

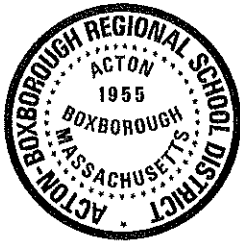


Acton-Boxborough Regional School
Committee Meeting

October 20, 2022

6:30 p.m.

Administration Building Auditorium
15 Charter Road, Acton



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Acton-Boxborough Regional School Committee Meeting

October 20, 2022 from 6:30 p.m. to 9:00 p.m.

Administration Building Auditorium To view only: <https://www.youtube.com/actontv1>

1. Call to Order (6:30)

Executive Session

To be convened under

- MGL Ch 30A, sec.21(a) Purpose 3: to discuss strategy with respect to collective bargaining with the Acton-Boxborough Education Association (ABEA) because an open meeting may have a detrimental effect on the bargaining position of the Committee.

Open Meeting (approximately 7:00)

2. Chairperson's Welcome - Amy Krishnamurthy

- a. Public Participation
- b. Superintendent's Update - *Peter Light*

3. New Business (7:15)

- a. Overview of Annual Superintendent's Evaluation Process - *Amy Krishnamurthy, Marie Altieri*
- b. Budget Update - *Dave Verdolino (Addendum)*
 - i. FY22 End of Year Report
 - ii. FY24 Budget Development Schedule
- c. FY24 Budget - *Peter Light*
 - i. Preliminary discussion of FY24 staffing and class size targets

4. ONGOING BUSINESS (8:15)

- a. **District Goals 2022-2023** - Second Read/VOTE - *Peter Light*
- b. **Superintendent's Goals 2022-2023** Second Read/VOTE - *Peter Light*
- c. **Consent Agenda/Action Items** - VOTE - *Amy Krishnamurthy*
 - i. Approval of ABRSC Meeting Minutes of 10/06/22
 - ii. Approval of Pool Renaming Subcommittee Minutes of 10/12/22
 - iii. Approval of Regional PTSO budget
- d. **Subcommittee and Member Reports**
 - i. Pool Renaming Subcommittee Recommendation* - VOTE - *Peter Light*
- e. **Statement of Warrants and Recommendation to Approve** - VOTE - *Amy Krishnamurthy*

FYI

- Monthly Student Enrollment Report, 10/01/22
- Community Coffee (virtual), 10/26/22 8:30 a.m.

5. Adjourn (8:45)

*Might be considered earlier in the meeting if there are many members of the public who wish to participate and the Chair chooses to take this item out of order.

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

Posted on October 14, 2022 at 4:30 p.m.

NEXT MEETINGS: November 1 & November 17 ABRSC at 7:00 p.m. in the Admin. Building Auditorium

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

WELLNESS ◦ EQUITY ◦ ENGAGEMENT



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	2.
AGENDA ITEM TITLE	Chairperson's Welcome		
PRESENTER(S)	Amy Krishnamurthy		
SUMMARY OF TOPIC	<p>The Chair welcomes members and the public to the meeting. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.</p> <p>Individuals who wish to view the meeting, but do not wish to speak may do so by using the YouTube Link posted on the agenda.</p>		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting or
<input type="checkbox"/>	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	5 min
FOLLOW-UP	

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

WELLNESS • EQUITY • ENGAGEMENT



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	2.a
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AGENDA ITEM TITLE	Public Participation
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PRESENTER(S)	Amy Krishnamurthy
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SUMMARY OF TOPIC	Policy <u>BEDH</u> , permits members of the public to speak for up to 3 minutes on items not included on the agenda. Comments regarding items on the agenda would be made during that part of the meeting. The Committee/Administration typically does not respond to comments during public participation.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
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	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	
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APPROX. AGENDA TIME	5 min.
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ATTACHMENTS	none
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Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	2.b
AGENDA ITEM TITLE	Superintendent's Update		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Bi-weekly Superintendent's Update. This is brought to the meeting and posted to our website for families and the community the following day.		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
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	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
ATTACHMENTS	Brought to meeting

5



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	3.a
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AGENDA ITEM TITLE	New Business
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PRESENTER(S)	Marie Altieri, Amy Krishnamurthy
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SUMMARY OF TOPIC	Overview of Annual Superintendent's Evaluation Process
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
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<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting or
<input type="checkbox"/>	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	15 min.
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FOLLOW-UP	
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ATTACHMENTS	Rubric
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Evaluating the Superintendent

MASC Training

Overview:

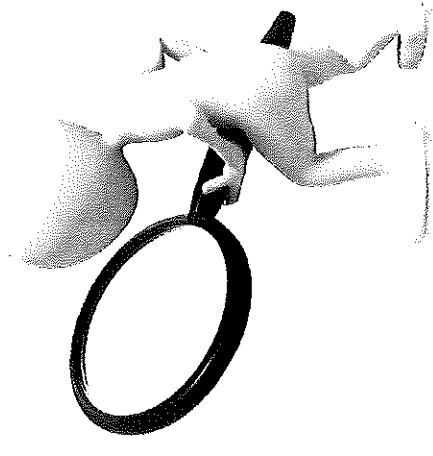
How Superintendent Evaluation supports district work

Review of Model Process:

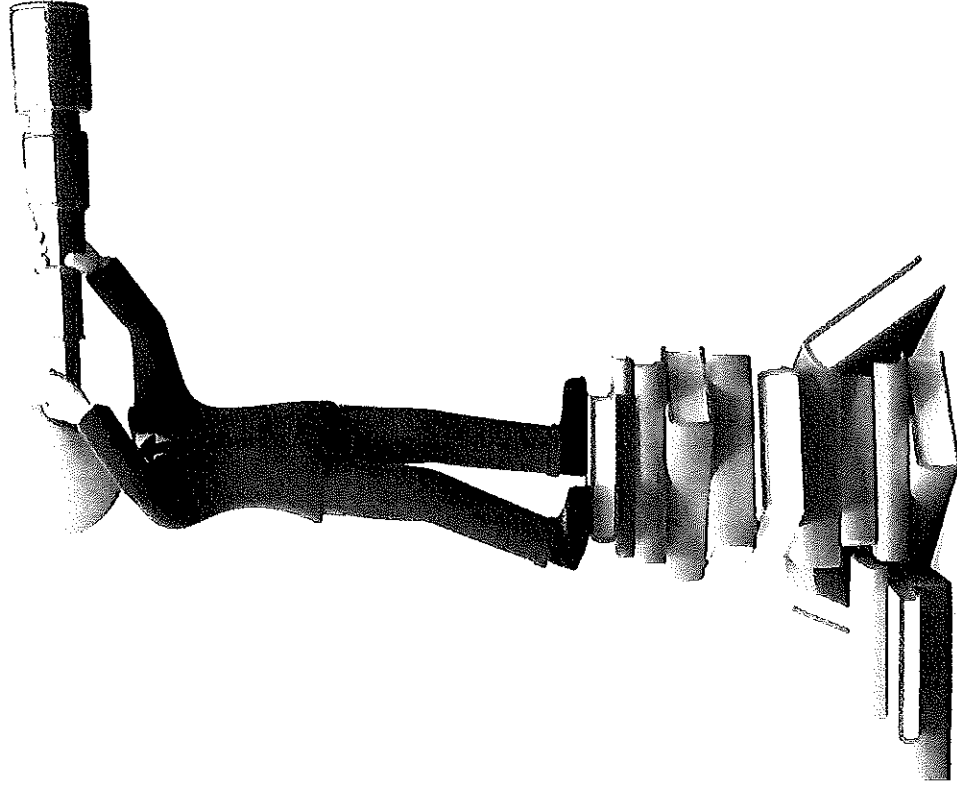
5-step cycle
2-part tool
Multi-part rating system

How it works:

What happens in each step of the cycle
Decisions to be made at each point
Tips for a smooth process
Additional considerations

