

Acton-Boxborough Regional
School Committee Meeting

June 7, 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

June 7, 2018
7:00 p.m.

AGENDA*

1. **Call to Order** – *Amy Krishnamurthy (7:00)*
2. **Public Participation**
3. **Superintendent’s Introduction** – *Bill McAlduff*
 - 3.1. Boxborough Annual Election Results
 - 3.1.1. Welcome to new members Michael Bo and Adam Klein
4. **ABRSC Annual Organizational Meeting**
 - 4.1. Election of Acton-Boxborough Regional School Committee Officers for FY19 – *Bill McAlduff*
 - 4.1.1. Chairperson – **VOTE** – *Bill McAlduff*
 - 4.1.2. Vice Chairperson(s) – **VOTE** – *New Chair*
 - 4.1.3. Executive Secretary – **VOTE** – *New Chair*
 - 4.2. ABRSC 2018-2019 Meetings
 - 4.3. FYI: School Committee Annual Organizational Meeting Policy, File: BDA
School Committee Officers Policy, File: BDB
5. **Chairperson’s Introduction**
 - 5.1. Thank you to FY18 Chairperson Amy Krishnamurthy
6. **Recommendation to Approve FY19 ABRHS Handbook Changes** – Second Read – **VOTE**
7. **District End of Year Goals Report** – *Bill McAlduff*
8. **ABRSD FY19 Budget Update** – *Dave Verdolino*
 - 8.1. Elementary FY19 Expense Budgets
9. **School Building Committee Update** – *Mary Brolin*
 - 9.1. Recommendation to Appoint JD Head as the SC Rep on the MSBA Designer Selection Panel - **VOTE** – *Mary Brolin*
10. **Subcommittee Reports**
 - 10.1. **Policy**
 - 10.1.1. Security Camera Systems, File: EEAEB – Second Read – **VOTE** – *Marie Altieri*
11. **School Committee Member Reports** (*oral*)
12. **Statement of Warrants & Approval of Minutes**
 - 12.1. Meeting minutes of 5/17/18 for approval
 - 12.2. FYI: The following Executive Session minutes were voted to be released at the 5/17/18 meeting: 4/2/18, 3/12/18, 11/16/17, 10/3/17, 8/24/17, 8/1/17, 7/11/17, 6/22/17 and 6/13/17

13. **FYI**

- 13.1. 2018-2019 School Calendar format revision (no date changes, added page 2 with major holidays and schedule)
- 13.2. Fall 2018 Schools Open Schedule
- 13.3. Acton Boxborough Student Activities Fund (ABSAF) Donation Memo & History
- 13.4. Appointment of Director of Performing Arts: George Arsenault
- 13.5. Schedule for the Last Day of School on Wednesday, June 27, 2018
- 13.6. FY19 School Committee Members
- 13.7. Save the Date: District Retirement Celebration on June 14th at 3:15 p.m.
- 13.8. Appointment of new EDCO Executive Director

14. **Adjourn**

Next School Committee Meetings: June 21 at 7:00 p.m. in the Jr High Library

Posted 6/1/18 at 5:00 p.m.

*Reposted on 6/5/18 at 5:45 p.m. to move Public Participation to the beginning of the meeting

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2018-2019

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

Annual Workshop: Monday, July 16 at 5:00 p.m.

Summer Business Meeting: Thursday, August 23, 2018 at 7:00 p.m.

September 6
September 20

October 4
October 18

November 1 (*MASC Annual Meeting is Nov 7-9*)
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 13 (Wed) **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

April 11

May 9
May 23

June 6
June 20

Summer Business Meeting: Thursday, August 22, 2019 at 7:00 p.m.

Note: Acton Town Meeting begins April 1, 2019. Boxborough Town Meeting begins May 13, 2019.
5/25/18 <http://www.abschools.org/school-committee>

File: BDA

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organization meeting for the Acton-Boxborough Regional School Committee shall be held each year at the first meeting following the completion of the Acton and Boxborough annual town meetings and elections. At this meeting, the Committee shall organize by electing one of its members as chairperson, one vice-chairperson from Acton, one vice-chairperson from Boxborough, and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

Approved 5/21/15

Acton-Boxborough Regional School District

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/She will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairs of the Committee will act in the absence of the chairperson as presiding officers of the Committee and will perform such other duties as may be delegated or assigned to them. Each vice-chairperson will support the chairperson in the business of their town.

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

Approved: 5/21/15

TO: Interim Superintendent William McAlduff

FROM: Peter Cavanaugh, ABRHS Dean of Students

RE: Proposed Changes/Edits to the Acton-Boxborough Regional High School Student Handbook for the 2018-2019 School Year

DATE: First Reading at Acton-Boxborough Regional School Committee meeting on 5/17/18 and VOTE at meeting on 6/7/18

Suggested changes, additions, and/or deletions are underlined, with page number noted. The handbook is found at <http://abrhs.abcschools.org/students>. Changes from First Read are: Item #3 on page 1 PE Requirements is deleted, #4 on page 1 see added word in red, #7 on page 2 see added sentence in red.

I. SUGGESTED CHANGES/ADDITIONS

1. Translation Information (page 2)

The district will provide translated materials at parent/guardian request when they have indicated on their Home Language Survey that they require translation in order to understand the content of materials. The district will also provide an interpreter at parent/guardian request when they have indicated on their Home Language Survey that they need an interpreter to understand English in a meeting such as a parent-teacher conference.

2. School Committee Representatives (page 12)

Each year up to five students are elected by the student body to serve as student representatives to the Acton-Boxborough Regional School Committee.

3. Scheduling (page 18)

Students who change levels up to five days after Q1 grades will have their average to date raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, the average to date will be affected in this way. If the change is made at the end of a term, the term average will be affected in this way. In either case, the average prior to the change in level will reflect the 7-point difference. Hence, the end of the year grade reflects the final.

4. Early Finals (page 19)

Students and parents are expected to make every effort to avoid or resolve any conflicts with the final assessment schedule. When planning your summer vacation remember that given snow days, assessments may be postponed within 10 days after the last ~~scheduled~~ day of school.

5. Scheduling (page 19)

Students may schedule these hours with a combination of academic courses, directed studies, and designated co-curricular offerings. Note: A student must take at least 4 classes, and a student is not allowed to schedule more than 5 AP courses in one school year. The process begins in early February when the Program of Studies is published on-line through the ABRHS website.

6. The National Honor Society (page 21)

The ABRHS Chapter of the National Honor Society

7. Interim Reports (page 22)

At the halfway point in the marking term or at any time thereafter, a teacher may issue an interim report. This is to notify you and your parents that the teacher has a significant concern regarding your current performance. You should consider the interim report a warning that your work or your class performance has not been up to the standards set by your teacher, and that you should make every effort to improve. In addition, you are encouraged to meet with your teacher to clarify expectations and schedule extra help. Interim Reports generally indicate that a teacher is concerned about your grades, attendance and behavior. These are sent home to parents. If a student's grade drops and requires an interim report after the interim report due date, teachers will issue an interim report prior to the end of the term. Whenever possible, teachers are to inform the student first.

8. Test Postponement (page 35)

While teachers encourage students to complete assessments on time, there may be circumstances which warrant postponement. This policy is meant to assist you in balancing academic workload in healthy and responsible ways.

If you have three or more assessments due or taking place in one day, such as tests, papers, projects, labs, performance assessments, or significant announced quizzes, you may be able to request a test or quiz postponement. In making decisions about which test or quiz to postpone, students should make every effort to prioritize taking summative assessments on time. A summative assessment is defined as an end-of-unit assessment such as a major exam in history science or math or a performance assessment in world language or a paper for English. Assignments other than tests and quizzes offer significant preparation time in advance; therefore, only tests and quizzes may be postponed. Students should be mindful about not postponing the same subject in the event that a student uses the Assessment Postponement Policy more than once throughout the school year. Students should also remember that the policy is designed to balance academic obligations, and extracurricular activities should not factor into the decision.

While students are expected to adhere to this policy, extenuating circumstances will be considered. In such cases, students should plan to discuss their situations with counselors and teachers, and teachers are strongly encouraged to connect with one another to arrive at a reasonable solution.

If you believe that you may need to postpone an assessment, you should inform your teachers as soon as possible - verbally and by following the process outlined below at least 48 hours before the scheduled assessments. Use the following link to access the form required for assessment postponement.

9. Testing After Vacations (page 35)

Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Long-term projects assigned before vacation, tests, and major assessments cannot have a due date of or assigned earlier than the Thursday after vacation or three days after a vacation. Please refer to the Homework and Assessment Policy for more specifics.

10. Fines (page 39)

In the event that students continue to have outstanding fines or other obligations (uniforms not returned, lost books) after the close of the school year, notice of monies owed will be sent with the fourth term report card and the student's schedule for the following year will be withheld until all obligations are met. In addition, no final grade will be given for the course which has the outstanding debt. The administration office is open during the summer for payment of fines.

II. SUGGESTED DELETIONS

1. AB Express (page 1)

The school store is open from 7:00 am to 3:00 pm as both a store and a communication center. Parents needing to get a message to a student can call 978-264-4700 ext. 3484. Packages for students can be dropped off at the School Store counter in the lobby. An AB Express form (available at the counter) should be filled out to leave with the package. School Store volunteers deliver AB Express messages to classrooms during the school day.

2. Technology Access and Use (page 4)

Although access to the Internet is not yet available, students may use personal computers in the library. All AUP guidelines for computer use apply to student owned devices.

3. Physical Education - Expectations and Attendance (page 16)

Students who have an excused absence from school or class such as being home sick, field trips and college visits can make up the missed Physical Education class within ten school days.

4. Midyear and Final Assessments (page 19)

In full year classes without a midyear assessment, the final assessment will cover all the material in the class and will count as one-fifth (1/5) of the final grade. Final assessments are given in all grades and in all academic subjects during the last four days of the school year (except for English assessments and certain components of World Language assessments, which are given earlier).

