At the end of the year we will evaluate this and make necessary adjustments for next year, if we have an excessive number of no school days. Please feel free to contact us if you have any questions.



# Acton-Boxborough Regional School District

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

**Finance Department**  
David A. Verdolino, Director  
(978) 264-4700  
dverdolino@abschools.org

To: School Committee  
From: Dave Verdolino  
Re: Proposal for Implementation of P-Card Program  
Date: April 12, 2018

## Background

Two years ago, the district did some preliminary brainstorming about the potential needs for implementing a Procurement Card (“P-Card”) program. This type of purchasing mechanism has grown significantly in all sectors of the economy. There are approximately fifty public school districts in Massachusetts (the vast majority regionals) that participate in the P-Card program through membership in MASBO, the Massachusetts Association of School Business Officials.

As the use of electronic means of payment has proliferated, school districts are finding that the trend is for commercial businesses to more frequently NOT accept a purchase order (PO) to initiate a transaction. POs can take 2-3 weeks to process, if they are even accepted at all. I have encountered several of these situations this year, involving staff travel (as a result requiring employees to pay in advance and be reimbursed), educational speakers, and other costs associated with professional development such as purchasing of curriculum materials.

E-commerce has, in many cases, made procurement of educational supplies and (to a lesser extent) services easier and cheaper than via traditional processing methods. As a result, I have observed a large number of district payments for goods and services actually representing *reimbursements* to staff members. In my experience, staff members – cognizant of their budgetary constraints – avail themselves of the best prices for classroom supplies, etc. by charging purchases on their personal debit/credit cards and submitting documentation for reimbursement after the fact. For example, purchases through Amazon can be a cost-effective means of procuring classroom supplies, but it does not accept POs, which the district (appropriately requires) as a sound control procedure in the procurement process..

## The P-Card Program

About ten years ago, MASBO conducted a formal selection process on behalf of its members and selected the Illinois Association of School Business Officials (“Illinois ASBO”) to administer its P-Card Program. Nationally, school districts from eighteen states (through their states’ ASBO affiliation) participate; and in Massachusetts, approximately forty districts (about half of which are regionals of some form, versus municipals) participate. Among the regionals (whose participation generates the greatest transactional volume), those with the highest volume of P-Card transactions (Assabet Vocational, Masconomet Regional, Minuteman Vocational and Narragansett Regional) spend between \$200,000 to \$400,000 annually.



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Some districts spend far less than that (Berkshire Hills Regional, Dracut, Sturbridge and Groton-Dunstable Regional all spend less than \$5,000 per year). These stats give you an idea of the potential scope of transactions under this program. I know that the heavier users have promoted its use with key employees and have done educational sessions at MASBO to educate their colleagues. The extent to which A-B would participate will depend on its acceptance; I have had several departments and colleagues very much interested in moving forward with this.

I have communicated with colleagues from some of these districts (both while at MASBO and since joining A-B) and am satisfied that this program is effective, suitably secure from an internal control standpoint, and – based on inquiries by many people with procurement responsibility within the district – a timely and appropriate initiative to pursue at this time. This program will provide better approval controls over purchases, in my opinion.

The “P-Card” itself is essentially a credit card (through Master Card and a commercial bank) and is accepted in the same manner. Vendors that accept this card as a means of payment do so with an administrative fee deducted from the price, also similar to a credit card. Because of the aforementioned aggregation of buying power, district participants in the program receive a rebate, distributed annually, based on their level of spending using the cards.

## **Process**

Per my conversations with the program administrators at Illinois ASBO, the first requirement is a vote of the school board, authorizing program participation. Should you wish me to proceed, I would then work with the District Treasurer, Margaret Dennehy, to continue the application process, training of program users and participants, and implementation of the system to manage, control and report program transactions.

The sample required text of the authorizing vote is attached as an addendum hereto. I have customized the sample language – also attached, on district letterhead – and am respectfully requesting that you consider authorizing A-B’s participation in the P-Card program per the following **MOTION**:

**That the Chairman be authorized to execute a resolution to enter into an agreement with the Bank of Montreal for purchasing cards, based on the recommendation of the Superintendent and Director of Finance.**

I will be happy to provide whatever additional information you may request on this topic; thank you for your consideration of this initiative.





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**Finance Department**  
David A. Verdolino, Director  
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## RESOLUTION AUTHORIZING ISSUANCE OF INDIVIDUAL PROCUREMENT CARDS

WHEREAS, the School Committee of Acton-Boxborough Regional School District (“the Committee”) has the authority to enter into an agreement with the Bank of Montreal (or its successor or designate, “the Bank of Montreal”) for purchasing cards;

NOW THEREFORE, the Committee is authorized to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee of the Acton-Boxborough Regional School District under such terms and conditions as approved by the Committee.

FURTHER, The Committee authorizes the \_\_\_\_\_ to execute a P-Card program agreement on its behalf.

This resolution was adopted by a vote of \_\_\_ in favor and \_\_\_ opposed at a regular meeting of the Committee on April 12, 2018.

Hereof witness the signature of the Chair of the Committee this \_\_\_\_\_ day of April, 2018.

---

Amy Krishnamurthy,  
Chair (duly authorized)

**SAMPLE**

The sample resolution below represents the minimum required by the Bank of Montreal to participate in the p-Card program.

**Resolution Authorizing Issuance  
Of  
Individual Procurement Cards**

WHEREAS, the Board of Education/Trustees of the \_\_\_\_\_  
School District # \_\_\_\_\_ has the authority to enter into an agreement with the Bank of Montreal for purchasing  
cards; and (any other WHEREAS statements the Board wishes to add are acceptable, but not required).

NOW, THEREFORE, BE IT RESOLVED by the Board of Education/Trustees of the \_\_\_\_\_  
School District # \_\_\_\_\_ that the President/Chairman/Treasurer/Clerk are authorized to enter into an Agreement  
with the Bank of Montreal to secure Procurement Cards for each authorized employee of the school district under  
such terms and conditions as approved by the Board.

The Board of Education/Trustees, authorizes the Superintendent/School Business Manager to execute a p-Card  
program agreement on its behalf.

(The resolution may include any other BE IT RESOLVED statements the Board desires, but these are not required to  
participate)

Approved this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

Ayes \_\_\_\_\_

Nays \_\_\_\_\_

President/Chairman \_\_\_\_\_

Date \_\_\_\_\_

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

Superintendent's Conference Room, Room 13, Administration Building  
15 Charter Road, Acton, MA 01720

March 22, 2018  
7:00 p.m.

*Members Present:* Mary Brolin, Amy Krishnamurthy, Dennis Bruce, Bill McAlduff, Marie Altieri, Jason Cole, Bob Evans, JD Head, Gary Kushner, Lynne Newman, Maria Neyland, Katie Raymond.

*Members Absent:* Peter Berry, Adam Klein, Steve Mielke, Mac Reid, Chris Whitbeck.