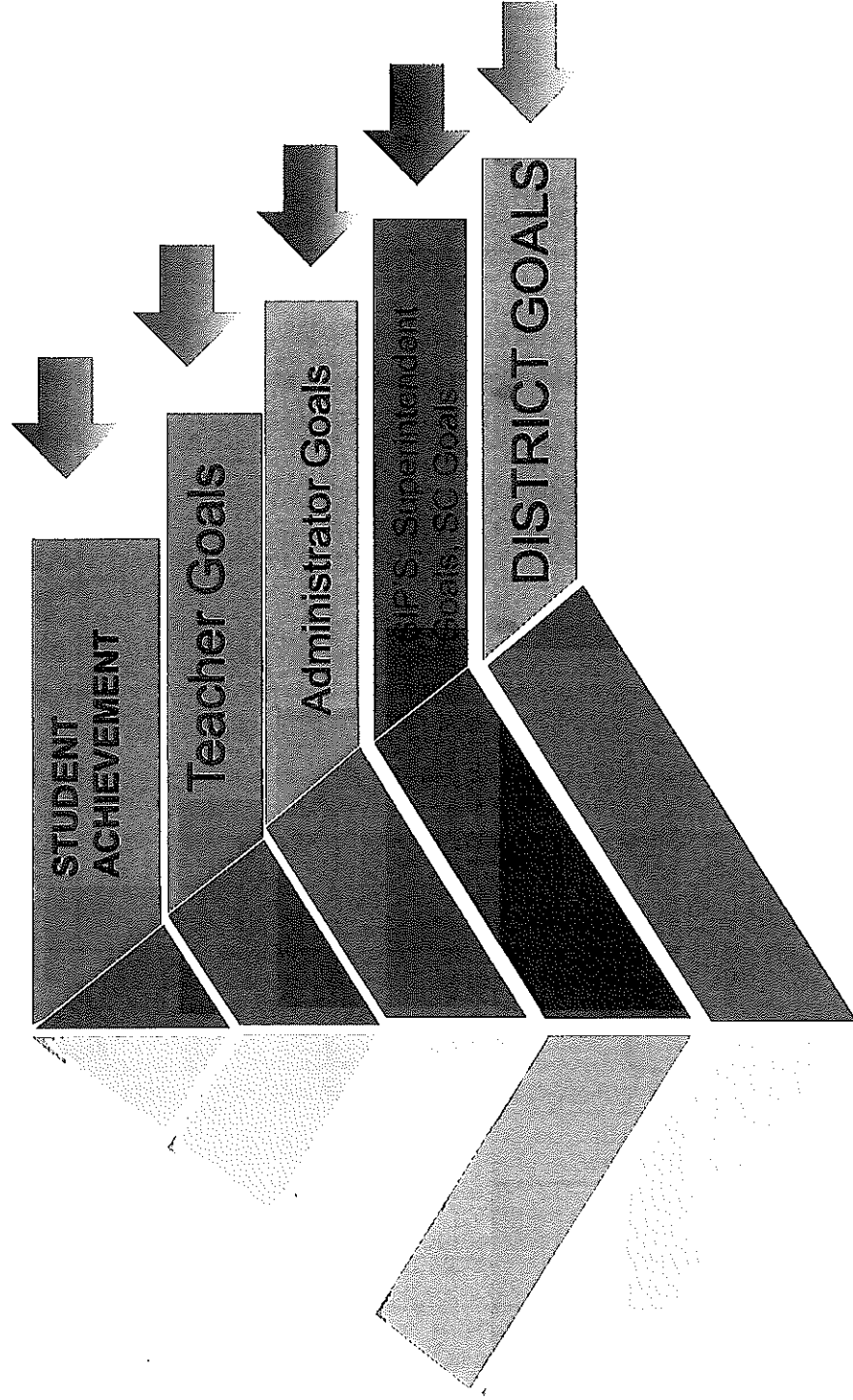


Overview:



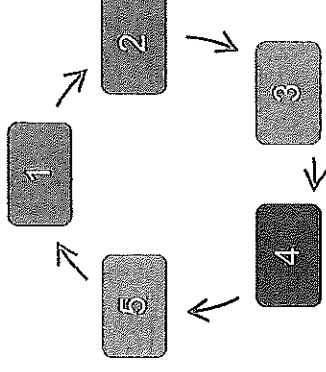
Educator Evaluation in Massachusetts Objectives Background information

Overview: Goal Alignment

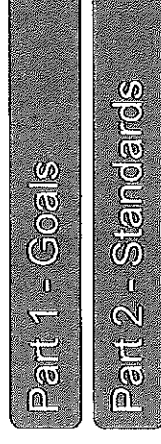


Three Key Components

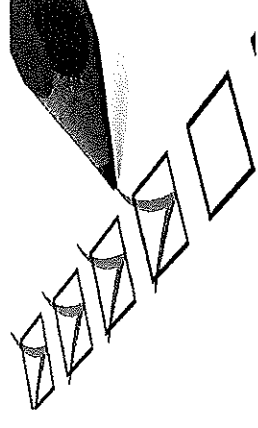
1. Five step cycle



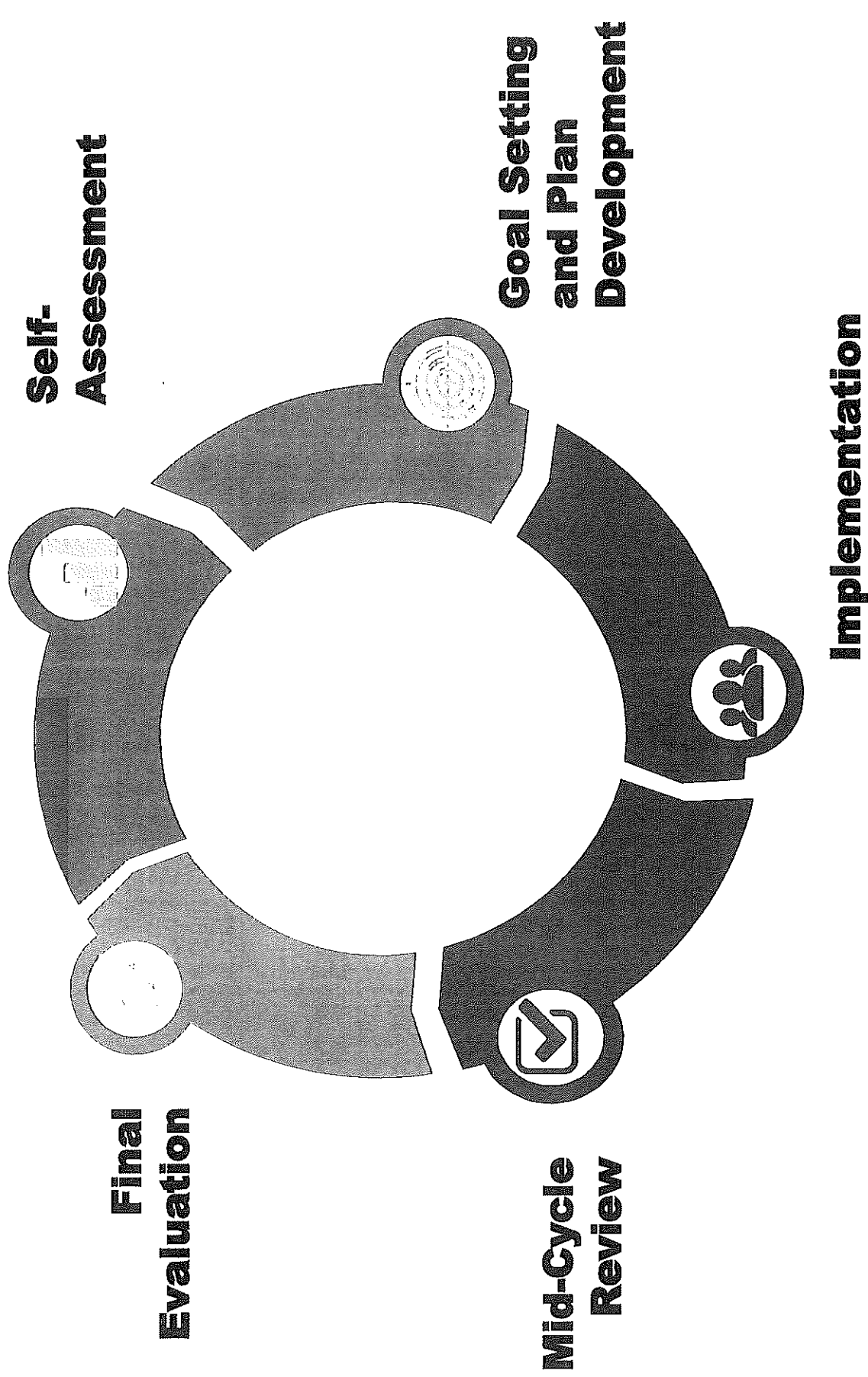
2. Two part tool



3. Multi-part Rating System



5 Step Cycle



The Model Process

Evaluation Tool: Part 1

SMART Goals

- ✓ Specific * Strategic
- ✓ Measurable
- ✓ Action-oriented
- ✓ Rigorous, Realistic & Result-focused
- ✓ Timed & Tracked

SMART Goals have:

- ✓ Key Actions
- ✓ Benchmarks

Goal Areas

- Professional Practice
- Student Learning
- District Improvement

The Model Process Evaluation Tool: Part 2

STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE

- Instructional Leadership
- Management and Operations
- Family & Community Engagement
- Professional Culture

Source: DESE Educator Evaluation Regulations

The Model Process: Multi-part Rating System

SUMMATIVE PERFORMANCE RATING ON:

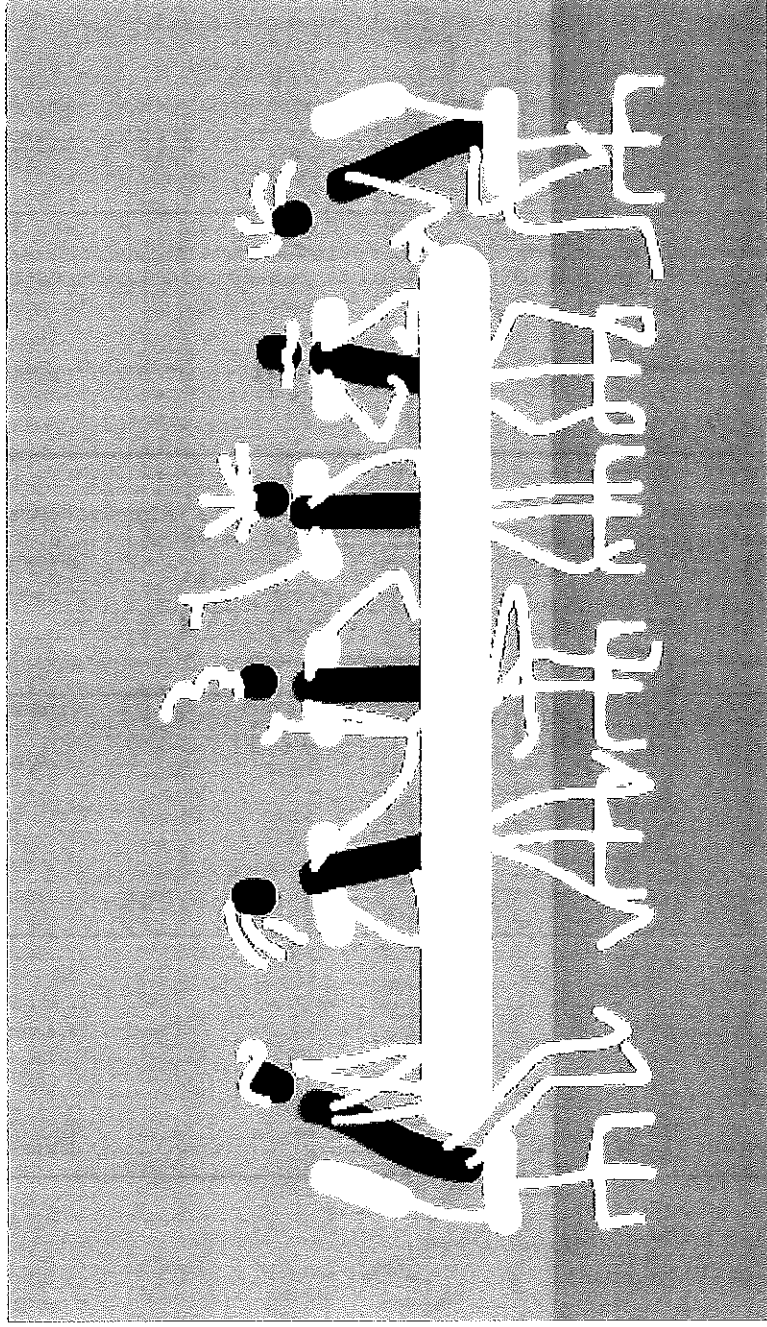
GOALS:

- ✓ Exceeded
 - ✓ Met
 - ✓ Significant Progress
 - ✓ Some Progress
 - ✓ Did Not Meet
- ✓ Exemplary
 - ✓ Proficient
 - ✓ Needs Improvement
 - ✓ Unsatisfactory

STANDARDS:

OVERALL SUMMATIVE RATING: Exemplary, Proficient,
Needs Improvement, Unsatisfactory

How Does It Work?



Goal Setting and Plan Development

Work with Superintendent to draft goals

- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

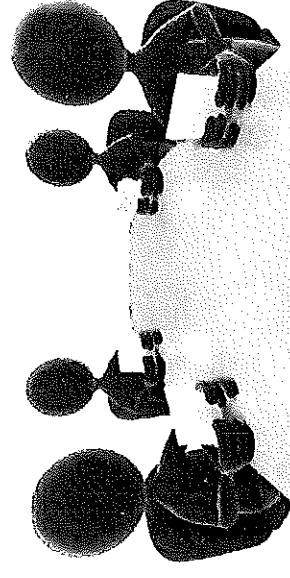
Identify Standards, Indicators from Rubric

- ✓ All Standards must be evaluated

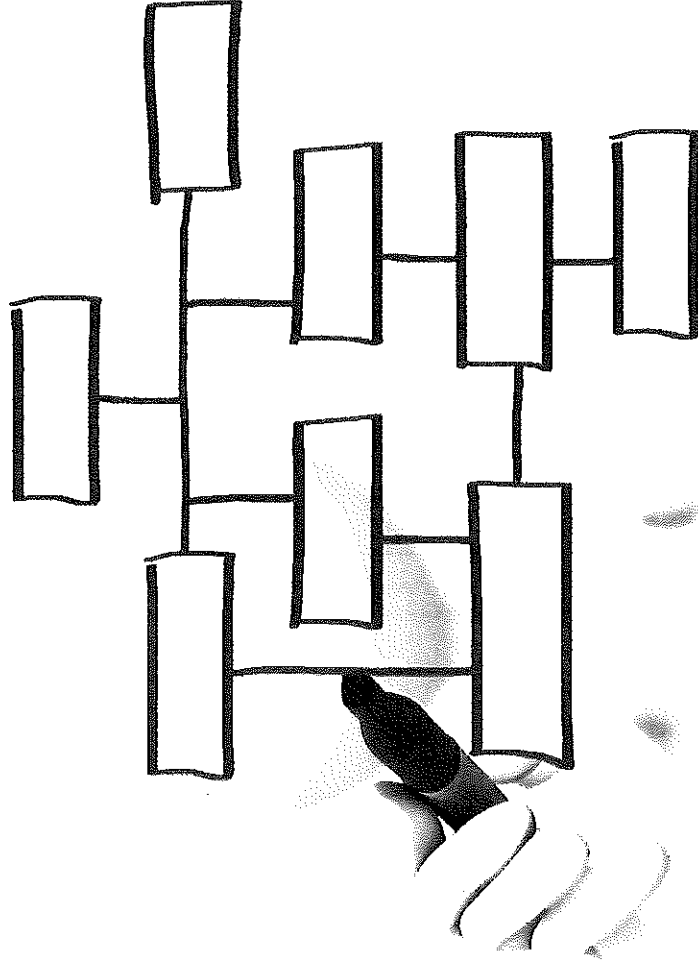
Decide on Weighting of Standards

Discuss Evidence to demonstrate

Proficiency/Progress

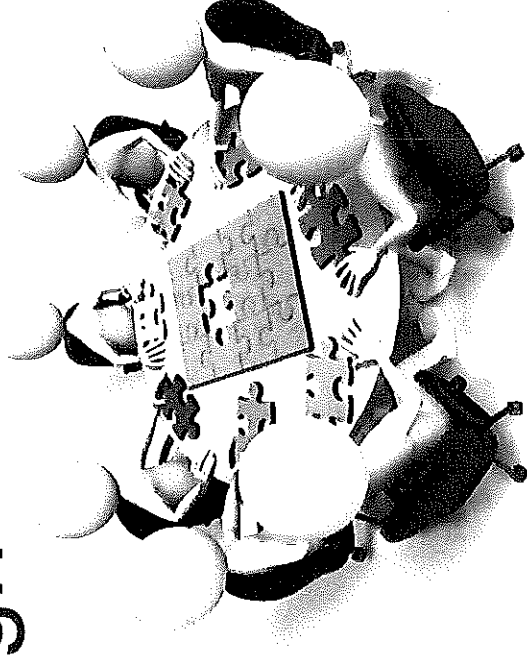


Implement the Plan



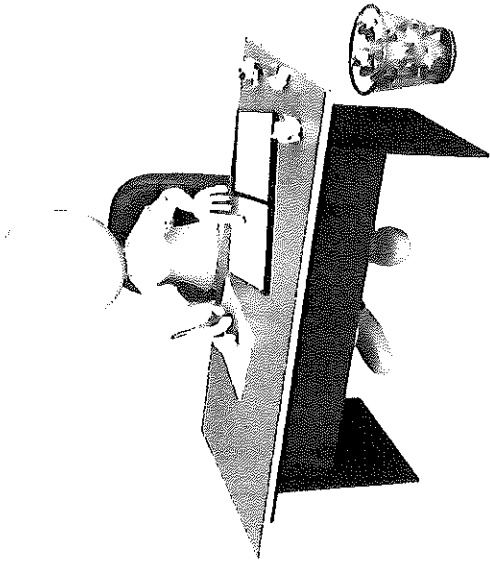
Formative Assessment

- Check-in
- Opportunity for feedback
- Opportunity to re-align



Summative Evaluation

1. Committee members complete individual evaluations
 - Superintendent self-assessment
 - Evidence of progress/proficiency
 - Form to complete evaluation
2. Composite Evaluation prepared
 - Chair or Designee
 - Subcommittee
 - *Discuss process for preparation*
3. Discussed and voted on by full Committee at a public meeting



Additional Considerations



Required vs. Optional

REQUIRED

- SMART Goals in 2 or 3 areas
 - District Improvement
 - Student Learning
 - Professional Practice
- Ratings on all 4 Standards
 - Instructional Leadership
 - Management & Operations
 - Family & Community Engagement
 - Professional Culture
- Overall Summative Rating

OPTIONAL

- Do not need to use all Indicators
 - Can weight Standards differently
- Timing of Evaluation cycle
- How Evaluation is used
- Process for completing evaluation

Timing of the Cycle

What makes the most sense in terms of planning and district work?

When is data available?