Seniors with an A- or better average (i.e. a 90 or higher) for the full year/full semester will be exempt from taking the final assessment in that subject. This exemption does not apply to semester courses. Any student enrolled in a course designated AP and who takes the AP exam will be exempt from the final assessment in that course. Any student in a non-leveled elective course, who takes the AP exam, will be exempted from the final assessment.

5. Histogram of the Weighted GPA (page 20)

A histogram is a bar graph representation of the distribution of the weighted grade point averages of the students in your class. A histogram of the weighted GPA distribution will be printed on the second page of your transcript at the end of each school year.

6. Report Cards (page 22)

Report cards are issued four times a year. You are given a grade in every subject, along with comments by the teacher. The card does not have to be returned to the school. If there is a mistake on your report card, you should speak with the appropriate teacher and the teacher must submit the appropriate grade change form in order to have the student's permanent record corrected. Report cards for terms 1-3 are given out in advisory, the 4th term report cards are mailed directly to homes.

7. Midyear and Final Assessments (page 31)

III. SUGGESTED TECHNICAL/GRAMMATICAL EDITS

1. **Midyear and Final Assessments (page 19)**

Seniors with an A- or better average (i.e. a 90 or higher) for the full year will be exempt from taking the final assessment in that subject. This exemption does not apply to semester courses. Any student enrolled in a course designated AP and who takes the AP exam will be exempt from the final assessment in that course. Any student in a non-leveled elective course, who takes the AP exam, will be exempted from the final assessment. Taking the AP exam will not exempt a student from any other final except for the ones identified above.

IV. SUGGESTED EXTENSIVE LANGUAGE UPDATES/CHANGES

1. **Library and Information Services (pages 3 and 4)**

Library and Information Services

The Acton-Boxborough Regional High School library exists to support students and teachers in their learning and teaching, to create lifelong learners by encouraging critical thinking, curiosity and exploration, and to foster a love of reading in all formats. This mission is accomplished by:

- * Providing intellectual and physical access to information resources in all formats;
- * Providing instruction to foster independence in finding and using information and ideas;
- * Collaborating with other educators to develop their own and students' information skills in preparation for college and career pursuits;
- * Creating a welcoming and inclusive atmosphere that supports academic inquiry

Reading and Study

Students choose to come to the library to seek assistance, research, study, or read. The library has an excellent collection of young adult materials and we are eager to hear your suggestions for books we should purchase. A detailed explanation of the student circulation policy can be found on the library website.

Hours:

Hours can be found on the library website.

Access during Periods Four through Seven (4-7):

In order to reduce the disruption of students entering and exiting during the lunch periods, library access may be limited during these periods. Students will be admitted to the library to use the Quick Print stations and take pictures of textbooks regardless of the time.

Library Access from Directed Study

21st century learning requires access to the Internet, and computers for word processing and creating presentations. Although space in the library is limited, 9th graders may ask their content area teachers for a pass to the library when necessary in that class to utilize library resources. Students should first check in with their study teachers and have their passes initialed, and then present passes to a librarian and sign-in. There is not a guarantee that the space will allow for all students with passes. Students who do not have access to a computer at home should speak with the librarian, their dean, or counselor to receive an exemption from these guidelines. Study hall teachers are not allowed to write a pass for students to the library.

Technology Access and Use

The library has desktop computers, laptops, chromebooks, kindles, printers, copy machines and a document scanner for student use. There is no charge for printing in black and white or for making copies when documents are course related. All AUP guidelines for computer use apply to student owned devices. The district computers and network are provided as educational tools for students, staff and the community. Class and course work related use of this equipment takes priority and all non-educational use, including exploring web resources of personal interest, is dependent on availability of computers, network capacity, and library staff approval. Games are not allowed on library computers.

Library Writing Center

The Writing Center, located in the library, is open every day during school hours, and after school Mon-Thurs. Tutors are available to assist with writing assignments from any area of the curriculum, and at any stage in the writing process, from brainstorming to final revisions. Tutors will listen to your questions and concerns about your writing and work with you to address them. Students may schedule an appointment by signing up at the Writing Center, or dropping in if there is a tutor available. Students should come with a copy of the assignment and any work they have done so far on the assignment (notes, research, rough draft, etc.) If you are interested in becoming a student tutor, please contact Mrs. McDonald in the library.

Behavioral Guidelines

The library is a community learning space and must serve multiple purposes. All students are expected to conduct themselves with consideration and thoughtfulness for the rights of others and will be treated with dignity and respect by library staff. Students who consistently demonstrate disregard for the library community may have their library privileges revoked for a period of time. Students are not allowed to talk on their cell phones in the library. However, personally owned devices used for communication

(including but not limited to cell phones and portable music devices) are permitted providing they do not distract other patrons. In accordance with school policy, food and covered drink are only allowed in the cafeteria.

2. Discipline of Students with Disabilities (pages 28 and 29)

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. 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.

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 (10) 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. When a student with a disability is excluded from their program for more than ten (10) 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 staff person who is a member of the student's IEP Team.

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 for students who are eligible for special education 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



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: District End of Year Goals Report
DATE: June 1, 2018

Enclosed in your School Committee packet of information is a progress report on the District's 2017-2018 school year goals.

Each year the School Committee reviews and then approves the School Leadership Team's recommended school year goals. This yearly plan identifies a number of strategic actions that are related to the district's three core over-arching goals. These goals are imbedded in the district's Long-Range Strategic Plan. They are:

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

The strategic actions associated with each of the goals are further subdivided by action items. The progress report provides the School Committee with an update and summary of the work that has either been completed or is on-going. The format is straight forward. Back-up material for many of the goals and subsequent action items can be found through various links on our website. We are providing in this packet additional materials on homework, and bell schedules.

Members of the administration will speak briefly to each one of the action items on Thursday night.



Acton-Boxborough Regional School District

Long-Range Strategic Plan

Progress Update: 2017-2018 Evidence and Measures

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

Strategic Action: Use information from Challenge Success surveys and research to develop strategies to address concerns that impact learning, wellness, and engagement (i.e. sleep, homework, assessment practices, etc.).

Start Times and Single-Tier Busing: The Start Time Committee reported to School Committee June 2017 with a recommendation to review start time options that would provide a later start for high school and junior high students that would begin in September 2018. The Administration reviewed options throughout the fall with a recommendation of options to the School Committee and the community in October ([Start Times Report, 10-2017](#)). After further review and input from the School Committee and the community, a final recommendation was made and adopted in January 2018. The recommendation moves the start of school for ABRHS from 7:23 am to 8:07 (44 minutes later). R. J. Grey Jr. High will move from a 7:30 am start to 8:00 am (30 minutes later). The elementary schools will move to a single-tier busing schedule. All elementary schools will start at 8:50 and end at 3:20. This provides the added benefit of avoiding elementary schedules that alternate from early to late or late to early each year. Altogether, later schedules for adolescents and a single schedule for elementary students will provide significant wellness benefits, better schedules for working families, and more opportunities across the district for shared professional learning. All schools have planned for implementation in September 2018. Each school will collect qualitative and quantitative data over the next three years related to attendance, tardiness, performance, and social emotional wellness.

Homework Policy and Implementation: Throughout the 2016-2017 school year, the principals and central office leaders worked through changes to the homework policy that would be consistent with recommendations from Challenge Success and current research. Updating ABRSD's homework policies and practices was one of three major recommendations based on the student data from the 2016 Challenge Success Survey. The School Committee Policy Subcommittee and the School Committee considered several policy updates during the Spring of 2017. The School Committee held a public feedback period, summarized the feedback, and reported it publicly during these meetings before voting to accept the policy in July 2017. Each principal provided school-specific information at a public homework information night on October 24, 2017 ([10-24-18 HW Info Night Flyer](#) [10-24-17 Presentation](#)). Throughout the 2017-18 school year, each building implemented the new homework policy. In May 2018, each building leader provided a written update about their school's implementation ([Building HW Updates](#)).

Family Education Program: The [2017-18 ABRSD Family Learning Series](#) offered eight evenings for families and community members to learn about Building Resilience with connections to mindset, mindfulness and movement. Parent and Community Engagement was the second of three major recommendations from Challenge Success based on 2016 student survey data. Six [Expanding Our Notion of Success newsletters](#) also focused on ways to build resilience, as well as other topics aligned with our mission, vision, and values. Newsletters were shared with the entire district community. The high school received a [Healthy Teen Initiative grant](#) from the Acton-Boxborough United Way that allowed the high school to create and provide each student with a customized Wellness Planner with tools, strategies, reflection questions, and quotes to encourage wellness and balance, along with a wellness bag that included items that can be used to encourage wellness and balance. Through this generous grant, the high school also facilitated two monthly wellness workshops, one on mindfulness and the second on life balance, and also provided four lesson plans to advisory teachers related to wellness ([ABUW Midyear Report](#)).

School Schedules: The third and final significant recommendation from Challenge Success based on our 2016 student survey data was to examine the high school and the junior high schedules. Since 2016, R. J. Grey and ABRHS have had gone through extensive processes to review and consider updates to their schedules. The junior high and high school have also offered staff various professional learning opportunities in preparation for possible schedule changes, and these opportunities will continue in 2018-2019. The high school piloted some components of a modified block schedule change for two weeks in March of 2018, followed with student and staff surveys. The high school will review feedback and consider options going forward. The junior high has considered several small and large changes to the schedule within the context of their teaming model. Updates on this work from both schools are included in the attached document summarizing homework, workload, and schedules ([May 2018 School Schedule Updates](#)).



Acton-Boxborough Regional School District

Long-Range Strategic Plan

Progress Update: 2017-2018 Evidence and Measures

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

Strategic Action: Conduct an equity audit of the district, looking mindfully at equitable access for historically underserved populations; Lay groundwork to implement the Massachusetts Tiered System of Support framework for school improvement that focuses on system level change across the classroom, school and district.