*Other:* Karen Coll, Bill Hart

1. Mary Brolin called the meeting to order at 7:00pm. She introduced Bill Hart, who has agreed to serve on the OPM Selection Subcommittee. Bill briefly outlined his background overseeing large construction projects. Mary also introduced Gary Kushner, who has joined the Building Committee as the representative of the Boxborough Finance Committee. Members introduced themselves to Bill and Gary.
2. MSBA Update – there were no new updates to report regarding the MSBA.
3. Owner's Project Manager

**a. Update on Status of Posting**

The ad for an OPM was posted on March 7, 2018. We received requests for the RFS from 28 firms, although not all of those were project managers; we also received requests from architects and other related specialty firms as well as from periodicals. Interested parties were invited for a tour on March 15<sup>th</sup>. Eight firms came for the tour and we ultimately received eight proposals by the March 22<sup>nd</sup> due date. JD noted that Dore & Whittier, the firm we worked with on our initial capital needs study and master plan, had not submitted a proposal; they have indicated that they would like to be considered for the architect's role in the building project.

**b. Establish the OPM Selection Committee –VOTE**

Mary had asked people who were interested in participating on the OPM Selection Subcommittee to let her know. Volunteers included:

- Mary Brolin
- Peter Berry
- Bob Evans
- Katie Raymond
- JD Head
- Bill Hart, a community member with construction project management experience
- Bill McAlduff and Dave Verdolino will share one member spot

Members agreed that seven members was a good size for this subcommittee.

Amy Krishnamurthy moved, Maria Neyland seconded, and the committee VOTED unanimously to approve the creation of the OPM Selection Subcommittee with the members as listed above.

JD Head distributed bags to each subcommittee member with all eight proposals as well as a copy of a memo, which was also distributed to the full Building Committee, with information about the MSBA OPM

selection process and criteria. Karen Coll will send out the RFS document and addendum to members of the subcommittee on Friday, March 23<sup>rd</sup>.

**c. Discuss Next Steps**

JD reviewed a memo outlining a proposed schedule for the OPM selection process. The plan is for the subcommittee to meet and narrow the field of eight applicants to a short list of three to invite for interviews. Once the short list has been established, references will be checked for those firms. If the references result in the elimination of one of the short-listed firms, the committee will either substitute the fourth-choice firm or will develop a list of three preferred firms plus an alternate in the initial short list. JD noted that these are all likely to be fairly similar - large firms with significant experience in this type of project.

Interviews should be held no later than April 2<sup>nd</sup> because we need to submit our selection to MSBA by April 11<sup>th</sup> in order to have it approved at the May MSBA meeting; If not the May meeting, our approval would be pushed back until August or September. The timeline is tight, but Bill McAduff felt it would be advantageous if we could have our OPM approved in May.

April 2<sup>nd</sup> is the first evening of Acton Town Meeting, but members agreed that interviews could be conducted in the morning, with some additional time scheduled for discussion and selection of a preferred candidate. JD will let the firms know of the date and schedule. As a subcommittee of the Building Committee, these meetings will need to meet public meeting requirements such as advance posting of agendas and keeping of minutes. Bill McAduff will get clarification whether the interviews and evaluations are to be considered open or executive sessions.

Bill McAduff noted that, per the RFS, each firm has to designate key personnel who will lead the project. These are likely to include a project director, a project manager, and a field representative. The project manager and field representative would probably have more involvement in the actual construction project than the feasibility study, assuming that the same firm is selected for both phases. The firms may bring this entire team in for the interviews.

Following the interviews, the subcommittee will rank the candidates using a defined set of criteria. After the selection of a preferred candidate based on these rankings, the subcommittee will negotiate with that firm to finalize contract details. If an agreement can't be reached, the subcommittee will move to the second choice candidate. The final candidate and agreed contract will be presented to the MSBA by April 11<sup>th</sup>. Bill McAduff said that the fee included in this contract is for the feasibility study only. We will negotiate a separate contract and fee for the construction project.

Selection subcommittee members were asked to review the evaluation criteria, which are in the RFS and also delineated in the memo. Each member will score each firm on all the criteria; the full subcommittee will then compile and discuss the scores to identify the top three candidates. JD will complete Attachment A, which is outlined in the memo; much of the information will be taken from the RFS. JD will also develop a ranking sheet based on the sample format on page 12 of the memo.

Bill McAduff said that once we select an OPM, and then a designer, the process will ramp up.

**4. Review Composition of School Building Committee**

Because it has been difficult to ensure a quorum at meetings due to absences and scheduling conflicts, some changes have been made to the Building Committee membership. After seeking feedback from all

parties, Mary Brolin presented a list of proposed changes to the School Committee, which was approved at their March 15<sup>th</sup> meeting. Damian Sugrue, principal of Conant, was offered the opportunity to withdraw, since the new building is likely to include Douglas and Gates but not Conant. Gary Kushner has joined as the Boxborough Finance Committee representative, replacing Ted Kail. Rob Bukowski and Brian Griffin have both opted to leave the committee; Steve Mielke has not yet committed but will remain on the committee for the time being. Going forward, we will need to add members with more expertise in construction, engineering, and related specialty areas.

Members of the committee will reach out to people they know with experience in electrical and mechanical engineering and architecture, as well as a certified planner and, possibly, an expert in security. Bill Hart is an electrical engineer with experience on large projects and might consider joining the committee.

5. Additional Planning to Move Forward

Mary Brolin relayed a suggestion from Beth Petr, Executive Assistant to the School Committee, to create a flyer for Town Meeting, giving an update on the project status and thanking residents for their support. The flyer will have to be sent to Acton Town Moderator Peter Ashton prior to Town Meeting, possibly by March 28<sup>th</sup>. Mary will create the content for the flyer, and JD will edit it.

6. Maria Neyland moved, JD Head seconded, and the committee voted unanimously to adjourn the meeting at 7:48pm.

Documents Used

Memo from JD Head regarding OPM Selection Subcommittee



List of Building Committee members, revised by vote of the School Committee on March 15, 2018




Next Building Committee Meetings (all in RJ Grey Library unless otherwise noted):

April 11

May 9

June 13 (Note: Meeting will be in Superintendent's Conference Room)

	<h2 style="text-align: center;">Article (TBD):</h2> <h3 style="text-align: center;">Acton-Boxborough Regional School District (ABRSD) Assessment</h3>	
<h4>Motion</h4> <p>Ms. Krishnamurthy moves that the Town appropriate \$59,981,958 to be expended by the Superintendent of Schools to fund the fiscal year 2019 assessment of the Acton-Boxborough Regional School District, and to meet this appropriation,</p> <p>\$ 59,567,005 be raised from general revenues and</p> <p>\$ 414,953 be transferred from Free Cash.</p> <p style="text-align: right;"><i>[Requires a Second]</i></p>		

	<h2 style="text-align: center;">Acton Town Meeting</h2> <h3 style="text-align: center;">April, 2018</h3>	
<h4>Acton-Boxborough Regional School District</h4> <div data-bbox="589 1388 1032 1703" style="text-align: center;"></div> <h4>Acton Assessment – Article 5</h4> <h4>ABRSD School Committee Presentation</h4>		