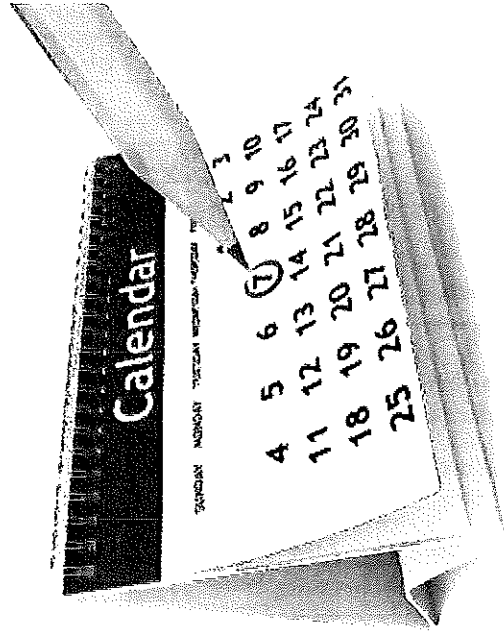
Election time considerations:

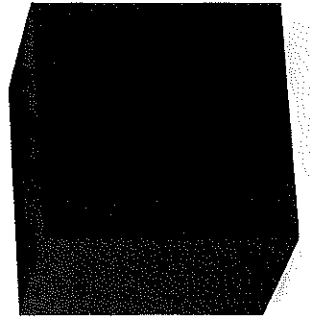
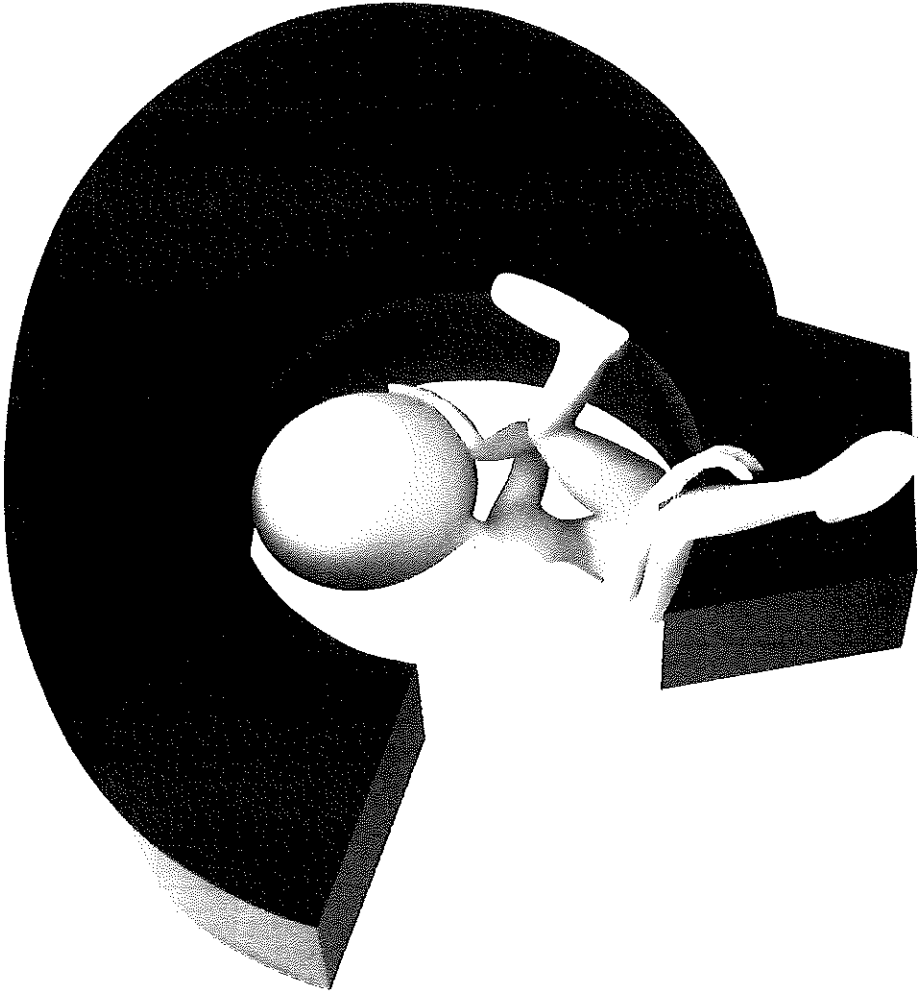
Who prepares individual evaluations?

When are they prepared by outgoing members?

What about newly elected members?

Who votes?





End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____

Evaluator: _____

Name _____ Signature _____ Date _____

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

- Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Met	Exceeded
Student Learning Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<p>I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>				
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p>				

The Student Learning indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.

Superintendent's Performance Rating for Standard II: Management & Operations



	U	NI	P	E
Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard IV: Professional Culture

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus indicators are those aligned to superintendent goal(s).)				
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary


MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	3.b
AGENDA ITEM TITLE	New Business		
PRESENTER(S)	David Verdolino		
SUMMARY OF TOPIC	Budget Update		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	<input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting or
	<input type="checkbox"/> with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	15 min.
FOLLOW-UP	
ATTACHMENTS	

1



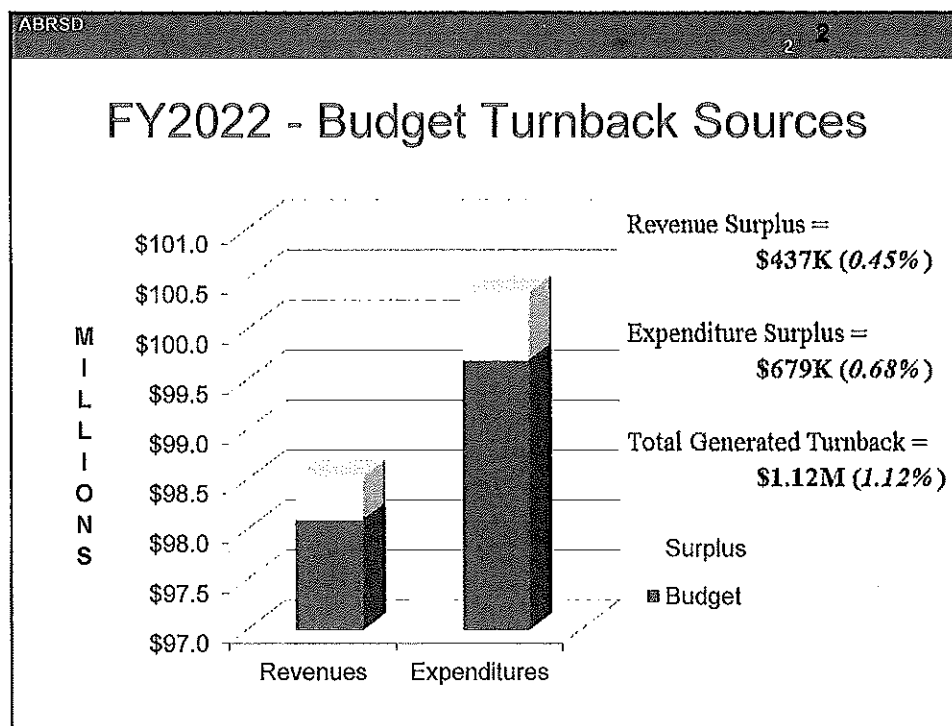
Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