Data Inquiry Work with Mid-Atlantic Equity Consortium (MAEC): During the 2017-18 school year, the District engaged in a partnership with MAEC (<https://maec.org/>) to begin examining equity in the district. We are piloting WestEd's Data Inquiry Toolkit entitled *Powerful Outcomes for All Students: A Toolkit for Exploring Equity Issues and Solutions* as part of our process. The focus of this project will be to explore - with an equity lens - how practices or procedures starting from elementary school may lead to disparate outcomes for students in junior high or high school. Possible outcomes may include academic achievement, access to advanced courses or participation in extracurricular activities, to name a few. For this work, the AB data inquiry team generated specific questions about the problem statement, identified data needed to answer the questions, and engaged in multiple data inquiry cycles. This will be a complex, multi-year project ([Data Inquiry Team Calendar](#)).

DCAP Revision: This year, a group of educators from every building across the district met to help revise our existing Districtwide Curriculum Accommodation Plan (DCAP). A DCAP is intended to ensure that teachers make every effort to meet students' needs in general education by analyzing and accommodating diverse learning styles and needs.

Senior Leadership Team Cultural Proficiency Workshop with SEED: The National SEED (Seeking Educational Equity & Diversity) ProjectSM is professional learning that creates conversations to drive change toward greater equity and diversity. In July 2017, two teachers attended the weeklong SEED train-the-trainer seminar, which prepared them to return and facilitate ongoing SEED sessions within the District. Throughout the 2017-18 school year, our two SEED trainers led 18 hours of professional learning with our School Leadership Team (SLT) and also at the junior high school that included personal reflection, listening to others' voices, and learning that supported SLT members in understanding and acknowledging systems of oppression, power, and privilege. With this collective knowledge, SLT began to examine structures within the district through an equity lens.

Professional Learning: During the 2017-2018 school year, all elementary schools had an early release each Thursday. On these Thursdays, elementary educators across the system held parent conferences and engaged in a variety of building-based learning opportunities as well as district-wide elementary [professional learning opportunities](#) which aligned with the District's core values of wellness, equity and engagement.

Strategic Action: Review funding structures at each level.

Centralize Before/After School Programs and Funding: During the 2017-18 school year, Principals and Central Office Administrators collaborated to implement plans to centralize before/after school programs under Community Education in an effort to provide more equity in staffing and instructional services across all elementary schools. Presentations and recommendations were made to the School Committee in June 2017 and December 2017 ([5-31-17 Report, 6-22-17 Presentation](#)). Beginning in September 2018, each elementary school will receive district-budgeted funding for 12 hours of classroom assistants in each classroom. All Extended Day programs will be folded under the central administration of Community Education, which will pay for utilities. Funds currently earmarked in the district budget for utilities will be moved to the district budget for classroom assistants, which will provide a cost-neutral solution for equal funding of classroom assistants across all six elementary schools.



Acton-Boxborough Regional School District Long-Range Strategic Plan

Progress Update: 2017-2018 Evidence and Measures

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

Strategic Action: Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.

Five Year Capital Plan: The Dore and Whittier phase I Capital Improvement plan (CIP) was reviewed and developed into a \$14.4 million [priority list of capital projects in April 2017](#). In 2017-2018, the capital list was further reviewed and developed into priority capital projects to be included in the FY19 budget. The school district capital budget has increased from \$150,000 to \$1,000,000 annually over the last three years. The remaining items in the \$14.4 million priority list will be further developed into a five year capital plan, which we will present at the June 21, 2018 School Committee meeting.

Building Project: We formed a [Building Committee](#) in the summer of 2017 and finalized recommendations for a preferred project to bring to Acton and Boxborough for the December 4, 2017 special Town Meetings. The committee submitted enrollment data, educational program information, and maintenance reports to the Massachusetts School Building Authority (MSBA) in July 2017. School leaders and MSBA engaged in an extensive process to review enrollment based on significant increases in housing turnover and enrollment projections. This process resulted in the approval of a design enrollment for a single school (650 students), or a double elementary school of up to 1,015 students. The district held twelve community forums throughout the fall of 2017, with the process culminating in near unanimous votes in both towns to fund the feasibility design phase of a new elementary school. Skanska has been hired as the Project Manager, and a Request for Design Services Proposal has been distributed to hire an architect. The district is scheduled to meet with the MSBA to review proposals in July 2018.

May 2018 Update on ABRSD Homework and Workload

Blanchard

As Blanchard has implemented the new homework policy guidelines, we reached out to samples of students, teachers, and families to gather the feedback below. Our implementation phase has involved a natural progression toward more meaningful 'flipped classroom' opportunities to create, evaluate, analyze and apply *in class* while supporting understanding and recall *outside of class* with the use of Google classroom and other creative resources. In a survey, teachers reported satisfaction with the updated HW policy 14 to 2. They responded that it appears that time students used to spend doing homework may have been replaced with gaming and social media based on student conversations. Overall, the policy has created more balance, reasonable expectations, and homework is more meaningful.

In kindergarten through second grade, homework options range from none to special assignments at home. In grades 3-4, teachers have shifted to occasional projects and also offered 'un-homework' opportunities that encourage hands-on activities as ideas at home. In grades 5-6, students finish work they didn't complete in class (i.e. practice problems, journaling, etc.). Reading is encouraged in all grades.

The following are specifics for each grade:

K: No formal homework assigned. Teachers encourage play, reading together, counting and rhyming games, storytelling.

1: There are three special projects throughout the year: Special Person, Family Traditions, Time Capsule.

2: There are three special projects; including the Money Project (which includes several options for choice), recycled instrument for the sound unit, and a V.I.P. project with an emphasis on a special interest or expertise. Optional mathematics games are occasionally offered.

3: There is a biography project in third grade. In addition to occasional reading across the curriculum, there is a weekly 'un-homework' offering that encourages hands-on, family oriented, outdoor activities and includes five options.

4: Work students don't complete in school may occasionally be assigned for homework. There is also a take-home Polygon project and optional science challenges that are provided but not required to complete.

5: Since fifth grade is departmentalized now, teachers coordinate assignments. There are two research projects each term. Students contribute to a class blog weekly, complete assigned reading, and respond to content-specific videos.

6: Sixth grade remains departmentalized. Students extend their learning to Google Classroom where they regularly comment and edit online assignments. Students are assigned regular practice in mathematics, as well as reading and note-taking in social studies. If students don't complete assignments in class, they are expected to finish them at home.

We surveyed a sample of families, and overall they support the revised homework policy. One parent noted, "The current homework policy has been beneficial for our family. While certain special projects have required work from home, the general absence of "busy work" has been most welcome. We currently spend any extra time reading, drawing and preparing for the next day. We have not seen any evidence of a decline in our children(s) preparedness for school due to this policy. However, if daily homework came back into play we would adjust and make the policy work best for our child." Another parent shared, "We love the policy. While my daughter loves "work" and doesn't mind doing it, it has been nice for our family to have free time in the afternoons, and not have to worry about getting stuff done after working all day. We have time to read together and play outside. There is plenty of time for work when they are older and no evidence that homework at this age has any benefit. Instead, the focused projects are great and enough time for work during school hours." However, many parents still express concerns about feeling disconnected from their child's progress, success or struggles, despite our teachers' use of a variety of communication apps (i.e. Blooms, Twitter, SeeSaw, etc.). There were also a number of families who voiced worry about students receiving increased homework at the junior high and high school.

Students reported having less stress and more time to study in areas they felt they needed to. They also noted they were more productive at school because they were on the 'same page' with their peers and because they want to make the most of in-class time. Some students had no opinion about the revised policy. One student comment of note: "Why do we go to school for six hours a day just to get homework?"

Conant

There is no homework assigned in grades K - 2, and parents and students are encouraged to read with each other nightly. There may also be an occasional activity like collecting leaves for a class project or discussing an important topic. We also encourage nightly reading in grades 3 - 6, but is not required unless students need to read material necessary for class the next day. Grade 3 does not assign regular homework, but has had occasional projects that required additional time at home to complete (i.e. creating a costume for Biography Day). In grade 4, students occasionally study for an assessment and work on long term projects if more time is needed outside of class. In grade 5, we assign short mathematics check-in activities several times per week, and students have occasional readings to prepare for an activity the following day. In grade 6, students receive several assignments per week consisting of a mathematics checks, writing, and/or current events. Students study for assessments and complete projects at home if they need additional time. Grade-level teachers collaborate to ensure that assessments and projects have different due dates. Sixth graders typically have 20-30 minutes of homework three nights per week.

Douglas

This is the fourth year of reflections about homework at Douglas. Implementing a districtwide homework policy has been very helpful. In kindergarten through grade two, there is no regular homework except for occasional family projects. In kindergarten students may collect objects of different shapes or parents read a book to their child created by the kindergarten class. Similarly, in second grade, children have been asked to keep a list of family activities that can be completed during a screen-free week at home. In third and fourth grade, students have occasional homework, usually focused on exhibition work. It may be to interview family members, reflect on work completed at school, or prepare a draft of writing for an exhibition piece. In fifth or sixth grade, homework is assigned two to three nights per week. Students may study for a quiz, complete a mathematics assignment, or read to prepare for a class discussion the following day. Also, classwork not completed may be assigned as homework. We continue to work on calibrating assigned work between grade-level classrooms.

Using various research, teachers at Douglas created the following guidelines to use when assigning homework:

Purpose:

1. Students need to read or complete something in order to be prepared for the next day's activity.
2. The assignment extends learning that can ONLY be done outside of school - interviews, family input, surveys from local businesses, pictures from your yard, etc.
3. It is part of a larger project or responsibility to a group.
4. Teachers want to assess how students are progressing independently from work completed in class.
5. Homework should not be optional - all work assigned must be an integral part of student learning.
6. Reading for pleasure - while not homework, is encouraged.

Characteristics:

1. The students understand directions and have the skills to complete the homework independently (unless directions ask for parental assistance).
2. Students understand the goal of an assignment and how it is connected to in-class work.
3. Equitable access for families - All student have access to tools or family support required.
4. Differentiated - assignment based on student need - students may have different assignments.
5. All accommodations for students with IEPs must be in place.
6. Students will be given several days to complete the assignment if needed.