 **Acton-Boxborough Regional School District** 

**School Committee Members**

- Diane Baum
- Brigid Bieber
- Mary Brolin
- Dennis Bruce
- Amy Krishnamurthy
- Tessa McKinley
- Maya Minkin
- Paul Murphy
- Kathleen Neville
- Deanne O’Sullivan
- Eileen Zhang

 **ABRSD Highlights 2018-2019** 

 Acton-Boxborough Regional High School

 Merriam/McCarthy-Towne

 Blanchard



 Admin Building

 Conant

 R.J. Grey Jr. High School

 Gates

 Douglas



# Our Mission and Goals




**Mission**

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


**Goals**

1. *Understand and respond to our students' social and emotional needs.*
2. *Our students will have equitable opportunities and tools to learn.*
3. *Our students will have access to safe and effective learning environments.*

Wellness      •      Equity      •      Engagement



# ABRSD FY2019 Operating Budget

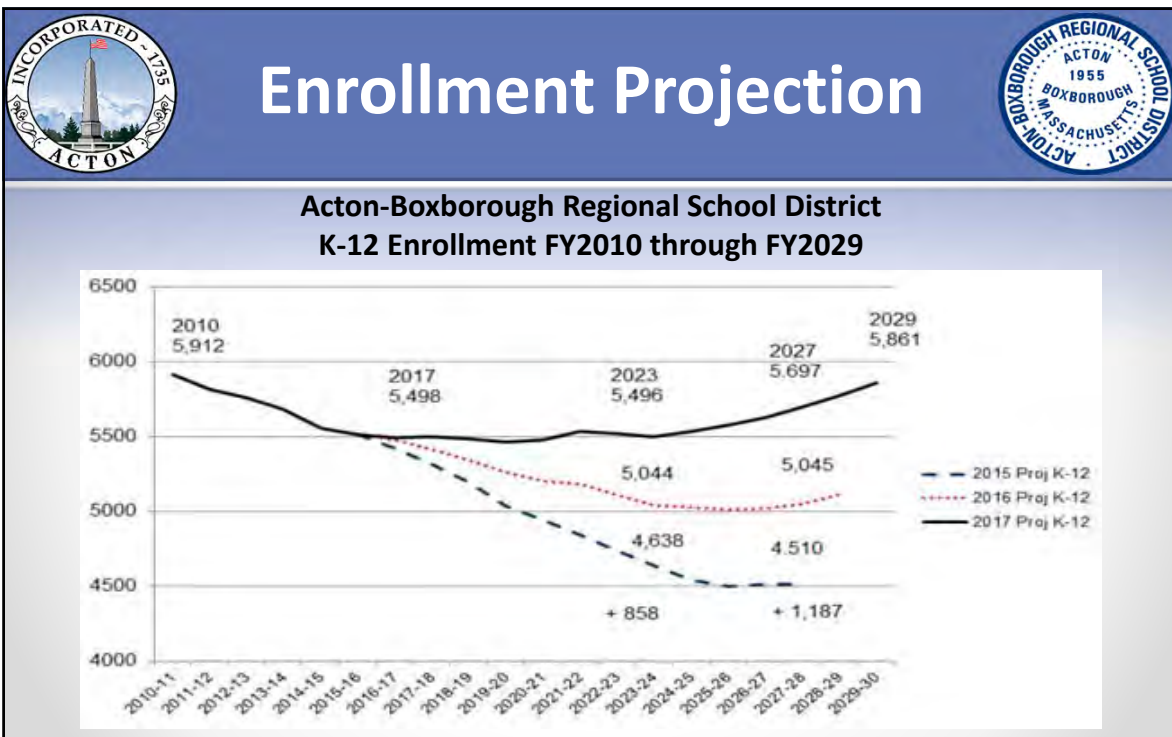
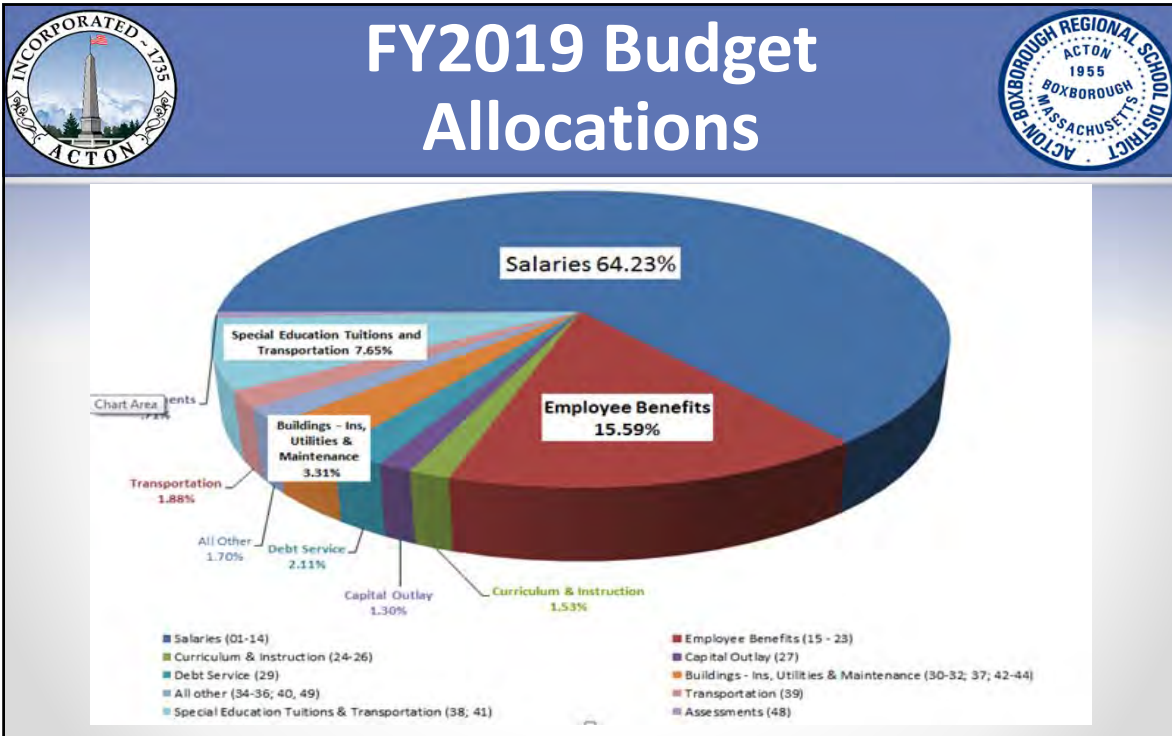