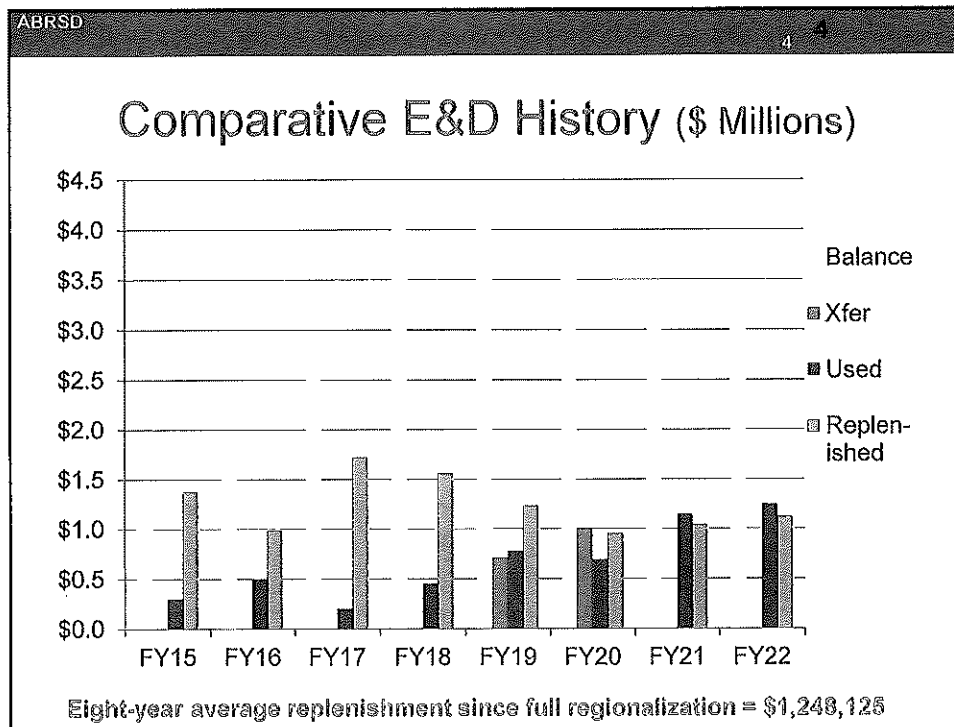
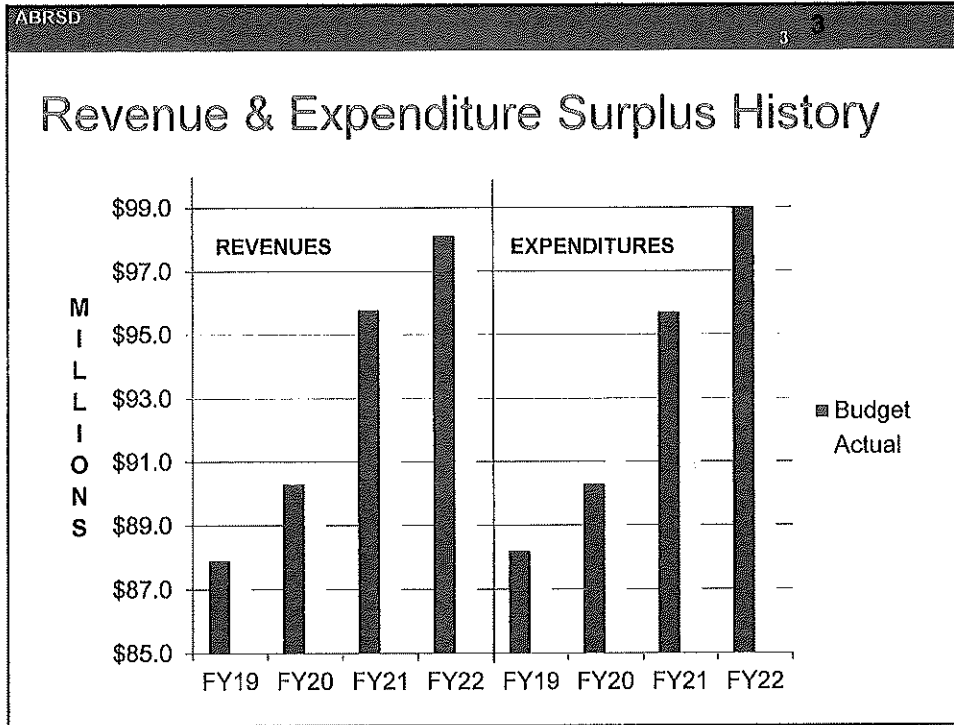
WELLNESS • EQUITY • ENGAGEMENT

Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

FY2022 Yearend Financial Report

Dave Verdolino, Director of Finance
October 20, 2022





ABRSD 5 6

FY24 Possible Budget Starting Point re E&D

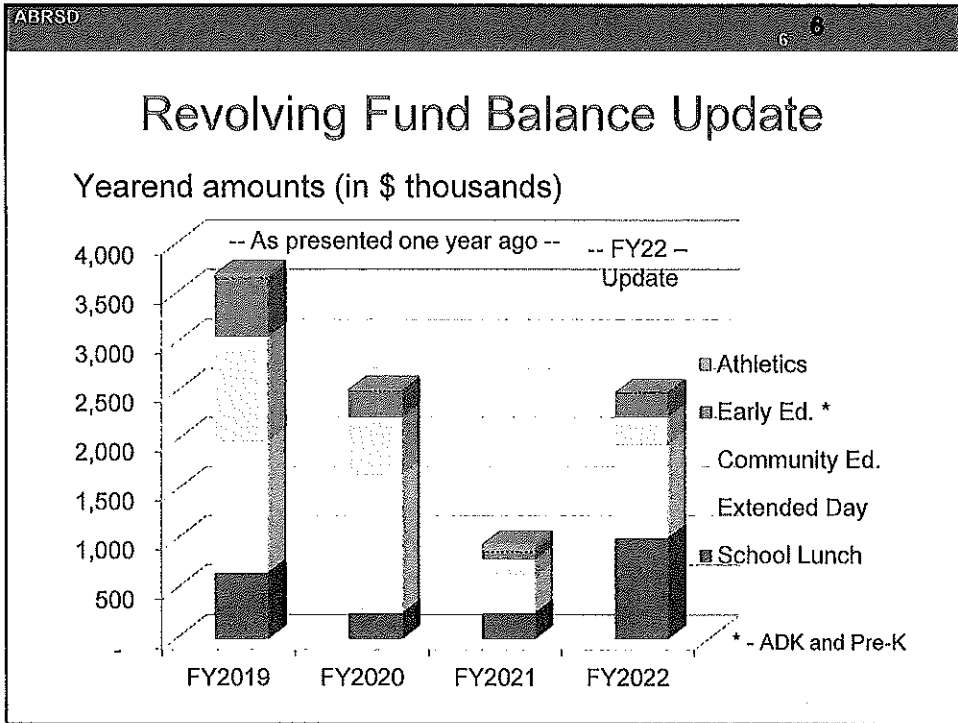
As the FY24 budget season gets underway, the most recent data re E&D usage and turnbacks is as follows:

Turned back via FY22 budget surplus = **\$1.1M** (\$1,117K)
 Used to defray FY23 budget assessments = **\$1.5M**

For consideration:


Preliminary FY24 Budget to include **\$1.1M** E&D usage

- > **\$400K** reduction from FY23 usage
- > **\$150K** below eight-year average replenishment
- > **Provides** an objective, definable budget strategy




ABRSD 7

“Timing Is Everything”



< Represents payment of P + i
on bonds issued March, 2020
(30-year cost to taxpayers)

District \$ Advisor estimates additional interest payable by taxpayers, if bonds issued at the end of project (traditional) **\$33,000,000 savings to taxpayers!!!**



ABRSD 8

That Was the Meme

(see previous slide)



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	3.c
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AGENDA ITEM TITLE	New Business
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PRESENTER(S)	Peter Light
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SUMMARY OF TOPIC	<p>Since 2014, the School Committee has had a policy that provides <u>elementary class size guidelines</u>. In anticipation of the FY24 budget cycle, we are requesting the school committee update policy IIBA to include guidelines for junior high and high school classes. This agenda item provides time for a preliminary discussion of class sizes in anticipation of the policy subcommittee developing a proposed policy to be brought back to the full school committee later this fall.</p>
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
<input checked="" type="checkbox"/>	for the first time, with a request that the School Committee vote at a subsequent meeting or
<input type="checkbox"/>	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	15 min.
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FOLLOW-UP	We recommend that the policy subcommittee revise policy IIAF and bring this back to the full school committee for adoption prior to the development of the FY24 budget.
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ATTACHMENTS	<u>School Committee Policy IIAF</u>
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To develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS ° EQUITY ° ENGAGEMENT

- File: IHAMB - TEACHING AB
- File: IHAMD - USE OF WEAF
- File: IHAMD-R - USE OF WE
- File: IHB - PROGRAMS FOR
- File: IHBA - SECTION 504 P
- File: IHBD - TITLE 1 FUNDS
- File: IHBEA - ENGLISH LEAF
- File: IHBF - HOME OR HOSF
- File: IHBF-E-1 - PHYSICIAN'S
- File: IHBG - HOME SCHOOL
- File: IHBG-R-1 - HOME SCH
- File: IHBG-R-2 - INSTRUCTI
- File: IHBG-R-3 - EXTRACURI
- File: IIBA - ELEMENTARY CL**
- File: IJM - SPECIAL INTERE
- File: IJND - EMPOWERED D
- File: IJND-E - EMPOWERED
- File: IJNDC - SCHOOL AND
- File: IJNDD - SOCIAL MEDIA
- File: IJNDD-R - SOCIAL MEC
- File: IJOA - STUDENT FIELD
- File: IJOA-R - FIELD TRIP PF
- File: IJOC - SCHOOL VOLUN
- File: IK - REPORTING STUDI
- File: IKAB - STUDENT PROG
- File: IKB - HOMEWORK POL
- File: IKE - PROMOTION AND
- File: IKF - GRADUATION REC
- File: IL - EVALUATION OF IN
- File: ILE - EDUCATIONAL RE
- File: ILE-R - EDUCATIONAL I
- File: IMB - TEACHING ABOU
- File: IMD - RELIGIOUS AND
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- File: IMGA - SERVICE ANIM,
- File: IMGA-R - SERVICE ANI
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- File: IMGB-R - COMFORT AN

File: IIBA - ELEMENTARY CLASS SIZE GUIDELINES

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges. Attainment of class sizes within these ranges shall, however, be dependent on budget and space considerations.

Class size ranges:

Kindergarten	18-20 students
Grades 1-3	20-22 students
Grades 4-6	22-24 students

Students will be placed in schools with an attempt to balance class sizes across the district. Principals will determine class placement within each school.

Elementary class sizes will be reported to the committee monthly.