Gates

During the 2016-17 school year, Gates reviewed and reduced the amount of homework assigned. The changes we made aligned well with the new district homework policy, which was adopted in July 2017. Teachers do not assign homework in kindergarten through second grade. There are occasional family activities that complement grade level curriculum such as as gathering seeds, interviewing relatives, and completing passports for international trips. Reading is

encouraged, not assigned. In third grade, students are encouraged to read every day and students are asked to engage in seasonal activities such as making salt dough in the fall and preparing costumes and artifacts in the spring wax museum. In fourth grade, students study for social studies assessments by making flash cards and completing regional maps. Students in fifth and sixth grades have twenty minutes of homework per night Monday through Thursday. Fifth graders are assigned mathematics practice or reading in preparation for class the following day. Examples of sixth grade homework include reading within the curriculum and studying for assessments. Given the concerns our fifth and sixth graders shared about homework in 2016, this has been the area with the greatest shifts in practice.

McCarthy-Towne

At McCarthy-Towne, we encourage independent reading at home for all grades. We particularly encourage families at the primary level grades, kindergarten through second grade, to read to their children, have children read along with a family member, or share a book they may be currently reading.

Over the past three years, we have modified the homework expectation for all grades, particularly the upper grades. Using the 2017 revised School Committee homework policy, we are developing clearly articulated school guidelines that align with School Committee policy. Literacy remains a critical component of all of the work that we do as a school, regardless of the content area. We constantly re-examine the daily schedule as we seek to maximize the amount of instructional time spent on reading and writing. Our work examining the instructional day is an ongoing priority, and striking an effective balance between the classroom and home is and will continue to be a work in progress.

In kindergarten through second grade, teachers do not assign homework, and reading to, and/or listening to your child read is encouraged. Teachers in grades three and four do not currently assign homework within the guidelines, but both of these grade level teams will be taking a closer look at what they may assign in the year to come. They encourage parents to read to and/or listen to their child read. In fifth grade, students are assigned a mathematics worksheet with ten to fifteen problems Monday through Thursday. Families are encouraged to read to, and/or listen to their child read. Finally, in sixth grade, teachers assign mathematics homework Monday through Thursday and English language arts homework twice a week (i.e. preparing notes/stickies for their small group discussion and Book Club). All writing instruction takes place within the school day and in all content areas.

Merriam

In the fall of 2017, Merriam staff met several times to create a first version of homework guidelines that would be consistent with the district policy. Grade level teams met with specialists to design the guidelines for each grade level. Over the course of the year, they tracked feedback they received, along with their own perceptions of what works well and what might need to be adjusted.

At our School Council meetings in the winter and early spring, we discussed how to collect feedback from parents and staff, as a way to inform on any changes to our guidelines. Parents responded to a short survey for each of their children to ensure we would have feedback specific to each grade level. Two of the themes we heard most frequently were with the lack of homework, parents feel less connected to what their child is learning and how they are progressing, and that they are also concerned about how prepared their children will be for the junior high school.

This spring, faculty reviewed the results of the parent survey and asked each staff member to also complete the survey. In late May, we analyzed the results of the staff survey and identified themes for improvement across all grades and themes specific to individual grade levels. Each team began reworking their grade level homework expectations, and we expect to have this work completed in early fall.

R. J. Grey Jr. High

At the junior high, our efforts around our homework and workload continued through a number of different practices and gathering of student feedback. This year, all eight teams maintained online homework calendars (using Google Calendar) that are available to students and families on the school website. Staff also reviewed plans to adjust our schedule next year to include a 20-minute study period to work on homework. In early May, students completed a Homework Survey and provided feedback about their experiences this year with homework and overall workload. Fifty-three percent of eighth graders report that, on average, they have <60 minutes of nightly homework, with another 20% reporting an average of 75-90 minutes each night. Sixty-five percent of eighth grade students believe that the

amount of homework they are assigned is “just right,” while 8% expressed that it’s “too little.” In seventh grade, 66% report that, on average, they have <60 minutes of nightly homework, while 11% report an average of 75 minutes each night. Sixty-eight percent of seventh graders believe that the amount of homework they are assigned is “just right,” while 7% expressed that it’s “too little.”

Acton-Boxborough Regional High School

The Acton-Boxborough Regional High School began looking at homework five years ago. Below is a description of the review and adjustments to homework and workload over the last five years.

Year 1 (2013-2014): Our objective related to workload was born out the question, “How do staff, students, and parents support health and well-being within a rich learning environment that provides opportunities for all students to experience success?” This prompted us to examine mental health, the supports we currently offer, and the possible addition of supports to meet the changing needs of our students and families. We used professional learning and staff meeting time to educate staff about our current programs and services, the impact of depression, anxiety, and/or trauma on learning, mental health awareness, and suicide prevention.

Year 2 (2014-2015): We shifted the focus of our work to our school practices and their potential impact on student stress and balance, and reviewed our schedule, assessment practices, workload expectations, and homework. We piloted a homework-free weekend, soliciting feedback from both staff and students about its impact. We utilized department and staff meeting time to identify department philosophies about homework, to discuss expectations across curricula, to share 30-minute homework assignments with a comparative lens, and to discuss student survey data regarding homework and workload.

Year 3 (2015-2016): We continued examining our guidelines and practices related to homework and workload. We piloted a Midyear Week and began a year long investigation of assessment practices with the Leadership Team, including the team shadowing students for a school day. We also worked with staff around assessment practice and expanded our homework-free weekend guidelines. Over the summer, we formed an Assessment, Instruction, and Workload committee to analyze staff and student data related to assessment, to review literature related to assessment, and to plan for professional learning related to assessment for the 2016-2017 school year.

Year 4 (2016-2017): Using student survey data gathered from prior years, we used cross-disciplinary groups to discuss what it might look like if we were successful in reducing student stress related to assessment. Throughout the school year, the Assessment, Instruction, and Workload committee, in conjunction with the Leadership Team, led professional learning about student assessment. We worked to create common understandings, expectations, and procedures in relation to alternative, authentic, and formative assessment. We used data and resources from Challenge Success to inform this work.

Year 5 (2017-2018): Led by the Assessment, Instruction and Workload committee and Leadership Team, we focused our professional learning work to use longer blocks of time effectively and to utilize formative, authentic, and alternative assessments. Departments also engaged in substantial work in this area. For example, the English department focused on student engagement, the world language department engaged in proficiency work, and the mathematics department reviewed alternative assessment measures. Our two-week pilot schedule allowed us to experience how an alternating block schedule might balance the amount and type of work students do in class, as well as homework assigned.

ABRHS and RJGJHS May 2018 School Schedule Updates

Acton-Boxborough Regional School District High School Schedule Update

During the 2015-2016 school year, the high school began a self-study of the [current daily schedule](#). Much of this work coincided with the school district's partnership with Challenge Success. During the first year of the self-study we asked faculty to think about what they valued in a daily schedule and received qualitative feedback regarding: start and end times, length of periods, number of instructional periods per day, number of courses that can be taken, order of periods, length of lunch periods, common planning time for staff, and academic support time for students. In the spring of 2016 we developed a survey to quantify student and staff values around a daily schedule. We received 1,170 student responses, 687 parent/guardian community responses, and 108 faculty responses. We then began to research dozens of high school bell schedule examples that aligned with reported values. Finally, we also reviewed student data from the 2016 Challenge Success Survey.

At the start of the 2016-2017 school year we recruited a second scheduling committee to discuss next steps for the self study. We narrowed down a selection of bell schedules that fit the criteria and presented them to the high school Leadership Team for consideration. The Leadership Team initially intended the 2017-2018 school year would result in a final decision to either replace, modify, or keep our current schedule. Over the summer, the Leadership Team determined that we needed to push the process out to the 2019-2020 school year and that we would follow our existing eight-period schedule in the 2018-2019 school year.

In March 2018, the high school conducted a two-week pilot of a modified block schedule. As of early spring, we have collected survey responses from over 1600 students and 200 faculty and staff and are currently reviewing this data and determining next steps for the fall of 2018.

R. J. Grey Junior High School Schedule Update

During the 2017-18 school year, the junior high school reviewed our [current daily schedule](#) and focused on ways to make adjustments to our Grey Block period to better utilize the time, along with identifying options for providing a study period that could be available to more students. Starting next year, we will eliminate Study Hall as an option during Grey Block and instead providing all students with a daily study period that will replace our current 20-minute Silent Reading period. While we acknowledge the loss of the Silent Reading period and the loss of Study as a Grey Block choice for some students, we see the benefits outweighing the costs.

As for the Grey Block period, all students will now participate in an elective during Grey Block throughout the entire school year (unless scheduled at this time for specialized services). Students will either choose Band, Chorus or String Ensemble, or they will participate in three of twelve trimester-length electives over the course of the school year. The elective options reflect the interest and expertise of our off-team staff, and activities include options focused on physical movement, stress management, visual and digital arts, and engineering. Next October we will devote staff professional learning time to assess the 20-minute Study Period and explore additional usage for that time to potentially include options for interventions, movement time for students, and team-based activities.

ABRSD Homework Policy

The intent of homework, when assigned, is to support student engagement in the classroom. The term "homework" refers to an assignment or activity that supplements and supports instruction. Homework should increase in complexity with the maturity of the student. This can be established through activities and assignments that encourage students to investigate for themselves and to work independently as well as with others. Educators will strive to emphasize quality over quantity of homework.

This policy supports balance for our students while still engaging them in deep learning experiences. The District recognizes the need for students and families to have playtime, downtime and family time (PDF) to promote wellness. Social-emotional wellness and balance in the lives of our students leads to better learning. Better balance also allows students to engage in activities of their choice, including independent reading.

Research supports independent choice reading as a powerful tool for learning and well-being. When students read for pleasure and hear conversations relating to text, they engage in deep learning. Such powerful activities foster profound academic growth and well-being, according to research. Independent choice reading happens best when schools and families partner together. Encouraging students to be self-motivated readers does not solely rest on the District, but also on families. The District strives to help students become independent readers alongside families. Families play an important role by creating environments that nurture the desire and motivation to read for pleasure. Because research shows that intrinsic motivation is most effective in fostering a lifelong love of reading, the District will not assign independent choice reading.

To ensure all students have equitable access to programs and curricula, the information for any homework assignment should be clear and specific so that the student can complete the assignment independently. Homework assignments should take into consideration individual student differences, needs and available resources. Teachers will follow Individualized Education Programs (IEPs) and 504 Plans when planning for homework. Homework should not require the use of materials not readily available in all homes.