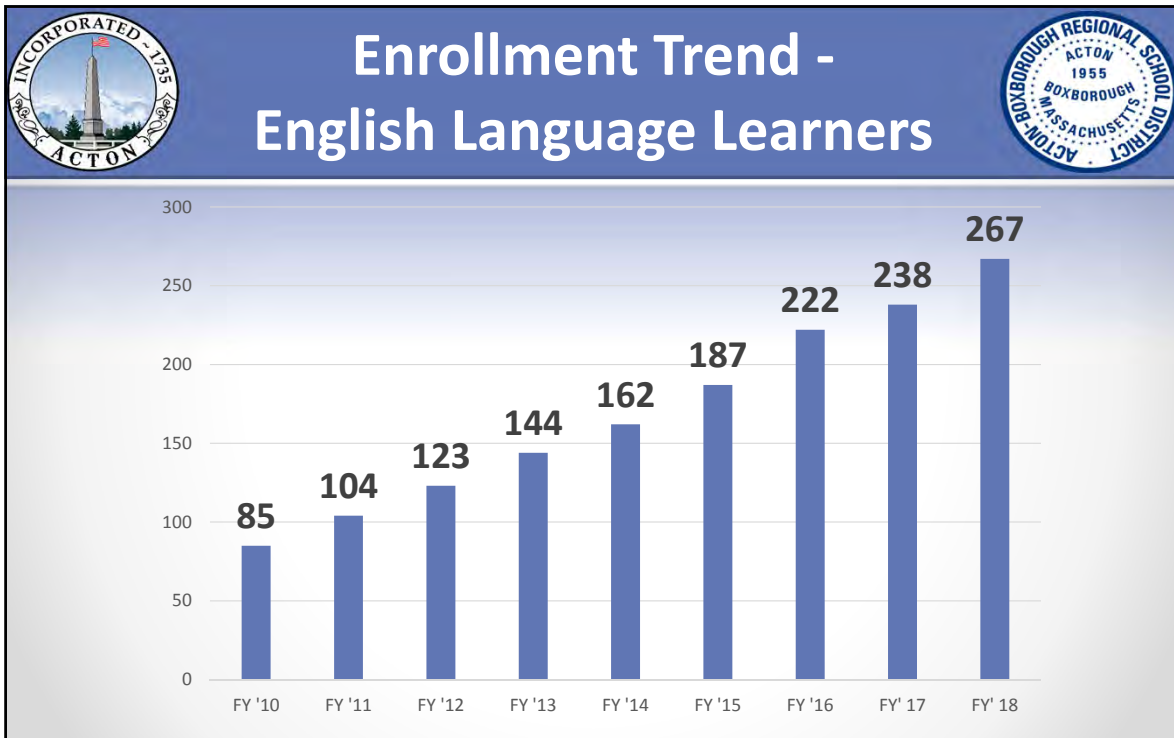
	FY2018	FY2019
Budget	\$86,090,491	\$88,721,492
Prior Year Budget	\$83,073,204	\$86,090,491
\$ Change from prior year	\$3,017,287	\$2,631,001
% Change from prior year	3.63%	3.06%



	<b>FY2018</b>	<b>FY2019</b>
Acton Assessment	\$57,730,056	\$59,981,958
\$ Increase from prior year	\$2,182,959	\$2,251,902
% Increase from prior year	3.93%	3.90%



Single-tier Elementary Busing (Start Time Changes)
Health Insurance – 5.0% Rate Decrease
Continued Investment in Capital Needs
Classroom and Other Teaching Staff





**FY2019 New Staff Requests**



Position	FTE
Elementary Classroom Teachers to Address Large Class Sizes	2.0
English Language Education Teacher	1.0
Special Education	1.5
Curriculum Support and Instructional Coaches	2.0
Strings Program - Expand from 0.6 to 1.0	0.4
<b>Net FTE Increase</b>	<b>6.9</b>

## Capital Projects Spending

Fiscal Year	Appropriated (rounded \$000s)
FY2015	\$154,000
FY2016	\$195,000
FY2017	\$273,000
FY2018	\$761,000
FY2019*	\$1,000,000

\* - FY19 projects address Windows, HVAC, Masonry, HS auditorium and Cafeteria Upgrades, Flooring, Paving

## E&D History under Full Regionalization

Fiscal Year	Total Regional Budget	E&D Usage	E&D Balance	E&D as a %
FY2015	\$77,100,514	\$300,000	\$1,072,454	1.4%
FY2016	\$80,296,395	\$200,000	\$1,950,365	2.4%
FY2017	\$83,073,204	\$200,000	\$2,738,661	3.3%
FY2018	\$86,090,491	\$200,000 +\$250,000	\$4,008,284* < Leary Field	4.7%
FY2019 Voted	\$88,721,492	\$200,000 +\$575,000	< "annual usage" < single tier busing	TBD

\* \$710K committed to MSBA feasibility study by A-B and town meetings.



## Article (TBD):

### Acton-Boxborough Regional School District (ABRSD) Assessment



#### **Motion**

Ms. Krishnamurthy moves that the Town appropriate \$59,981,958 to be expended by the Superintendent of Schools to fund the fiscal year 2019 assessment of the Acton-Boxborough Regional School District, and to meet this appropriation,

\$ 59,567,005 be raised from general revenues and

\$ 414,953 be transferred from Free Cash.

*[Majority Vote]*



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13.

Marie Altieri  
Deputy Superintendent

To: Acton-Boxborough Regional School Committee  
From: Marie Altieri, Deputy Superintendent  
Date: April 9, 2018  
Re: Kindergarten Registration

### Kindergarten Lottery

The Kindergarten Lottery was held at the end of March, and families have been notified of their student's placement. There are 309 students placed in Kindergarten at this time. This compares to a projection of 313 students. The only school that had a lottery was Blanchard. Fifteen Acton families who requested Blanchard as their first choice were not placed at Blanchard. Most of them have been placed at their second choice school. 95% of families were placed in their first choice school. The average class size for the incoming Kindergarten is 18.2. This is within the School Committee's class size guidelines for Kindergarten (18-20). We have left a few seats available at several schools for students who will move in between now and September. Please review the attached chart, which shows the number of students in each school and in Half Day Kindergarten and Full Day Kindergarten.

### All Day Kindergarten

The incoming Kindergarten Class had the largest number of All Day K requests we have seen (234 students = 76%). We were able to place 198 students in All Day K so far. We would expect a few to move into ADK in each school over the next few months. All of the Half Day Kindergartens will be scheduled in the morning. This avoids the mid-year switch from AM Kindergarten to PM Kindergarten. There is an excellent afternoon extended day program available for morning Half Day K students through Community Education. Students who enroll are bused to the Administration Building, where students are provided a Kindergarten specific after school program.

We have had some questions about whether or not we can run a hybrid All Day/Half Day in some of the schools with waiting lists for All Day K. A few years ago, we tried a hybrid in a couple of the schools. A hybrid means that there are some Half Day students in an All Day Kindergarten classroom. The Half Day students leave in the middle of the day. Blanchard had some good experience with hybrids before regionalization, so we tried it at three of our schools one year. For several reasons, we have decided not to continue with hybrids unless we need to put a couple of half day students in an existing full day because the half day is oversubscribed.