Approved 12/4/14

Acton-Boxborough Regional School District



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	4.a & b
AGENDA ITEM TITLE	Ongoing Business		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	District and Superintendent Annual Goals/Action Steps/Benchmarks 2022-2023-Second Read/VOTE We are requesting a vote of the 2022-2023 District and Superintendent Goals at the October 20, 2022 meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting or
X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	15 min.
FOLLOW-UP	
ATTACHMENTS	District Goals and Superintendent's Goals memos

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

ABRSD District Strategy 2021-2026

Mid-Year Update: Annual District Improvement Plan School Year 2022-23



CORE VALUES: Wellness, Equity, Engagement

Definitions:

Goal:	The clear statement of what will improve during the period of time for which the School Improvement Plan is written. The goal is written in outcome-oriented language. For the annual District Improvement Plan, the goal is the Strategic Initiative from the District Strategy that will be an area of focus for the year.
Alignment:	A statement that provides a rationale for why the school selected this goal and may include background information and data as appropriate. This can also include a statement of how the goal aligns with District Strategic Objectives or Initiatives from the District Strategy.
Baseline:	A narrative that describes both the starting point of reference for the goal
Outcome:	A clear picture of what will look different when the goal has been achieved. The outcome provides data and targets that allow the school to benchmark progress toward the goal and allow for the school to assess completion of the goal.
Strategy:	The strategy is the action plan for the goal which includes the combination of action steps, measurement, timelines and ownership necessary to achieve the goal.
Action Steps:	The specific actions that members of the school will take in order to achieve the goal
Measurement:	The qualitative or quantitative ways that members of the school community will know the action steps have been achieved or completed.
Timeline:	The specific timeline intended for each of the action steps that the school has committed to meeting.
Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Rubric for Mid-Year Update

Mid-Year Status	Description
Completed	The Action Step has been completed as of the update
In Process/ On Target	The Action step has been initiated and work is in progress. The District anticipates completing this action within the time frame.
In Process/ Off Target	This Action Step has been initiated, but is behind schedule. The District will need to take specific actions to complete this item.
Not Yet Started	This Action Step has not yet been started. The District intends to complete the action, but will need to take significant steps in order to complete this within the specified timeframe
Deferred	The District has determined this action step is either no longer feasible or no longer appropriate.

Rubric for End-of-Year Update

End-of-Year Status	Description
Completed	The Action Step has been completed.
Ongoing	Action steps we completed or mostly completed, but work was designed to span multiple years.
Not Completed/ Continuing	Planned actions steps were only partially completed, and future actions will continue toward this goal.
Not completed/ Discontinued	Planned action steps were only partially completed, and we have determined that incomplete actions toward this goal will be discontinued
Deferred	The District has determined this action step is either no longer feasible or no longer appropriate.

Goal #1: (What area of student learning do we want to improve?)

Improve social-emotional and mental and behavioral health outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships.

Alignment: (We chose this goal because...; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

The pandemic has had a substantial impact on many of our students. Part of the work ahead is to rebuild school cultures in a proactive and supportive manner for students, staff and families. Additionally, as students returned to school last year, our staff reported increases in student dysregulation and increased acute mental health concerns. We believe that systematically addressing the social, emotional, mental and behavioral health needs of our students across an aligned system of support is our first priority in helping them be successful in and out of school. This goal aligns with the following initiatives in the District's Strategic Plan:

- 4.2 Embed and integrate instruction across general education classrooms PK-12 that is aligned with the core SEL competencies and which allows teachers to more proactively address social, emotional, and behavioral needs at the universal level.
- 4.3 Create and implement a unified vision of social, emotional and behavioral services and programming at the district level that includes a continuum of services to follow across grades and levels.

Baseline: (What does this currently look like in your school (Baseline)?)

In the fall of 2019 the District Management Group noted opportunities for growth following a year long review of the district's social-emotional and behavioral supports. Six areas of focus were identified:

1. Create a unified vision of social, emotional, and behavioral services and programming at the district level that includes a continuum of services to follow across grades and levels.
2. Provide greater focus and support to general education teachers to more proactively address Tier I social, emotional, and behavioral needs.
2. Consistently implement the IST process to eliminate variation in social, emotional, and behavioral intervention practices, data usage, and roles and responsibilities of staff.
4. Create a consensus in understanding of the causes and supports needed to address anxiety and depression.
5. Align the work of mental health and student support staff with building administrators to more effectively coordinate services, streamline meetings and paperwork, create more balanced workloads, and allow staff to play to their strengths.
6. Partner with the community to address the challenges associated with changing demographics, ensuring that voices are heard from all representatives of the population.

There are currently a variety of supports across the schools in the areas of social emotional learning and mental and behavioral health, though many of the challenges highlighted through our work with the DMG remain as we shifted our primary focus to meeting the immediate needs of students, families, and staff over the course of the pandemic.

Outcomes: (What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Short-term (2022-23) goals for this initiative include:

- Creation of a long-term and short-term strategic plan for systemic implementation of social emotional learning and mental and behavioral health supports within the MTSS framework
- Identify a shared understanding and definition of social-emotional learning and the overarching framework from which to identify target skills and developmental trajectories across the grades
- Build capacity of educators and building staff to respond to social-emotional and mental and behavioral health concerns through a series of professional learning and consultation opportunities for educators, administrators, and district mental health providers
- Increase access points for targeted mental health intervention for students in grades 5-12 through community partnerships and telehealth opportunities

Longer-term Goals for our SEL initiative, which will require us to develop a more comprehensive approach to collecting information include:

- Increased student engagement, belonging, and increased student reports of having a trusted adult (aligned with Goal #3)
- Improved student attendance
- Reduced nurse visits for non-medical concerns
- Reduced disciplinary referrals

Strategy							
Action Step(s) What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?	Measurement How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?	Timeline What are the dates for completion?	Ownership & Enactment Who is responsible for the ownership and enactment of the action steps?	Mid-Year Status	Mid-Year Comment	Year End Status	Year End Comments
Expand Tier I SEL opportunities to support all students							
Implement/Expand Advisory Program in grades 7-12	Advisory Survey in December and May to students	June 2023	Junior High Leadership & Junior High Advisory Coordinators				
Provide expanded professional learning for elementary staff in the use of Responsive Classroom	Advisory feedback from JH and HS staff	Summer 2022 June 2023	High School Leadership & High School Advisory Coordinators				
Embedded curriculum work	Two four-day summer workshops; Guided workshop on the <i>Power of Our Words</i> ; Feedback from workshops	June 2023	Assistant Superintendent for Teaching and Learning				
	Outline where SEL instructional practices are embedded in programs and curriculum	June 2023	Assistant Superintendent for Teaching and Learning Elementary Curriculum Coordinators				
Expand Access to Mental Health Services							
Increase students' access to mental health services through partnership with Carwheel Care telehealth services	Successful referral, mental health assessment, and initiation of short-term teletherapy services for identified students grades 5-12	June 2023	Coordinator of SEL and Behavioral Health Director of Special Education				
Develop a strategic vision and plan for the Implementation of Social Emotional Learning, Mental and Behavioral Health Supports							
Create and Clarify the role of Coordinator for SEL and Mental and Behavioral Health	Revised Job Description Clear Goals for the role Consideration of needs as part of the FY24 Budget Process	June 2023	Superintendent of Schools				
Initiate an SEL steering committee	Create committee and develop	October 2022 -	Coordinator of SEL and				

Voted by ABRSC XX/XX/XXXX

	Mental and Behavioral Health	June 2023	Mental and Behavioral Health				
Provide Professional Learning to Support Educators and Mental Health Staff across multiple tiers.							
district plan for systemic implementation of SEL and mental and behavioral health supports	Principals, Superintendent, Coordinator of Social Emotional Learning, Mental and Behavioral Health	June 2023	Yearlong professional learning for all schools K-8 on trauma-informed teaching practices with Lesley LIFTS program	June 2023			
Provide expanded professional learning for elementary staff in the use of Responsive Classroom	Assistant Superintendent for Teaching and Learning	Summer 2022 June 2023	Two four-day summer workshops: Guided workshop on the <i>Power of Our Words</i> ; Feedback from workshops	June 2023			
Jessica Minihan consultation with building level	Director of Special Education, Principal	December 2022-June 2023	Consultation and Coaching with Elementary IST teams to identify specific skill instruction needed for struggling students	June 2023			
Provide a series of graduate level courses in Trauma Informed Practices for interested staff K-12	Assistant Superintendent for Teaching and Learning, Director of Special Projects	June 2023	Successful Completion of LIFTS Graduate Courses Participants who enroll in subsequent LIFTS offerings in the sequence Additional staff who enroll in Spring course offerings	November 2022			
Provide professional learning for mental health staff	Director of Special Education, Coordinator for SEL and Mental and Behavioral Health	November 2022	Workshop for K-12 mental health staff: "How to Help Anxious Families, What to Do and What to Avoid When Anxiety Takes Hold?"	October 2022 - May 2023			
Provide Support and Learning Opportunities for Families							
Provision of up to 5, 1hr workshops for families and/or staff with topics identified based on feedback surveys and consultation with Cartwheel Care.	Director of Special Education Coordinator for SEL and Behavioral Health	October 2022 - May 2023	Publicity and attendance for the events	October 2022			
Parent/Community Webinar with Lynn Lyons: "Helping Your Family's Emotional	Director of Special Education	October 2022	Publicity and attendance for the event	October 2022			

Voted by ABASC: XX/XX/XXXX

Health: Do's and Don't as We Move Forward

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Coordinator for SEL and Mental and Behavioral Health

Goal #2: (What area of student learning do we want to improve?)

Increase the number of students on a pathway to proficiency in Literacy and Mathematics through implementation of a multi-tiered system of supports (MTSS).

Alignment: (We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ initiative to...)