Frequency of Homework Grades K-2: Students will have no homework except for an occasional activity that may include other people.

Grades 3-4: Students will occasionally have an assigned activity.

Grades 5-6: Students may expect homework more frequently, Monday through Thursday.

Grades 7-12: Students should expect homework in one or more subjects nightly.

Vacations K-12

Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Long-term projects assigned before a vacation cannot have a due date earlier than the Thursday after a vacation.

ABRSD Homework Policy

Long Weekends K-12

Homework will not be assigned over long weekends, including those due to religious holidays and those marked by a district-wide closing. When there is no school on Monday, in-class assessments will not be scheduled earlier than the following Wednesday.

Mid-years - High School only

Mid-years - No assessments given or homework during mid-year week, except for homework directly related to exam preparation.

MCAS

Grades 3-8: Nights prior to MCAS testing are homework-free.

High School: Limit homework to twenty minutes per night per course

Religious Holidays

For practices related to religious holidays, please refer to District policy IMD located on the district website: <http://www.abschools.org/school-committee/policies/section-i>

Approved: 7/11/17



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: Elementary FY2019 Expense Budgets
Date: June 7, 2018

Members –

The leadership team has devoted some time regarding the issue of appropriate levels of budget allocations for the six district elementary schools.

Historically, the schools had comparable student enrollment, except for Merriam (which had more students) and Blanchard (which had fewer students). Over the last five years, the number of students in each school has shifted, resulting in some schools having either an increased or decreased number of students.

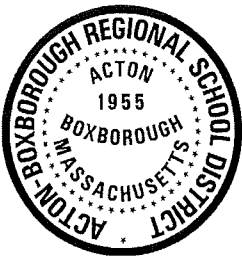
The default allocation for many years, with one exception, has been to equally provide *total* instructional expense budgets for each of the elementary schools. The exception to this “rule” was (and is) in recognition of historically larger enrollment at the Merriam School.

Here is a summary of annual elementary budgets since full regionalization:

	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>	<u>FY2018*</u>	<u>FY2019</u>
Blanchard	\$83,980	\$88,000	\$92,021	\$85,000	\$88,000
Conant	\$87,000	\$88,000	\$88,000	\$85,000	\$88,000
Douglas	\$87,000	\$88,000	\$88,000	\$85,000	\$88,000
Gates	\$87,000	\$88,000	\$88,000	\$85,000	\$88,000
McCarthy-Towne	\$87,000	\$88,000	\$88,000	\$85,000	\$88,000
Merriam	<u>\$95,000</u>	<u>\$91,000</u>	<u>\$91,000</u>	<u>\$88,000</u>	<u>\$92,640</u>
Totals	\$526,980	\$531,000	\$535,021	\$513,000	\$532,640

*The one time reduction in the FY2018 budgets were because we moved the money for copies in each school budget to the Finance budget to obtain economies of scale. In preparing this analysis, I obtained **projected** FY2019 student enrollment data for each elementary school, which is summarized as follows:

	<u>Projected Enrollment</u>	<u>% of Total</u>	<u>(FYI) # Sections</u>	<u>% of Total</u>
Blanchard	503	18.1	23	18.5
Conant	448	16.1	20	16.1
Douglas	422	15.2	18	14.5
Gates	383	13.8	17	13.7
McCarthy-Towne	530	19.1	24	19.4
Merriam	<u>494</u>	17.8	<u>22</u>	17.7
Totals	2,780		124	



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www.abschools.org

Finance Department
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dverdolino@abschools.org

Using this projected student enrollment data, we used the re-allocation of the total FY2019 voted elementary budgets (\$532,640), by factoring in student enrollment. We noted that a straight per student allocation fails to account for factors such as the “fixed” element of costs associated with operating a school. Similarly, there is a portion of each school’s budget, such as supplies, which should be adjusted, based on shifts in the number of students enrolled.

We examined several alternative allocation methodologies, including the one which we settled upon, shown below. The allocation method used below is a hybrid, with the following two components:

1. Base budget of \$44,000 (50% of “typical” FY2019 approved allocation), and
2. Remaining amount (\$268,640) allocated on a per student basis

Re-allocating the total FY2019 voted elementary budgets (\$532,640) according to this hybrid methodology yields the following allocation among the elementary schools:

	Current Allocation	Hybrid <u>Allocation</u>	Difference fm. <u>Voted Budget</u>
Blanchard	\$88,000	\$92,606	+ 4,606
Conant	\$88,000	\$87,292	- 708
Douglas	\$88,000	\$84,779	- 3,221
Gates	\$88,000	\$81,010	- 6,990
McCarthy/Towne	\$88,000	\$95,216	+ 7,216
Merriam	<u>\$92,640</u>	<u>\$91,737</u>	- 903
Totals	\$532,640	\$532,640	zero

We believe that this allocation should be adopted for FY2019, and building budgets be adjusted accordingly. The resulting budgets for schools adversely affected (Douglas and Gates) approximates their actual three-year average actual spending. The minor adjustments for both Conant and Merriam represent less than 1% of their initial budgets. Finally, increases at Blanchard and McCarthy/Towne reflect anticipated FY2019 increases in enrollment, number of sections and related teaching staff.

This re-allocation for FY2019 is considered a first step, and provides a rational basis for allocating a fixed total expense budget for the district’s elementary schools. It is our intention to revisit this topic in a more detailed manner during development of the FY2020 budget.

SECURITY CAMERA SYSTEMS (DRAFT 5/3/18)

First Read
5/17/18

Second Read
6/7/18

~~I. PURPOSE~~

The Acton Boxborough Regional School District uses video cameras throughout the District for the purpose of enhancing school safety and security, ~~as authorized by the School Committee~~. The objective is to promote and foster a safe and secure teaching and learning environment for students and staff, to improve public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable ~~in each building~~ by authorized designees only.

~~II. GENERAL STATEMENT OF POLICY~~

~~A. Signage and Notification:~~

Appropriate signage will be posted at relevant entrances to school buildings and on school buses that notify students, staff and the general public of the District's use of security cameras. Students will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools, on school buses and on school grounds. Such notification will include, but not be limited to, student handbooks.

The Acton-Boxborough Regional School District shall ensure that proper procedures are followed regarding the placement, use, viewing, disclosure, retention, disposal and security of video recordings.

Procedures EEAEB-R

* Removed after First Read

Legal References:
Family Educational Rights and Privacy Act
State Laws and Regulations regarding Student Records

Reviewed 6/6/13
Approved 1/15/14

SECURITY CAMERA SYSTEMS (Draft)
Procedures

Camera Placement:

1. The security camera system may be installed in public areas only. These areas include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby and main entries.
2. Restrooms, changing rooms, nurse's offices and locker rooms are excluded from security camera use.
3. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. However, this policy does not preclude the District from placing cameras in such areas when there is a reasonable suspicion of activity that violates the law or is a violation of school policy and such a request is made by the building administration.
4. This policy does not prohibit the use of cameras for legitimate educational purposes, including but not limited to student performances.

Use of Video Recordings:

1. The Superintendent or his/her expressly authorized designee shall oversee video surveillance. The Superintendent shall develop procedures for accessing video ~~surveillance information recordings~~. However, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel.
2. Security Camera System will be in operation and may be monitored by school personnel throughout the calendar year.

Data Storage:

1. All video recordings are stored in a secure place to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for no fewer than 30-15 days (and may be kept longer) and appropriately destroyed/deleted.

~~Video that is used as evidence in a student discipline matter will be considered part of that student's record and will be retained in accordance with student record laws and regulations.~~

2. Information obtained through video surveillance may ~~only~~ be used for training, visitor management, disciplinary investigations, security or law enforcement purposes. No sound is to be monitored or recorded in connection with the video surveillance system.

3. Any video recordings used for security purposes on school buses, in school buildings or grounds are the sole property of the Acton-Boxborough Regional School District. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.

Family Educational Rights and Privacy Act
State Laws and Regulations regarding Student Records

Reviewed 6/6/13

Approved 1/15/14

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

Library
R.J. Grey Junior High School

May 17, 2018
7:00 p.m. Open Meeting
9:30 (approximately) Executive Session

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Kathleen Neville, Angie Tso, Eileen Zhang
Members Absent: none
Others: Marie Altieri, Deborah Bookis (left at 7:30 p.m.), Bill McAlduff, Beth Petr, Dave Verdolino

1. The ABRSC was called to order at 7:00 by Chairperson Amy Krishnamurthy.
2. **Chairman's Introduction – Amy Krishnamurthy**
 - 2.1. Bob Evans was presented with an ABRSD Chair and thanked for his many years of service on the Acton School Committees, Acton Finance Committee and School Building Committees. Bob recently retired from the Finance Committee and remains on the current School Building Committee.
 - 2.2. Brigid Bieber and Katie Neville were thanked for serving on the School Committees. Brigid retired after joining the Committee in 2006. Katie resigned after 1 ½ terms because she is moving. Both members will be missed.
 - 2.3. Recommendation to Approve Donation from the Acton Boxborough Student Activities Fund (ABSAF) to the School District – **VOTE**
Student representatives and ABSAF President Linda Ahern presented a check for \$121,000 to the District. \$71,000 represented the annual donation for student activities and athletics and \$50,000 was a one-time donation from Middlesex Savings Bank to ABSAF.
Brigid Bieber moved, Paul Murphy seconded and it was unanimously,
VOTED: to accept this donation from ABSAF with gratitude.
3. **Public Participation**
Residents of Maillot Drive in Acton expressed concern about the bus stop in their neighborhood outlining their meetings with JD Head and the Transportation Department starting in 2016. They distributed information to the School Committee that they had collected over the past two years. They requested that the Committee relook at the cul de sac transportation policy and consider it on a case by case basis. The Chair thanked them for the information and said that someone will contact the families after the information is reviewed.