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



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- When we did the hybrids, all three of the schools had a significant financial loss (\$25,000 - \$50,000 each). This means that the parents paying All Day K tuition make up for the loss with their tuition.
- We also had feedback from some parents of Half Day Students in the hybrid as well as some teachers that the students leaving in the middle of the day felt left out socially from the rest of the class that stayed through the afternoon. We see this as an equity issue.
- It is difficult to staff classrooms that may be hybrid one year, half day the next. Once we hire a teacher for a full day class, we can't move them back to half day the next year. If they have professional status, they have a right to a full time job. We have classroom section reductions in several schools, and if we are also going back and forth between hybrid and half day, we will have more teachers being bumped out of jobs or moved to other schools.

For all of these reasons, we did not run any hybrids last year or this year, and we will not run any hybrids next year. The only exception will be if we have students move in that push the Blanchard Half Day Kindergarten over 21 students, then we may put a couple of half day students into one of the All Day K classes.

I am happy to answer any questions you may have.

## Kindergarten Summary

April 9, 2018

	Classrooms	Placed	Waitlist	ADK	HDK	ADK Waitlist	Class Sizes
Blanchard	4	69	15	50	19	0	ADK 17/17/16 HDK 19
Conant	3	52	0	35	17	7	ADK 18/17 HDK 17
Douglas	2	40	0	20	20	13	ADK 20 HDK 20
Gates	2	37		18	19	11	ADK 18 HDK 19
McT	3	54	0	37	17	0	19/18 HDK 17
Merriam	3	57	0	38	19	5	ADK 19/19 HDK 19
Totals	17	309	15	198 64%	111	36	Ave = 18.2



**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS**  
2018-2019 - DRAFT

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library. Materials are posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior at [www.abschools.org](http://www.abschools.org)

**Annual Workshop:** July  
**Summer Business Meeting:**, August

September 6  
September 20

October 4  
October 18

November 8 (*MASC Annual Meeting is Nov 1*)  
November 15

December 6  
December 20

January 10  
January 26 (Sat) **School Committee Budget Saturday**  
*(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)*

February 7  
February 14     **Open Budget Hearing**-required by law  
*(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/1/19 . 45 days = 2/xx/17)*

March 7  
March 21  
March 28 (if needed)

April 11  
April 25

May 9  
May 23

June 6  
June 20

*Note:* Acton Town Meeting begins April 1, 2019. Boxborough Town Meeting begins May 13, 2019.

DRAFT 4/3/18

<http://www.abschools.org/school-committee>

## Discipline of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, students with disabilities who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities. Generally, this removal can occur without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods for up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, as long as the removal does not constitute a "change in placement" as described below. However, when a student with a disability is excluded from their program for more than ten school days in the school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one teacher.

If the IEP Team, including the parents, determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and parents/guardians consent to a new Individualized Educational Program (IEP). The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student as necessary.

A suspension of longer than ten (10) school days or a series of shorter term suspensions that constitute a pattern are considered to represent a **change in placement. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.** Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP.

Any student who is removed from school for a disciplinary offense for more than ten consecutive

days will have an opportunity to receive educational services and make academic progress during the period of removal under the school-wide education service plan, and will so be informed at the time of the suspension/expulsion.

If a principal imposes an out-of-school suspension for a student in preschool or in grades K through 3, the principal will send to the superintendent a copy of the written determination and an explanation of the reasons therefore, before the out-of-school suspension takes effect.

In the event a student possesses uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, the District may place a student in an interim alternative education setting (IAES) for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate IAES for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing with Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

#### **Discipline of Students Subject to Section 504 of the Rehabilitation Act**

Discipline of students with disabilities under Section 504 of the Rehabilitation Act provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals **with knowledge** of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his/her education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students. Additional information regarding the

procedural protections for students eligible for services under laws providing for services for students with disabilities under Section 504 can be obtained from the Assistant Superintendent for Student Services at 978-264-4700, extension 3265.

**Discipline of Students Not Yet Determined Eligible for Special Education**

The IDEA protections summarized **in this policy** under the ~~Discipline of Students with Disabilities section~~ also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the student was eligible for special education before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for students with special education services can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

**References:** Individuals with Disabilities Education Act (IDEA)  
Section 504 of the Rehabilitation Act of 1973  
MGL Chapter 71, Section 37H, 37H ½, 37H ¾

FILE: BEDG

**MINUTES – DRAFT 3/23/18**

The minutes of a School Committee meeting constitute the written record of committee action and they are the legal evidence of what the action was. Therefore, the Secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will set forth:

1. A statement on the nature of the meeting (regular, special or executive session);
2. The date, time and place;
3. The members present or absent (annotated as to arrival and departure times if during the meeting);
4. A summary, not a transcript, of the discussions on each subject;
5. A list of documents and other exhibits used at the meeting;
6. The decisions made and the actions taken at each meeting, including the record of the results of all votes (including the names of members moving and seconding each vote).

No vote taken at an open session shall be by secret ballot. Any vote taken at an executive session shall be recorded by roll call and entered into the minutes.

Minutes of all open sessions shall be created and approved in a timely manner. A timely manner is generally considered to be within the next three public body meetings, or 30 days, whichever is later, unless the public body can show good cause for further delay. Copies of the minutes will be sent to all Committee Members with sufficient time to review in advance of the meeting at which such minutes are to be approved.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been released will be in the custody of the Superintendent who will make them available to interested citizens upon request.

LEGAL REFS.: M.G.L. 30A:22; 66:10  
Open Meeting Law Regs, 940 CMR 29.11, effective 10/6/17

CROSS REFS.: KDB, Public's Right to Know  
 BEC, Executive Sessions

APPROVED: 2/4/16

File: BEDJA

Draft 3/23/18

## REMOTE PARTICIPATION

The School Committee recognizes the need for members occasionally to be physically absent from School Committee Meetings and therefore adopts the following policy to govern members' remote participation in School Committee Meetings.

### Minimum Requirements for Remote Participation

- (a) A quorum of the School Committee, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location.
- (b) Members who participate remotely and all persons present at the meeting location shall be clearly audible to each other, as required by M.G.L. c. 30A, section 20(d).
- (c) Members who participate remotely may vote and shall not be deemed absent for the purposes of M.G.L. c. 39, sec. 23D.

### Permissible Reasons for Remote Participation

~~The School Committee Chair, or in the chair's absence, the person chairing the meeting, must determine that one or more of the following factors makes the~~ A School Committee member shall be permitted to participate remotely in a meeting, only if ~~s~~ physical attendance would be unreasonably difficult.:

- ~~(a) Personal illness;~~
- ~~(b) Personal disability;~~
- ~~(c) Emergency;~~
- ~~(d) Military service; or~~
- ~~(e) Geographic distance.~~

### Technology

- (a) The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.
  - (i) telephone, internet, or satellite enabled audio or video conferencing,
  - (ii) any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.
- (b) When video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.
- (c) The School Committee Member who is absent from the Meeting will notify the District Administration with as much advance notice as possible and will work with the District Administration to establish the appropriate technology to effect the School Committee Member's remote participation.
- (d) The chair or, in the chair's absence, the person chairing the meeting, may decide how to address technical difficulties that arise as a result of utilizing

# Educational Research in the Acton-Boxborough Regional School District

New  
15.1.4

## Policy - DRAFT

While the Acton-Boxborough Regional School District (ABRSD) recognizes the importance of research and its contributions to teaching and learning, the purpose of the ABRSD is to educate children.