Educational literature identifies proficiency in 2nd Grade Reading and 8th Grade Mathematics as critical benchmarks for students' future educational success and access to advanced coursework. As we emerge from the pandemic, it is particularly important to ensure that all of our students can move toward proficiency in these areas. The District has worked over the last several years to develop and provide staff to support a multi-tiered system of support and align staffing models at the elementary level to increase support for students. At the same time, we are aware that students from subgroups including students who are economically disadvantaged, multilingual learners, students with disabilities, and who are Black or Latinx, have been consistently underserved by our system and, as a group, are not reaching the same proficiency and receiving the same opportunities as their peers. We believe that addressing systemic inequities through a multi-tiered system of support will provide a pathway to more equitable access and outcomes for all of our students. This goal aligns with the following initiatives in the District's Strategic Plan:

- 3.1. Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning.
- 3.2. Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Baseline: (Description of Starting Point)

Our goal is to move more students toward proficiency in these areas and we would like to use student growth as a measure of our progress. Specifically, one key measure we hope to impact is students attaining what is called "stretch growth" using the iReady screener. "Stretch Growth" is defined by iReady as "An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency and on-grade level students on a path to achieve/maintain advanced proficiency levels." During the 2022-23 school year, XX% of students met their stretch growth goal in grades 1-3, whose baseline (fall) performance was one or more grade levels below benchmark.

2021-22 Grades 1-3 % Students Meeting Annual "Stretch Growth" Goals by baseline (fall) placement

	Grade 3		Grade 2		Grade 1	
	% Met	Students Assessed	% Met	Students Assessed	% Met	Students Assessed
Baseline Placement						
Mid or Above Grade Level	51%	167	49%	108	35%	62
Early On Grade Level	43%	86	45%	51	44%	32
One Grade Level Below	61%	56	50%	139	41%	197
Two Grade Levels Below	44%	39	21%	33	18%	17
Three or More Grade Levels Below	9%	11	NA		NA	

Outcomes: (What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Increased number of students meeting their stretch goals (from baseline 2021-22), with particular emphasis on students performing one or more grade levels below benchmark on their baseline (fall) assessment.

Strategy							
Action Step(s) What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?	Measurement How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?	Timeline What are the dates for completion?	Ownership & Enactment Who is responsible for the ownership and enactment of the action steps?	Mid-Year Status	Mid-Year Comment	Year End Status	Year End Comments
Implement structures to support data analysis for improved student learning							
District MTSS Team	<ul style="list-style-type: none"> Agendas and Notes District Data Trends and Patterns Prioritization of resources for FY23 Analysis of School-based MTSS Implementation Self-assessments 	5X per year (October, November, January, May, June)	Assistant Superintendent for Teaching and Learning, Elementary Principals, Elementary Curriculum Coordinators				
School-based ITR meetings	<ul style="list-style-type: none"> Agendas and Notes School Data Trends and Patterns School-based MTSS Implementation Self-assessments 	June 2023 Once per month for one hour and 3 times per year for three hours	Elementary Principals				
Implement FLEX blocks in all elementary school schedules for each grade	<ul style="list-style-type: none"> Grade level and school schedules 	September 2022	Elementary Principals and Assistant Principals				
Educator Grade Level Meetings	<ul style="list-style-type: none"> Literacy Task Force and Educator Participation in Literacy Program Review Literacy Program Decision IMI Mathematical Routines Presentation Grade Level Data Analysis and Instructional Planning for Flex blocks 	June 2023 Per Wednesday Early Release Schedule (1.0 times per school year)	Elementary Principals, Literacy and STEAM Coaches, Reading and Math Specialists, Elementary Curriculum Coordinators				
Provide Professional Learning for Educators to support an MTSS Model							
PL for Educators <ul style="list-style-type: none"> Reading Task Force with Hill for Literacy Providing Targeted Support Through Small Group 	District-wide and School-based PL Survey Feedback	Late spring 2023	Assistant Superintendent for Teaching and Learning, Elementary Curriculum Coordinators, Elementary Principals, Literacy and STEAM				

Voted by ABRSC XX/XX/XXXX

<p>Instruction in Kindergarten Through Third Grade with Melissa Orkin and Sarah Gannon</p> <ul style="list-style-type: none"> Understanding and Supporting the Complex Nature of Reading Difficulties Including Dyslexia with Melissa Orkin Designing and Implementing Specialized Supports for Students with IEPs with Elise Wulff 			Coaches, Reading and Math Specialists				
<p>PL for Coaches and Specialists</p> <ul style="list-style-type: none"> Skillful Facilitation with Research for Better Teaching Sessions I and II Structured Literacy Interventions Coaching Seminar with Dr. Christine Francis 	<ul style="list-style-type: none"> PL Survey Feedback from Coaches and Specialists Coaching Cycle Feedback 	Late spring 2023	Assistant Superintendent for Teaching and Learning, Elementary Curriculum Coordinators				

Goal #3: Inclusive Practices: (What area of student learning do we want to improve?)
Improve students', staff, and families' sense of belonging by strengthening school culture and climate, diversifying the professional staff, and intentionally implementing culturally-responsive instructional practices and materials.

Alignment: (We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)
The diversity of our student body and their families has changed significantly including: increases in students who are immigrants who may be learning English for the first time, for whom learning has been interrupted, who are more culturally and religiously diverse, and who may be economically disadvantaged. The district has been engaged for the last several years in strengthening cultural proficiency so that all members of our school community feel included and report a positive sense of belonging in our schools. The district has not previously had a comprehensive way to measure the connectedness of our students, staff and families, and we want to begin to understand in a more systematic way, how our stakeholders experience our schools so that we can take actionable steps to improve relationships and sense of belonging. We also want to ensure that our students' backgrounds and identities are meaningfully represented in our curriculum and staff.
This goal aligns with, and expands upon, the following initiatives in the District's Strategic Plan:
2.1 Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.
2.2 Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices.
2.3 Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.
2.4 Expand the diversity of our leadership and educator workforce to better reflect the students we serve.

Baseline: (Description of Starting Point)
There are a variety of initiatives including (SEED, Educator recruitment, expansion of classroom and school libraries, DEI family advisory) that were previously underway and will continue or expand. The district has not previously had a comprehensive way to measure impact progress toward our goals in this area.

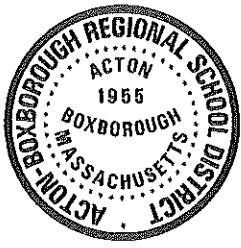
Outcomes:
(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)
To improve students', families' and staff sense of belonging and engagement through:

- Continuation and expansion of existing DEI initiatives as noted above.
- Establishment of Culturally Responsive Teacher Leaders at each school.
- Comprehensive, district-wide survey of students, staff and families twice per to collect feedback about belonging and relationship, as well as school and district climate and culture.
- Coordinated professional learning opportunities for culturally responsive practices at each school.
- Explore the development of a community welcome center in partnership with community organizations.
- Continuation of DEI Family Advisory Committee

Strategy							
Action Step(s) What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?	Measurement How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?	Timeline What are the dates for completion?	Ownership & Enactment Who is responsible for the ownership and enactment of the action steps?	Mid-Year Status	Mid-Year Comment	Year End Status	Year End Comments
Expand Teacher-leadership for Culturally Responsive Schools							
Hire and provide professional learning for building-based teacher-leaders in each school through partnership with The Leadership Academy of New York City	Initial cohort of teacher leaders participate in year-long professional learning	Summer 2022 - May 2023	Director of DEI, Director of Special Projects, Assistant Superintendent for Teaching and Learning				
Hire additional SEED Leaders and provide professional learning in partnership with the National SEED Project	Planned for 5 SEED seminars (4 Staff sessions and 1 Administrator session) Monthly meetings with SEED Leaders	June 2023	Director for Diversity, Equity and Inclusion				
Support HS additional of teacher leaders to study course leveling structures and instructional strategies to support expanded heterogeneous grouping of students	Ongoing work with high school teachers and leaders	Summer 2022- May 2023	High School Principal, Assistant Superintendent for Teaching and Learning				
Provide Professional Learning for Staff to foster the adoption of Culturally Responsive Practices in Schools and Classrooms							
Coordinate professional learning for Culturally Responsive Practices (CRP) for Building Administrators and Staff	Completion of 3 CRP sessions for elementary schools Completion of 1-2 CRP sessions for JH and HS	April 2023	Director for Diversity, Equity and Inclusion, Assistant Superintendent for Teaching and Learning				
Implement professional development sessions for Culturally Responsive Teacher Leaders in collaboration with The Leadership Academy	Completion of 9 sessions with Leadership Academy Completion of 2-3 meetings with Director for DEI	June 2023	Director for Diversity, Equity and Inclusion, Michele Shannon, National Coach & Facilitator for the Leadership Academy				

Voted by ABRSC XX/XX/XXXX

Expand SEED training opportunities for all staff with the goal that all Professional Staff complete the training within 2 years			Director of DEI, Assistant Superintendent for Teaching and Learning	
Continue and expand culturally-relevant family engagement opportunities				
Create Advisory Committee to develop a District-wide Welcome Center, contingent upon available resources	Planned for 4-5 Committee meetings Created proposal for District Welcome Center	June 2023	Superintendent of Schools, Director for Diversity, Equity and Inclusion, Coordinator of Multilingual Education, Deputy Superintendent, Director of Finance and Operations	
Re-engage family DEI advisory committee	5 meetings during year with development of new goals	October 2022	Director for Diversity, Equity and Inclusion, Superintendent of Schools	
Continue to increase the diversity of our workforce				
Recruitment and Retention of educators to increase the diversity of the AB teaching and support staff	Continued diversity of new hires in Spring 2023 Retention of staff who identify as a member of the BIPOC Community Survey data from staff who identify as a member of the BIPOC community	June 2023	Director for Diversity, Equity and Inclusion, Deputy Superintendent of Schools	



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Peter J. Light

Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: October 14, 2022
RE: Final Draft Superintendent's Goals 2022-23

I am pleased to provide you with a final copy of my goals for the 2022-23 school year for your approval. I would like to thank you for the robust discussion of these goals at your meeting on October 6. Consistent with some of the feedback from the meeting, I want to note that you will be provided formal evidence of the District's work for the goals noted below. You will be provided informal updates about other work in which we are engaged, but will not be provided formal evidence of that work as part of my evaluation process.