Gary Kushner expressed frustration about the scheduling of the Jr High band concert and a baseball coaches meeting on the same night as Boxborough Town Meeting's second night. This has been an issue in the past. This issue was discussed at the last Senior Leadership Team (SLT) meeting and Bill McAlduff said that changes will be made to avoid this again.
4. **Merriam School Presentation**
Principal Ed Kaufman introduced Assistant Principal Juliana Schneider who will become the next Principal as Ed retires after 23 years at Merriam. They highlighted the focus on respect,

persistence and risk taking at the Merriam School, holding community at their center. Ed said that kindness and civility have always been key. The Gratitude Wall is something that they are very proud of and that the School Committee really appreciates. Committee members thanked Ed for his dedicated service to our district and families.

5. **ABRSD Battery Storage Project** – *JD Head, Kate Crosby*

5.1. Memo from 4/26/18 School Committee meeting (*see that meeting for more materials*)

5.2. Recommendation to authorize the Interim Superintendent to enter into a project agreement with EnerNOC – **VOTE**

5.3. Electric Services Agreement between EnerNOC, Inc. and ABRSD

Kate Crosby reviewed the project again. In exchange for hosting the array, the district would receive a portion of the revenue stream. EnerNOC would handle the state grant protocols, fund the non-grant parts of the project, and manage the software in exchange for the balance of the revenue stream. Revenue is generated through services provided by the battery array (for example, peak shaving). Peak usage times are very expensive so shaving off some of that time saves a lot of money. Kate reported that the District received two calls from organizations asking if AB would be interested in some of these exciting new projects because we have participated in earlier ones. It is anticipated that we will receive a 23% split, translating to approximately \$100,000 revenue per year. Batteries will be sourced from TESLA with soundproofing that is expected to bring the battery down to a zero decibel level. The fans used to cool the battery create the noise. Kate explained that people ask whether it will be charged with solar. She said that is possible but not the intention. This project is much more sophisticated in that the District stays on the grid but is balancing the need/load.

In response to a question about possible safety issues, Kate said there is nothing live, so it is not a concern for kids. She compared the array to the transformers that are around the campus. There are no hidden costs and only a small amount of staff time needed. EnerNOC is carrying almost the entire load. Kate is looking forward to the “spectacular” educational parts of the project. After 10 years, when the contract ends, EnerNOC must put the landscape back as it was, if the District desires. We will have the option to buy it (more information in a year or two on that) but there is no obligation.

JD Head stressed that the school district’s counsel reviewed the contract, as did our insurance carrier. Like JD, they are very comfortable with the agreement.

Paul Murphy moved, Brigid Bieber seconded and it was unanimously,

VOTED: to approve the contract.

Paul Murphy moved, Brigid Bieber seconded and it was unanimously,

VOTED: to authorize the Interim Superintendent to enter into a project agreement with EnerNOC.

6. **Single Tier Transportation Update** – *JD Head*

JD Head appreciated that the families shared their concerns earlier in the meeting and the opportunity to clear up some gray areas of transportation. He began by stating that he and Safety Officer Chris Prehl care deeply about the kids and they take safety very seriously. They do all they can to remove gray issues but it is often a question of what amount of risk is acceptable to tolerate.

The transportation department has spent a lot of time over the years examining the system trying to get to a single tier for all elementary students. Due to the change in school start times this fall, it will finally happen, resulting in an extensive review of routes and timing.

The Committee discussed the complexities of the school transportation system and the cul de sac issues of concern. There are well over 100 cul de sacs in Acton and Boxborough. It was noted that at the last meeting, the concern seemed to be more about buses backing up as opposed to turning in the cul de sacs. Routes have to be reconfigured every year based on the students and what school they are attending. JD explained that they assume 3 foot snow banks on all sides and landscape trucks with equipment when they consider a route. A large open area is not always available. They encourage students to wait safely for the bus, make eye contact, wait for the thumbs up from the driver, then board the bus.

Better signage, including blinking signs, on the roads could be helpful although sometimes signage is not up to the municipalities so they may have to work with the state.

The Committee returned to the discussion of the cul de sacs and whether some exceptions could be made for service. JD agreed that it is not black and white. They discussed how kindergarten students are transported. A member asked if a simulation could be done to provide the cost of going down all cul de sacs. If it is not prohibitive she would like to go back to doing it. Making that safety assessment is very gray in JD's opinion. He would encourage the conversation around cul de sacs to also be held about cluster stops. Cluster stops are less safe than the stop in front of someone's house. Drawing a line about safety and efficiency is JD's job. He really appreciated all of the feedback.

A member referred to the materials from the last meeting noting that there was a whole section about safety not just being the school's job, but families need to consider how they are sending their kids out to the busstop and sometimes that can mean escorting them to be sure they are safe. A member asked for information about the transportation cost of having school choice, as opposed to neighborhood schools. This was not a suggestion to end school choice, but to understand the cost of the transportation for it. It was agreed that the School Committee transportation policies will be reviewed and updated as appropriate.

A member of the public spoke in support of her relative who lives on Maillet Drive, saying that she wanted to push back about the safety of all cul de sacs. She stressed that the Fire Chief gave the parents (who spoke earlier) the information and asked them to give it to the School District because of what has happened traffic-wise in that area.

7. Recommendation to Approve FY19 ABRHS Handbook Changes – First Read – *Dean of Students Peter Cavanaugh*

Peter Cavanaugh reviewed the suggested changes/additions, deletions, technical /grammatical edits and extensive language updates/changes for next year's handbook. The Committee had many questions. Topics included: summer Physical Education classes, the student rep on the handbook committee, interim time, translation services, assessments/testing and AP classes, the timing of tests, and grading.

Peter emphasized several times that students need to talk with their counselor to see what is best in their particular situation. It was suggested that parent volunteers be considered for doing some of the extensive translation work needed. Peter assured members that family situations are taken into account when it comes to fines and obligations. He explained that some of the changes describe the High School's practices (not policies) and are included because they then define the expectations.

Bill McAlduff thanked the committee for all of their close attention to the handbook. He reminded them that not all suggestions will result in a change. The High School staff thinks through all of this very seriously. The Handbook Review Committee is ongoing and that does not happen in every district. Bill thanked Peter for his presentation and the well thought out

proposals. He urged the School Committee to rely on the staff for this type of protocol information that is part of the handbook, although there is a process and options if School Committee members disagree with something that is proposed. Members also appreciated the High School staff's efforts.

The Committee was reminded that this was a First Read. Additional questions can be submitted to the Superintendent and he will send them to Peter. It is very important that the vote to approve the handbook be taken at the next meeting so the High School can finalize it.

8. ABRSD Budget Update

8.1. FY18 Quarter 3 Report – *David Verdolino*

The reports show a projected estimated budget surplus for FY18 of \$1,061,152. As the end of the year gets closer, suggestions for strategic uses for end of year funds may be brought to the next meeting, per the budget subcommittee. These would be for high priority items on the capital list.

8.2. Boxborough Town Meeting (*May 14*) – *Brigid Bieber*

8.2.1. Presentation Slides

Brigid reported that Town Meeting went well. She thanked all who helped and attended.

9. School Building Committee Update – *Mary Brolin*

9.1. Building Committee meeting on 5/9/18 (*oral*)

9.2. Building Committee meeting minutes of 4/11/18

9.3. Owner's Project Manager Approval Letter from MSBA to ABRSD, 5/9/18

Mary Brolin reported that Skanska USA Building, Inc. was approved as the Owner's Project Manager (OPM) by the MSBA. A Request for Proposals (RFP) for Designer Services has been developed and is waiting for approval by the MSBA. The goal is to release this by May 22 with a due date by June 12. The next step will be meetings with the MSBA on July 10 and 24th to review the applications, do interviews and make the selection. The District will be represented by 3 members on the Design Selection Panel: the Superintendent or his designee, one rep selected by the Building Committee and one rep selected by the School Committee. Incoming Superintendent Peter Light will appoint Marie Altieri as a member. It was suggested that the School Committee vote to appoint JD Head as their rep at the meeting on June 7th. Mary stated that JD has been integral to this process and he has been outstanding.

10. Subcommittee Reports

10.1. **Budget** - meeting on 5/4/18 (*oral*)

Brigid Bieber reported that a discussion of year end and capital planning was held. They have to reformulate the subcommittee if any meetings are needed before June 30 because Brigid and Katie Neville will be off the Subcommittee after the election on May 22, making a quorum not possible.

10.2. **Policy**

10.2.1. First Aid, File: EBB – Second Read – **VOTE** - *Dawn Bentley*

Paul Murphy moved, Katie Neville seconded and it was unanimously **VOTED**: to approve the policy as proposed.

10.2.2. Security Camera Systems, File: EEAE – First Read – *Marie Altieri*

The policy subcommittee suggested that this policy be broken down into a shorter policy with procedures. There was a discussion of whether to include "as authorized by the School Committee". Given that being a school committee policy means that it is authorized by the committee, there was a sense not to include that phrase. The main reason for updating the policy was because wording regarding student records

that originally seemed appropriate has been reviewed by counsel resulting in a proposed change to the period of time that the video records are kept. Additional questions and comments may be sent to the policy subcommittee.

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

12. **Consent Agenda – VOTE**

The Chairperson read the items in the agenda and no holds were requested.

12.1. **Statement of Warrants & Approval of Minutes** (4/26/18 & amended 4/12/18)

12.2. **High School Field Trip to Norway 2/15/19 – 2/24/19**

12.3. **Donations to our Schools – Bill McAlduff**

12.3.1. MA Academic Decathlon, Inc. donation of \$800 to the ABRHS Academic Decathlon Team

12.3.2. Kbyte.com donation of \$1,900 to the ABRHS Science Team for the National Championship

12.3.3. The Sheth Sangreal Foundation donation of \$15,000 to the ABRHS Academic Decathlon Team

Mary Brolin moved, Brigid Bieber seconded and it was unanimously,

VOTED: to approve the consent agenda.

13. **Open Meeting Law Determination Letter** (*received 5/11/18*)

Mr. McAlduff reviewed the determination letter just received citing a violation of the Open Meeting Law by the School Committee's failure to approve the January 11, 2018 meeting minutes in a timely manner. He explained that the district would respond to prevent this from happening again.