Therefore, the district will only approve an outside request of an agency, institution or individual to:

- conduct any research,
- administer surveys or questionnaires,
- obtain information from students and staff, or
- gather any data for research purposes

if that request is aligned to district interests and/or priorities, and will assist the District in achieving its mission, vision and/or goals. Proposals must demonstrate they can be of benefit to the District without unduly taking away from instructional time and ABRSD resources.

All requests must be submitted in writing and coordinated through the office of the Assistant Superintendent for Teaching and Learning.

Parents shall have the opportunity to review, upon request, a survey created by a third party before the survey is administered or distributed to a student. Parents shall also have the opportunity to opt their child(ren) out of participation in any survey, analysis, or evaluation. Students who are 18 years or older may opt out of such surveys, analyses, or evaluations.

# **Educational Research in the Acton-Boxborough Regional School District**

## **Procedures- DRAFT**

The following procedures must be followed by persons requesting the use of facilities or students in the Acton-Boxborough Regional School District for research purposes.

1. A letter formally requesting permission to conduct research, surveys or questionnaires, obtain information from students and staff, or gather any data for research purposes must be sent to the Assistant Superintendent for Teaching and Learning by the principal investigator. It must include:
  - a. Names and duties of all persons involved in the research
  - b. Research goals
  - c. Relevance of the research to the Acton-Boxborough Regional School District
2. The attached form must also be completed and returned to the Assistant Superintendent for Teaching and Learning.
3. The request will be evaluated according to the following:
  - a. The study provides information that will be relevant to district/school leaders and/or educators
  - b. There are the assurances for student, educator and school/district anonymity
  - c. The research design technically sound
  - d. The impact on the school/district routine and resources is clear
4. Express written active consent of all research participants or the parents/guardians (if student is younger than 18 years of age) is required. Original consent forms must be kept on file by the researcher. Copies should be given to the Assistant Superintendent for Teaching and Learning. Consent forms should be translated to language indicated by parent and include:
  - a. Purpose and procedures including any possible risks
  - b. Types of activities in which students will engage, amount of time, start and end dates
  - c. Description of data collected and how information will be kept confidential
  - d. Identification of all individuals responsible for the research, including institutional affiliation, address and contact information.
5. Remuneration for research participation by MA public employees are limited to cash or gifts of no more than \$50. Students may not be given any remuneration.
6. The researcher agrees to send a written report of the findings to the Principal(s) of the school(s) involved and to the Assistant Superintendent for Teaching and Learning.



**Minutes of the Acton Boxborough Regional School Committee (ABRSC)  
Regional Financial Oversight Sub-Committee Meeting**

**Tuesday, March 27, 2018**

**7:45 a.m.**

**Superintendent's Conference Room, Administration Building, Room 13**

**Committee Members Present:** Amy Krishnamurthy, Mary Brolin, Bob Evans, Janet Adachi, Maria Neyland, Gary Kushner

**Committee Members Not Present:** None

**Other Attendees:** Marie Altieri, Deputy Superintendent

**Call to Order:** Mary Brolin called the meeting to order at 7:45 a.m.

**Approve Minutes from March 2, 2017:** The minutes from March 2, 2017 were unanimously approved.

**Report on FY17 Per Pupil Spending:** Marie Altieri reviewed the per pupil spending report prepared by David Verdolino that showed the per pupil spending at Blanchard for FY 17 was \$15,138, up \$965 from the previous year. The average per pupil spending across the five Acton elementary schools was \$13,435, up \$688 from the previous year. Mr. Verdolino's report detailed the calculations for the estimates and showed estimates from FY 15 and FY 16. The group discussed the new Pathways program at Blanchard in FY 17 that likely led to the greater increase. It was noted that this program brought savings to the District that are reflected in district-wide spending rather than Blanchard spending. Mary also reviewed another report showing the cost comparison between Blanchard and Acton elementary schools that shows that Blanchard costs were 43.6% higher before full regionalization and are now only 12.8% higher.

**Regionalization Savings and Efficiencies:** Mary Brolin shared the annual update to the Regionalization Savings and Efficiencies document. This document reported \$981,317 in regionalization staff savings and additional regional revenue. Additionally, the report detailed \$912,641 in efficiencies and other decreases at Blanchard that would contribute to lower per pupil spending.

**Discussion of Annual Acton and Boxborough Town Meeting Statements:** The committee discussed and drafted a statement to present at the Acton and Boxborough Annual Town Meetings in April and May, respectively. The statement will be voted at a School Committee meeting prior to the Acton Town Meeting.

**Dissolving the Regional Financial Oversight Committee:** Bob Evans suggested that this be the final year of analysis of full regionalization. As stated in the Regional Agreement, the group has reviewed data for

the five years. Committee members noted that Blanchard costs have come in line as expected and the farther we get into full regionalization the less this exercise is needed. Bob Evans moved, Janet Adachi seconded and the committee unanimously approved that the subcommittee recommend to the Acton-Boxborough School Committee that the Regional Financial Oversight Sub-Committee be dissolved.

**Adjournment:** It was moved, seconded and unanimously approved to adjourn the meeting at 8:40 am.

**Documents used:**

- Agenda dated March 27, 2018
- Minutes from the March 2, 2017 meeting
- Memo from David Verdolino to the RFOC on FY2017 Calculation of PPE by School, dated March 15, 2018
- 2016-2017 Per Pupil Expense by School – dated March 15, 2018
- Regionalization Savings Tracking – Working Document – Dated March 26, 2018
- Per Pupil Cost Comparison Between Blanchard and Acton Elementary Schools dated March 15, 2018
- RFOC Statement for 2018 Town Meetings

Respectfully submitted:

Mary F. Brolin  
ABRSD School Committee Member

*approved*

**Minutes of the Acton Boxborough Regional School Committee (ABRSC)  
Regional Financial Oversight Sub-Committee Meeting**

**Thursday, March 2, 2017**

**5:30 p.m.**

**Superintendent's Conference Room, Administration Building, Room 13**

**Committee Members Present:** Kristina Rychlik, Mary Brolin, Bob Evans, Janet Adachi, Vince Amoroso, Amy Burke

**Committee Members Not Present:** None

**Other Attendees:** Glenn Brand, Superintendent; Clare Jeannotte, Director of Finance; Marie Altieri, Deputy Superintendent

**Call to Order:** The meeting was called to order at 5:30 p.m.

**Approve Minutes from March 3, 2016:** The minutes from March 3, 2016 were unanimously approved.

**Report on FY16 Per Pupil Spending:** Clare Jeannotte shared a report on per pupil spending that showed the per pupil spending at Blanchard for FY 16 was \$14,173, down from \$14,828 the previous year. The average per pupil spending across the five Acton elementary schools was \$12,734, up from \$12,167 the previous year. Ms. Jeannotte's report detailed the calculations for the estimates.