Earlier in the week, the Superintendent spoke with the Assistant Attorney General who sent the letter. She clarified that while no school/snow days are not business days for the District, the Attorney General's office does consider them business days. An extension may be requested from the state if this causes hardship. Mr. McAlduff also told the Assistant AG that the Committee would be approving minutes from several meetings held last summer at this meeting and they were very aware of their lateness. She appreciated that the District has identified remedial steps that will be put in place to ensure that minutes are approved in a timely manner going forward.

14. **Approval of Open Meeting Minutes for 8/24/17, 8/1/17, 7/11/17 and 6/30/17**

Acknowledging the delay in approving these meeting minutes, a member stated that it is the entire Committee's responsibility to be sure minutes are done in a timely manner, not just the secretary's. Mr. McAlduff described a monitoring sheet that will be used for next year's meetings. The Superintendent, Chairperson and Secretary will check this sheet every time they review a meeting agenda to be sure that minutes are not late.

Brigid Bieber moved, Paul Murphy seconded and it was,

VOTED: to approve the meeting minutes as written.

(**YES:** Baum, Bieber, Brolin, Krishnamurthy, McKinley, Minkin, Murphy, Neville, Zhang **ABSTAIN:** Kremer, Tso)

15. **FYI**

15.1. Memo regarding scheduling School Committee Summer Workshop

15.2. Reports from Powers & Sullivan, CPS for year ended June 30, 2017

15.3. Schedule for the Last Day of School on Wednesday, June 27, 2018

15.4. May 1, 2018 Enrollment Report

- 15.5. MA Dept of Energy Resources Commendation Letter regarding Kate Crosby
- 15.6. US Dept of Ed Secretary DeVos Response to ABRSC Anti-Gun Violence Letter
- 15.7. Thank you to Anthony's Pizza for donation to the ABRHS Badminton Club
- 15.8. Save the Date: District Retirement Celebration on June 14th at 3:15 p.m.

16. **EXECUTIVE SESSION**

At 10:08 p.m., Amy Krishnamurthy moved, Mary Brolin seconded and it was unanimously, **VOTED by roll call:** To convene an executive session under M.G.L. Chapter 30A section 21(a) purpose 7, to comply with or act under the authority of, any general or special law or federal grant-in-aid requirements - M.G.L. Chapter 30A, section 22(f) to consider approval and possible release of executive session minutes from previous meetings on 4/2/18, 3/12/18, 11/16/17, 10/3/17, 8/24/17, 8/1/17, 7/11/17, 6/22/17 and 6/13/17
(YES: Baum, Bieber, Brolin, Kremer, Krishnamurthy, McKinley, Minkin, Murphy, Neville, Tso, Zhang)

The chair stated that the Committee would return to open meeting for the sole purpose of adjourning.

The ABRSC returned to open meeting and adjourned at 10:45 p.m.

Respectfully submitted,

Beth Petr

List of Documents Used: See agenda, list of warrants, handout from parents during public participation regarding bus stops

Next School Committee Meetings: June 7 and June 21 at 7:00 p.m. in the Jr High Library

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

13.1

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

Sept.	M	T	W	T	F	Teachers' meetings – Aug 29 & 30	Jan.	M	T	W	T	F	
	27	28	29	30	31	Labor Day – Sept 3		<u>31</u>	<u>1</u>	2	3	4	Schools Open - Jan 2
	<u>3</u>	<u>4</u>	5	6	7	Schools Open – Sept 4		7	8	9	10	11	JH Early Release – Jan 4
	<u>10</u>	11	12	13	14	Rosh Hashana – Sept 10		14	15	16	17	18	Martin Luther King Day - Jan 21
	17	18	<u>19</u>	<u>20</u>	21	Yom Kippur = Sept 19		<u>21</u>	22	23	<u>24</u>	25	
	24	25	26	<u>27</u>	28	School Days - 17		28	29	30	<u>31</u>		School Days - 21
Oct.	M	T	W	T	F		Feb.	M	T	W	T	F	
	1	2	3	4	5							1	**7-12 Early Release for Prof L. – Feb 7
	<u>8</u>	9	10	11	12	Columbus Day – Oct 8		4	5	6	7	8	Presidents' Day - Feb 18
	15	16	17	18	19	**7-12 Early Release for Prof L. – Oct 4		11	12	13	14	15	Winter Recess - Feb 18-22
	22	23	24	<u>25</u>	26			<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	School Days – 15
	29	30	31			School Days – 22		25	26	27	<u>28</u>		
Nov.	M	T	W	T	F		Mar.	M	T	W	T	F	
				1	2	Prof. Day – Nov 6 (no school/students)						1	
	5	<u>6</u>	7	8	9	Veterans Day – Nov 12 due to Sun holiday		4	5	6	7	8	HS Late Start only for students NOT
	<u>12</u>	13	14	15	16	Early Release Day – Nov 21		11	12	13	14	15	taking MCAS – Mar 26 & 27
	19	20	21	<u>22</u>	<u>23</u>	Thanksgiving Recess – Nov 22 & 23		18	19	20	21	22	
	26	27	28	<u>29</u>	30	School Days - 18		25	26	27	<u>28</u>	29	School Days - 21
Dec.	M	T	W	T	F		Apr.	M	T	W	T	F	
				6	7	Jr High Early Release Confs – Dec 13&18		1	2	3	4	5	**7-12 Early Release for Prof L. – Apr 4
	10	11	12	13	14	Winter Recess - Dec. 24 – Jan 1		8	9	10	11	12	Patriots Day – Apr 15
	17	18	19	20	21	School Days - 15		<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	Spring Recess - Apr 15 - 19
	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>			22	23	24	25	26	School Days - 17
								29	30				
Some major religious and cultural holidays are found on page 2. Good Friday is April 19 during the school break.							May	M	T	W	T	F	
** Professional Learning for JH/HS Staff Early Dismissal										1	2	3	HS Late Start only for students NOT
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								6	7	8	9	10	taking MCAS- May 21 & 22
Acton Town Meeting begins April 1, 2019. Boxborough Meeting begins May 13, 2019.								13	14	15	16	17	Memorial Day - May 27
Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See http://www.abschools.org/school-committee for more information.								20	21	22	23	24	School Days - 22
								<u>27</u>	28	29	30	31	
							June	M	T	W	T	F	
											6	7	Graduation – June 7
								3	4	5	6	7	Last day/Early Rel– June 18 (180 days)
								10	11	12	13	14	Last day if 5 snow days– June 25 (185 days)
								17	<u>18</u>	19	20	21	*School could be extended to June 28 if >5 days
								24	<u>25</u>	26*	27*	28*	School Days – 12
													Total Days = 180

Voted by School Committee on 12/14/17 reformatted 6/1/18

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

Major Religious and Cultural Holidays

August 22	Eid al-Adha
September 10-11	Rosh Hashanah
September 19	Yom Kippur
November 7	Diwali begins
December 3-10	Chanuka begins
December 25	Christmas
December 26-Jan 1	Kwanzaa
February 5	Lunar New Year
April 19	Good Friday
April 20-27	Passover
April 21	Easter
May 5 – June 4	Ramadan
June 5	Eid al-Fitr

The observance of both Jewish and Muslim holidays begins at sundown of the preceding day. Please see policy IMD (School Ceremonies and Religious Holiday Observances) and policy ACD (Acknowledging Religious Holidays) on the school website for more information at: <http://www.abschools.org/school-committee/policies>

2018 - 2019 School Start Times

Carol Huebner Early Childhood Programs:

Monday – Thursday
Morning Session 8:30 – 11:15 am
Afternoon Session 12:15 – 3:00 pm
All-Day Session 8:30 am – 3:00 pm

All Elementary Schools:

8:50 am – 3:20 pm
Thursdays 12:50 pm dismissal

Secondary Schools:

AB Regional High School 8:07 am – 2:47 pm
R.J. Grey Junior High School 8:00 am – 2:36 pm

Direct School Phone Numbers:

Blanchard: 978-263-4569
Conant: 978-266-2550
Douglas: 978-266-2560
Gates: 978-266-2570
McCarthy-Towne: 978-264-3377
Merriam: 978-264-3371
All Other Schools: 978-264-4700

2018-19 Acton-Boxborough Regional School District

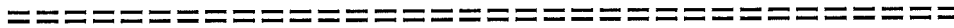
Junior High and High School Schedule

SCHOOLS OPEN: Tuesday, September 4, 2018*

*With the exception of 8th, 10th, 11th, & 12th graders, who start Wednesday September 5, 2018

JUNIOR HIGH: 8:00-2:36 p.m.

HIGH SCHOOL: 8:07-2:47 p.m.



Elementary School Schedule

SCHOOLS OPEN: Tuesday, September 4, 2018

All-Day K and Grades 1-6: 8:50-a.m. – 3:20 p.m.

(Thursdays – 12:50 p.m. dismissal) Half-Day Kindergarten

AM Session: 8:50 a.m. – 11:50 noon (Thursday Schedule 8:50 a.m. – 12:50 p.m.)



Carol Huebner Early Childhood Programs Schedule

SCHOOLS OPEN: Thursday, September 6, 2018

Monday - Thursday

Morning Session 8:30 - 11:15 AM

Afternoon Session 12:15 - 3:00 PM

All-Day Session 8:30 - 3:00 PM



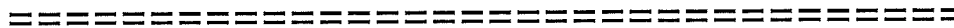
Elementary School Lunch Price:

\$2.75 Junior High/ High School

Price: \$2.75 Lunch, includes fruit,
vegetable, milk Milk only: \$.50

For more information, see the Food services website at:

<http://www.abschools.org/departments/food-services/lunch-menus>



*** Direct Phone Numbers ***

Blanchard: 978-263-4569

Douglas: 978-266-2560

McCarthy-Towne: 978-264-3377

All other schools: 978-264-4700

Conant: 978-266-2550

Gates: 978-266-2570

Merriam: 978-264-3371



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

13.3

Marie Altieri
Deputy Superintendent

To: Linda Ahern, ABSAF President
From: Bill McAlduff and Marie Altieri
Date: 5/15/2018
Re: ABSAF Support for FY'19

Thank you very much for ABSAF's donation of \$121,000 for the 2018-2019 school year. We are so grateful for the Acton Boxborough Student Activity Fund's continued support of our students and programs. We understand that \$71,000 of this donation represents an annual donation for Student Activities and Athletics, and \$50,000 is a one time donation from Middlesex Savings Bank to ABSAF. Both of these donations are significant, and they will be extremely helpful in funding the many extra-curricular activities in which Acton-Boxborough's students participate.

Below is a breakdown of the 2018-2019 plan for use of the ABSAF gift funds.

FY '19 High School Student Activities Stipends	\$13,000
FY '19 Junior High Student Activities Stipends	\$ 5,000
FY '19 Interscholastic Athletics	\$41,000
FY '19 Performing Arts	\$ 3,000
Proscenium Circus – High School	<u>\$9,000</u>
SUB-TOTAL:	\$71,000
One Time Donation from Middlesex Savings Bank	\$50,000
TOTAL:	\$121,000

Cc: Larry Dorey
Andrew Shen
Steve Martin
Mark Hickey
Jessica Harms
David Verdolino

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.

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

3301 ABSAF:SH PERFORMING ARTS

TOTAL	\$2,000	\$2,000	\$6,000	\$4,000	\$6,000	\$4,000	\$4,000	\$4,000	\$3,000	\$3,000

3302 ABSAF:SH ATHLETICS

	\$44,000	\$44,000	\$46,000	\$44,945	\$43,000	\$41,000	\$46,000	\$50,000	\$42,000	\$41,000

3316 ABSAF:SH EXTRACURRICULAR

	\$20,000	\$20,000	\$22,000	\$12,000	\$18,000	\$16,000	\$16,000	\$16,000	\$13,000	\$13,000

3425 PROSCENIUM CIRCUS

	\$5,000	\$10,000	\$5,000	\$5,000	\$9,000	\$8,000	\$8,000	\$11,000	\$9,000	\$9,000

3303 SH BAND UNIFORMS

	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0		0	\$0	\$0

3315 ABSAF:JH EXTRACURRICULAR

	\$10,000	\$10,000	\$10,000	\$6,000	\$7,000	\$6,000	\$6,000	\$6,000	\$5,000	\$5,000

3313 ABSAF:JH PERFORMING ARTS

	\$0	\$0	\$0	\$0	\$0	\$0		0		

3314 ABSAF:JH ATHLETICS

	\$0	\$0	\$0	\$0	\$0			0		

EAR	\$85,000	\$90,000	\$93,000	\$71,945	\$83,000	\$75,000	\$80,000	\$87,000	\$72,000	\$71,000
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One Time Middlesex Bank Donation \$50,000

Total Including Middlesex Bank \$121,000



Office of the Superintendent
Acton-Boxborough Regional School District
Acton and Boxborough, MA

5/17/18

Statement Regarding the Appointment

of

George Arsenault

to the Position of

Director of Performing Arts

for the Acton-Boxborough Regional School District

Interim Superintendent William McAlduff is pleased to announce that George Arsenault will be joining the Acton-Boxborough Regional Schools as the Director of Performing Arts, effective July 1, 2018.

George currently serves as the Director of Bands and teaches electronic music at Westford Academy, where he has served for seven years. Prior to that, he was Band Director at the Stony Brook and Blanchard middle schools in Westford. George has also worked internationally, teaching English and music in Kurashiki City, Japan, and performs as a classical, jazz and popular music percussionist across New England.

George holds a Master of Music Education degree from Plymouth State University and a Bachelor of Music Performance from the University of Massachusetts at Amherst.

Please join us in welcoming George to the Acton-Boxborough Regional School District.

Office of the Superintendent
Acton-Boxborough Regional Schools
978-264-4700, x 3206

TO: All Staff and Families
FROM: Bill McAlduff, Interim Superintendent of Schools
DATE: May 11, 2018
RE: **DISMISSAL TIMES for LAST DAY of School - Wednesday June 27, 2018**

Dismissal times for Wednesday, June 27, 2018:

10:45 a.m. - Raymond J. Grey Junior High School

10:45 a.m. - Acton-Boxborough Regional High School

12:20 p.m. - Conant, McCarthy-Towne & Merriam Schools (including ½ Day K)

1:00 p.m. - Blanchard, Douglas & Gates Schools (including ½ Day Kindergarten)

11:25 AM - Carol Huebner Early Childhood Program-Boxborough Site

11:30 AM - Carol Huebner Early Childhood Program-Acton Site

For both sites, no PM sessions will be held

On Wednesday, June 27, elementary schools will follow the regular Thursday early dismissal schedule.

The Junior High will have its end of year assembly on June 27 at the High School. Buses will transport Junior High and High School students from the High School at dismissal time on June 27.

In addition, please note that High School students will be dismissed at 10:45 a.m. after final examinations on June 20 through June 26.

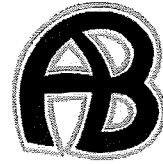
Buses will be provided to transport High School students home at 10:45 a.m. on June 20 through June 26.

Lunch will not be available from the High School Cafeteria starting June 20. High School students will need to make a request at the High School Office and lunches will be sent down from the Junior High School.

NOTE: Breakfast and Lunch will be sold daily from 9:00 -11:30 a.m. in the High School Cafeteria again this summer from Thursday, June 28 - Wednesday, August 8 (closed on July 4th). For students who currently receive free or reduced lunch, their eligibility continues through the summer. For more information, contact Food Services Director, Kirsten Nelson at 978-264- 4700 x3221 or knelson@abschools.org.



Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
978-264-4700
<http://www.abschools.org/school-committee>



13.6

**SCHOOL COMMITTEE MEMBERS
2018 – 2019**

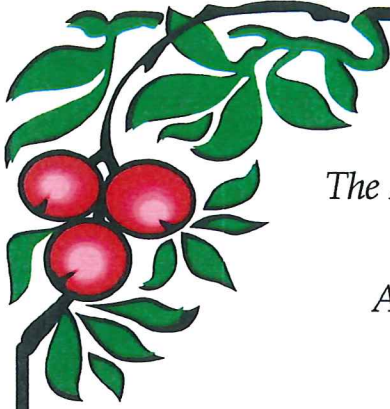
(updated 5/23/18, Officers will be voted at the meeting on 6/7/18)

Diane Baum	Acton	dbaum@abschools.org	April 2021
Michael Bo	Boxborough	mbo@abschools.org	May 2020
Mary Brolin	Boxborough	mbrolin@abschools.org	May 2019
Adam Klein	Boxborough	aklein@abschools.org	May 2021
Ginny Kremer	Acton	gkremer@abschools.org	April 2019
Amy Krishnamurthy*	Acton	akrishnamurthy@abschools.org	April 2020
Tessa McKinley	Boxborough	tmckinley@abschools.org	May 2020
Maya Minkin	Acton	mminkin@abschools.org	April 2020
Paul Murphy**	Acton	pmurphy@abschools.org	April 2020
Angie Tso	Acton	atso@abschools.org	April 2021
Eileen Zhang	Acton	ezhang@abschools.org	April 2019

The Committee may be emailed at abrsc@abschools.org. These emails will also be received by the Superintendent and the Committee Executive Assistant, Beth Petr. Beth may be reached at 978-264-3306 or bpetr@abschools.org.

*Chairperson

** Vice-Chair



The Acton-Boxborough Regional School District
and the
Acton-Boxborough Education Association
invite you to the districtwide

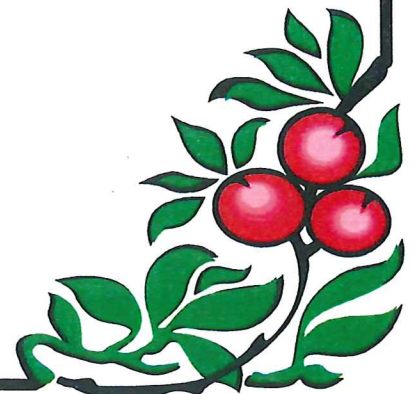
Retirement Celebration

in honor of
the following Acton-Boxborough Regional
staff members

Cheryl Beaudoin
Cheryl Carter-Miller
Heidi Conley
Ernest Demeo
Joan Fenster
Mark Hickey
Edward Kaufman
Janet LaVigne
Rena Linnell
Cynthia Mate
Christopher Porth
Beth Tafler
Kathleen Tulp

Lynne Bover
Angelina Centauro
Robert Daley
MaryFrances Doiron
Margaret Gibbs
Stephanie Ingraham
Anne Kress
Deborah Leavitt
Renee Luttati
Thomas Mutschler
Mary Small
Jane Tibbets
Lynn Vesey

Thursday, June 14, 2018
3:15 - 5:30 p.m.



May 31, 2018

Appointment of Executive Director

The Board of Directors of the EDCO Collaborative is pleased to announce the appointment of Nadine Ekstrom as its next Executive Director, effective July 1, 2018, pending the successful negotiation of an employment agreement. The position became available when, after six years in the role, current Executive Director, Colleen Dolan, announced her retirement effective, June 30, 2018. The Board is looking forward to beginning the transition process with Ms. Ekstrom,

Ms. Ekstrom is currently the Interim Director of Elementary Teaching and Learning in the Brookline Public Schools. Previously, she served as Superintendent of Schools for the Berlin-Boylston Public Schools and the Gill-Montague Regional School District. She also served as Director of Student Services in Quabbin Regional School District and the Director of Special Education and Student Services in Gill-Montague Regional School District. She earned her CAGS from Fitchburg State University, Master of Arts in Special Education from Assumption College, and Bachelor of Arts in Liberal Arts from Anna Maria College.

Ms. Ekstrom demonstrated through her board experience and throughout the process that she is a goal-oriented leader, possesses a strong work ethic, has a background in special education, understands the need to be strategic in future growth, and appreciates the importance of building a strong culture to further the success of an organization. She will begin to create an entry plan which includes meeting with staff and other stakeholders to better understand and appreciate the current organization and to chart a course for the future.

The Board of Directors sincerely thanks everyone who participated in the search processes.

Respectfully,
The EDCO Board of Directors