**Regionalization Savings and Efficiencies:** Mary Brolin shared the annual update to the Regionalization Savings and Efficiencies document. This document reported \$998,431 in regionalization staff savings and additional regional revenue. Additionally, the report detailed \$1,052,554 in efficiencies and other decreases at Blanchard that would contribute to lower per pupil spending.

**Discussion of Annual Acton and Boxborough Town Meeting Statements:** The committee discussed and drafted a statement to present at the Acton and Boxborough Annual Town Meetings in April and May, respectively. The statement will be voted at a School Committee meeting prior to the Acton Town Meeting.

**Adjournment:** It was moved and unanimously approved to adjourn the meeting at 7 pm.

**Documents used:**

- Agenda dated March 2, 2017
- Memo from Clare Jeannotte to RFOC on Calculation of PPE by School FY'16, dated February 21, 2017
- 2015-2016 Per Pupil Expense by School – dated February 21, 2017
- Regionalization Savings Tracking – Working Document – Dated March 2, 2017
- RFOC Statement for 2017 Town Meetings

Respectfully submitted:

Mary F. Brolin  
ABRSD School Committee Member

Memorandum

To: William McAlduff  
From: Larry Dorey  
Date: 3-16-18  
Re: McCarthy Memorial Fund Grant to ABRHS Envirothon Club



Please present to the School Committee this grant:

ABRHS Recipient	Donor	Amount
ABRHS – Envirothon – Student Activity Club	Cynthia J. McCarthy and Daniel McCarthy Memorial Fund	\$900.00



**Acton-Boxborough Regional School District**

Blanchard Memorial School  
493 Massachusetts Avenue  
Boxborough, MA 01719  
978-263-4569

<http://blanchard.abschools.org>



17.2.2

MR. DANA LABB, PRINCIPAL

[dlabb@abschools.org](mailto:dlabb@abschools.org)

DR. KAREN TOWER, ASST. PRINCIPAL

[ktower@abschools.org](mailto:ktower@abschools.org)


MS. KATHY BOWER, ADM. ASST.

[kbower@abschools.org](mailto:kbower@abschools.org)

MS. GAIL KESSLER-WALSH, GUIDANCE COUNSELOR

[gwalsh@abschools.org](mailto:gwalsh@abschools.org)

TO: Bill McAlduff, Superintendent of Schools

FROM: Dana Labb, Principal 

DATE: March 6, 2018

RE: Donation from the Boxborough Community Center

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The Blanchard Memorial School has received a donation of a used upright piano located at the Boxborough Community Center. The Community Center is undergoing a renovation and the piano is not included in the renovation plans. The estimated value of the piano is \$2500.00. It will also come with a \$1,000 endowment for tuning each year. The piano will replace the current piano at Blanchard. We ask that you and the Acton-Boxborough Regional School Committee to please approve this generous donation. We are extremely grateful to the Boxborough Community Center for its support and donation to our school.

Thank you.



**Acton-Boxborough Regional School District**

Blanchard Memorial School  
493 Massachusetts Avenue  
Boxborough, MA 01719  
978-263-4569

<http://blanchard.abschools.org>



17.2.3

MR. DANA LABB, PRINCIPAL

[dlabb@abschools.org](mailto:dlabb@abschools.org)

DR. KAREN TOWER, ASST. PRINCIPAL

[ktower@abschools.org](mailto:ktower@abschools.org)

MS. KATHY BOWER, ADM. ASST.

[kbower@abschools.org](mailto:kbower@abschools.org)

MS. GAIL KESSLER-WALSH, GUIDANCE COUNSELOR

[gwalsh@abschools.org](mailto:gwalsh@abschools.org)

TO: Bill McAlduff, Superintendent of Schools

FROM: Dana Labb, Principal

DATE: April 5, 2018

RE: Donation from Blanchard's Parents/Teachers/Friends Organization (PTF)

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The Blanchard Memorial School has been approved to receive a grant by the Blanchard's Parents/Teachers/Friends Organization (PTF) to cover the cost of purchasing Occupational Therapy Supplies requested by our Occupational Therapist, Ellen Sullivan. The cost of the supplies total \$1096.53. We ask that you and the Acton-Boxborough Regional School Committee please approve this generous donation. We are extremely grateful to our PTF's continued support of our school.

Thank you.





Actual Acton-Boxborough Grade K-6  
April 9, 2018

Grade	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy			Total	Merriam			Total	#Sec	Avg. Size				
	ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM								
		58	23			41	20			20	19			21	20			40	40			41	18							
K	21	21	18	21	79	20	21	20	61	20	19	39	20	21	41	20	20	20	20	80	21	18	20	59	359	17	21.1			
		0		15				3				1			1			0					1		21					
Gr. 1	21	20	19	60		18	19	19	56		22	22	44	20	18	20	58		21	22	21	64		21	21	21	63	345	16.5	20.9
		0		18				0				0				2			1					1		22				
Gr. 2	20	20	20	60		21	23	44		22	23	67	20	22	22	64		23	22	22	67		21	21	22	64	366	16.5	22.2	
				2				1				0			4				3					2		12				
Gr. 3	20	18	18	56		24	23	47		24	24	70	23	24	25	72		23	24	24	71		24	24	24	72	388	17	22.8	
				12				1				4			2				3					1		23				
Gr. 4		25	25	50		24	24	25	73	25	24	73		25	25	50		25	24	25	74	24	24	24	24	96	416	17	24.5	
				5				3				0			0				3					3		14				
Gr. 5	25	23	23	71	25	24	24	25	97	23	24	71		24	24	48		23	23	24	70		24	24	24	72	429	18	23.8	
				13				1				0			1				4					2		21				
Gr. 6	25	26	25	76		23	23	23	69	24	24	71	23	22	23	68		23	23	24	70		24	22	24	70	424	18	23.6	
				9				2				1			0				4					1		17				
				74				11				6			10				18					11		130				
<b>Total</b>	<b>21</b>	<b>21.5</b>	<b>452</b>	<b>20</b>	<b>22.4</b>	<b>447</b>	<b>19</b>	<b>22.9</b>	<b>435</b>	<b>18</b>	<b>22.3</b>	<b>401</b>	<b>22</b>	<b>22.5</b>	<b>496</b>	<b>22</b>	<b>22.5</b>	<b>495</b>	<b>2727</b>	<b>122</b>	<b>22.4</b>									

74 Acton residents attend school in Boxborough

56 Boxborough residents attend school in Acton



**Acton-Boxborough Regional School District**  
**Superintendent's Office**  
 16 Charter Road  
 Acton, MA 01720  
 978-264-4700 [www.abschools.org](http://www.abschools.org)

April 4, 2018

To: President Donald Trump, Secretary Betsy DeVos, Senator Elizabeth Warren, Senator Edward Markey, Congressman Richard Neal, Congressman Jim McGovern, Congresswoman Niki Tsongas, Congressman Joseph P Kennedy, Congresswoman Katherine Clark, Congressman Seth Moulton, Congressman Mike Capuano, Congressman Stephen Lynch, Congressman Bill Keating

**RE: Taking Action to Prevent Further Gun Violence**

Dear President Trump, Secretary DeVos, and Members of Congress from Massachusetts:

It is with great sadness and mounting outrage that we find ourselves bearing witness once again to another tragedy borne of gun violence; this latest incident occurring on February 14, 2018 at the Marjory Stoneman Douglas High School in Parkland, Florida, where a 19-year old armed with an AR-15 style semi-automatic rifle activated the fire alarm and began to fire at students and teachers and killing seventeen people. The United States appears to be unique in the developed world in that it has suffered repeated tragedies without taking adequate action to stop gun violence.

It is unconscionable that these types of tragedies persist. The Second Amendment empowers Congress to regulate firearms, yet Congress has consistently abdicated its responsibilities on numerous opportunities to do so and has been unresponsive to the outcries following school massacres. While the leaders in Congress fail to act, the students in our District have spoken out and continue to speak out; saying "Enough." To show their support for the responsibility that has thus far been lacking in Congress, students of our District have joined many other schools across the nation in the National School Walkout held on March 14<sup>th</sup>. Other demonstrations are also planned. We encourage this activism, but we are disheartened that the leadership on gun violence is not coming from our leaders in Congress. Rather, it is coming from students who have a legitimate concern for their safety.

This rampant gun violence makes it clear that as long as guns continue to be poorly regulated, the Second Amendment is not serving our society in the manner in which it was intended. It's the duty of Congress to correct this fault. Further delay will only allow more gun violence.

We demand that Congress act now to pass legislation that, at a minimum:

- prevents access to assault rifles
- makes background checks more robust

*At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.*

**WELLNESS - EQUITY - ENGAGEMENT**



**Acton-Boxborough Regional School District**

**Superintendent's Office**

16 Charter Road

Acton, MA 01720

978-264-4700 [www.abschools.org](http://www.abschools.org)

- makes background checks universal
- reduces magazine capacities
- bans bump stocks

We also want to emphasize that arming teachers in our schools is an unacceptable response that will put students at greater risk. It is not the responsibility of teachers to solve this problem.

Sincerely,

The Acton-Boxborough Regional School Committee

Amy Krishnamurthy, Chair

Brigid Bieber, Vice Chair, Boxborough

Paul Murphy, Vice Chair, Acton

Diane Baum

Mary Brolin

Dennis Bruce

Tessa McKinley

Maya Minkin

Katie Neville

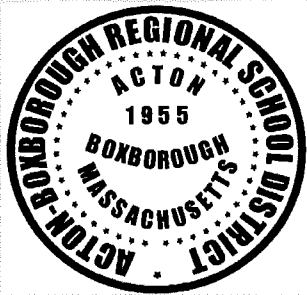
Deanne O'Sullivan

Eileen Zhang

Cc: James Eldridge, Massachusetts State Senator  
Jennifer Benson, Massachusetts State Representative  
Cory Atkins, Massachusetts State Representative

*At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.*

**WELLNESS - EQUITY - ENGAGEMENT**



# Acton-Boxborough Regional School District 2017-2018 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

## Movement

April 10, 2018 7:00–8:30 PM ABRHS Auditorium  
For parents/caregivers and community members

**Movement, in all its forms, is much more than getting exercise. Kids need to wiggle and fidget. Teens need to roam. We adults need to wake up and rediscover all the natural and enjoyable ways that our bodies were meant to express themselves. In this talk you will discover how vital movement is, but sadly, it is being curtailed by many of our modern habits. Come learn how even the simplest movement keeps thinking sharp, mood balanced and positive, and most importantly, promotes motivation and self-efficacy for you and your children. Dr. Anthony Rao will talk about his new book on *"The Power of Personal Agency"* and the surprising role movement plays in helping you (and your children) stay on paths of your choosing to become your best.**

**Dr. Anthony Rao**





*For more than 20 years, Dr. Anthony Rao worked in the Department of Psychiatry at Children's Hospital, Boston, and served as an Instructor at Harvard Medical School. He currently consults with families all over the country, and is the founder of Behavioral Solutions, in Lexington. Dr. Rao regularly appears on news segments pertaining to important issues that are affecting our children. He's been featured in documentaries for MTV and the A&E Network. He's been interviewed for articles in The New Yorker, The Chicago Tribune, The Boston Globe, and The Washington Times. His very human, common sense approach has appeared widely in publications from Newsweek to Scientific American.*



# 2017-2018 ABRSD Family Learning Series

## Building Resilience: Mindset, Mindfulness & Movement


For parents/caregivers and community members

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

**Rana Chudnofsky, Ed.M.**

9.12.17 ABRHS Auditorium 7-8:30PM




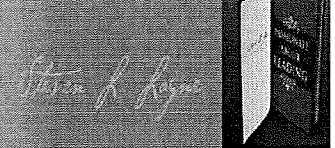
**Robert Evans, Ed.D.**

Executive Director  
The Human Relations Service  
Wellesley, MA

Raising Resilient Children in Challenging Times

**Robert Evans, Ed.D**


10.11.17 JH Auditorium 7-8:30 PM

What Parents and Caregivers Can Do to Nurture Lifetime Readers

**Steven Layne, Ed.D**

11.7.17 ABRHS Auditorium 7-8:30 PM


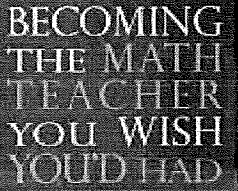


REBOUND  
**The Chris Herren Story**  
A story about

REBOUND: The Chris Herren Story

**Chris Herren**



11.20.17 ABRHS Auditorium 7-8:30 PM

Mathematics and Mindset

**Tracy Johnston Zager**


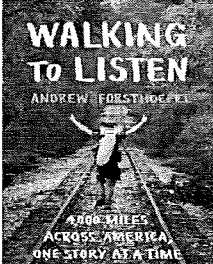
12.14.17 ABRHS Auditorium 7-8:30 PM

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

**Heather Finn, LICSW**

2.6.18 ABRHS Auditorium 7-8:30 PM





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

**Andrew Forsthoefel**

Students grades 9-12 welcome to attend

5.16.18  
5.16.18 IH Auditorium 7-8:30 PM





**DR. ANTHONY RAO**

Movement

**Anthony Rao, PhD**

4.10.18 ABRHS Auditorium 7-8:30 PM

Perfectionism

**Lisa Coyne, PhD**

May TBD ABRHS Auditorium 7-8:30 PM  
Students grades 6-12 welcome to attend

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

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT  
ACTON AND BOXBOROUGH, MASSACHUSETTS**



**PROPOSED BUDGET  
Fiscal Year 2018-2019**

Spring 2018

<http://www.abschools.org/departments/finance>