I respectfully request approval of my goals as proposed below:

1. Student Learning Goal (District Goal #2):

Goal: Increase the number of students on a pathway to proficiency in Literacy and Mathematics through implementation of a multi-tiered system of supports (MTSS).

Outcome: Increased number of students meeting their stretch goals (from baseline 2021-22), with particular emphasis on students performing one or more grade levels below benchmark on their baseline (Fall) assessment.

2. Professional Practice Goal:

Goal: Increase the number of ways in which we engage with families and our broader community to enlist and sustain support for the school District and to develop a broader community understanding of our goals

Outcome: I will engage with a broad range of stakeholders within the schools and broader community including boards and committees, senior citizens, different cultural groups and organizations, and parent organizations.

3. District Goal #1:

Goal: Improve social-emotional and mental and behavioral health outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships.

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

Outcomes:

- Creation of a long-term and short-term strategic plan for systemic implementation of social emotional learning and mental and behavioral health supports within the MTSS framework
- Identify a shared understanding and definition of social-emotional learning and the overarching framework from which to identify target skills and developmental trajectories across the grades
- Build capacity of educators and building staff to respond to social-emotional and mental and behavioral health concerns through a series of professional learning and consultation opportunities for educators, administrators, and district mental health providers
- Increase access points for targeted mental health intervention for students in grades 5-12 through community partnerships and telehealth opportunities

4. District Goal #3:

Goal: Improve students', staff, and families' sense of belonging by strengthening school culture and climate, diversifying the professional staff, and intentionally implementing culturally-responsive instructional practices and materials.

Outcomes:

- To Improve students', families' and staff sense of belonging and engagement through:
- Continuation and expansion of existing DEI initiatives as noted above.
- Establishment of Culturally Responsive Teacher Leaders at each school.
- Comprehensive, district-wide survey of students, staff and families twice per to collect feedback about belonging and relationship, as well as school and district climate and culture.
- Coordinated professional learning opportunities for culturally responsive practices at each school.
- Explore the development of a community welcome center in partnership with community organizations.
- Continuation of DEI Family Advisory Committee

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



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	4.c
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AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization
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PRESENTER(S)	Amy Krishnamurthy
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SUMMARY OF TOPIC	Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately.
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	"Move that the ABRSC approve the consent agenda as proposed/amended."
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FOLLOW-UP	
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
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ATTACHMENTS	Draft minutes of 10-06-22, Draft Pool Renaming Subcommittee minutes of 10-12-22, Regional PTSO budget
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To develop engaged, well-balanced learners through collaborative, caring relationships.



Acton-Boxborough Regional School District

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

Acton-Boxborough Regional School Committee Meeting

October 6, 2022 from 7:00 p.m. to 9:00 p.m.

Administration Building Auditorium To view only: <https://www.youtube.com/actontv1>

DRAFT MINUTES

Members Present: Ben Bloomenthal, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy,
Tessa McKinley, Andrew Schwartz, Rebecca Wilson
Members Absent: Evelyn Abayaah-Issah, Liz Fowlks, Yebin Wang
Others: Deborah Bookis, Peter Light, Beth Petr, David Verdolino

1. Call to Order

The ABRSC was called to order by Chairwoman Kyra Cook at 7:03 p.m.

Members of the public who wished to watch the meeting online were invited to use Acton tv's youtube channel. Kyra announced that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

2. Chairperson's Welcome - Kyra Cook

Kyra spoke about how the beginning of the school year is dedicated to establishing relationships, routines, expectations and curriculum. Rapport and comfort develop as well. The School Committee mirrors this process. Last month members met three times including workshops on goal setting and union negotiations. This month, three meetings will be held again including an important budget strategy collaboration with the Selectboards and Finance Committees of our towns. A public hearing will be held during the Dec 1st School Committee meeting regarding the District's School Resource Officer Program. The public is welcome to attend and share their views of whether this program should continue. Kyra thanked the community for their trust and patience so the Committee could give this significant decision the dedicated time it deserves.

a. Public Participation - *none*

b. Superintendent's Update - *Peter Light*

Noting that there were more students than adults in the audience, Mr. Light welcomed three students from a political science class at the High School who were observing, as well as the three student reps and another student from the junior high.

The Grand Opening of the Boardwalk Campus is next Saturday morning for the entire community. That afternoon is a Diwali celebration at Sargent Library. On the 16th at Leary Field the Field Hockey team is sponsoring an annual cancer awareness fundraiser. Boosters and vaccines are now widely available and he encouraged everyone to get one.

3. Guests & Presentations

- a. ABR High School Representative Update - Rohan Ravindran, Harshini Magesh, Molly Norris

The reps will report at the first School Committee meeting each month and will share some student perspective on current events at the High School, per policy JIB - Student Involvement in Decision-Making.

Comments included:

- The firewall setup at the High School can still be an issue. It sometimes prevents adding material to a project. It also restricts personal emails, which can be an issue when doing college applications.
- Advisories are now comprised of mixed grades with different results. Many students feel it takes their mind off of difficult classes and allows for interaction with kids. Some kids don't like it though because they don't have as much in common with students in different grades. Also this year, everyone is doing the same exact thing, which can be monotonous. It used to be a time to relax, but now it can feel too formal. Let students brainstorm activities they'd like to do.
- As a leader in a program that connects new students with an upper classman who can help guide them, Rohan shared his concern about students who did not speak english. A lot of time was spent trying to connect with kids who could translate and it felt "unacceptable" for the new students. "How would the kids get through a whole year like this?". He proposed a welcome center as a place for new students to go to to get started and transition. He also thought an Ambassador Program like the current Peer Mentoring for upperclassmen, could really benefit ELL students and improve their experience.

Members discussed the lack of consistent cell phone service in the High School, which has improved. The High School has two issues - wifi access and cell service. Because the supply chain crisis hit when we were preparing to open the new building, some of the access points had to be taken out of Douglas and Gates. Cell service will never be great because this part of Acton does not have good service. The Boardwalk campus has some landlines for emergencies. The District is considering teaming up with our municipal colleagues and contacting verizon to see how the Town and schools can get some help with these issues. It was reported that during the High School lockdown, the biggest complaint was that parents couldn't reach their kids.

- b. Special Education Update - *Director of Special Education Jen Truslow*
- i. In-District Programs Overview/Financial Impact on Out Of District Costs
 - ii. Co-Teaching
 - iii. Disproportionality/240 Grant
 - iv. Budget Update - *Dave Verdolino*

Members appreciated the overview. The 14% tuition increase for FY24 (slide 16) is concerning and is due to a new large "workforce stability factor" per Dave Verdolino. We would expect circuit breaker funds to go up proportionally but it is a reimbursement program and the District wouldn't get the money until FY25. With the state having a lot of cash on hand right now, perhaps they could accelerate the extraordinary relief program to provide same year

reimbursement, but it is not being discussed at this time. Mr. Light noted that the increase in tuition should not be an issue if it is what kids need.

- v. Special Education Parent Advisory Council (SEPAC) - Amanda Bailey, Kara Lafferty
Amanda and Kara presented on select 2021-2022 SEPAC survey findings and 2022-2023 priorities. Members appreciated seeing the survey data. There was a discussion about private therapies and equitable access for kids who supplement services (slide 14) and whether it is funded personally or through a grant. Many people don't know that laws require insurance companies to pay for some of this. It is important to recognize that it may not mean the kids are not getting the right services from the schools. Amanda agreed more information in this area would be good. A member made the point that regarding inclusion, it is important to tie this to bullying. The more kids can be included, the less isolated they are and less bullied. It is better for all kids to be together. Amanda appreciated district efforts on co-teaching regarding inclusion.

4. New Business

- a. District Goals 2022-2023 (First Read) - *Peter Light*
(vote is expected at the Oct 20 SC meeting)
- b. Superintendent's Goals 2022-2023 (First Read) - *Peter Light*
(vote is expected at the Oct 20 SC meeting)

This is all part of the Superintendent Evaluation process. It is the first year that Mr. Light is doing both sets of goals together. He added "Belonging" to the center of the District Strategy diagram this Fall (slide 2) because all of the strategy is really about belonging. This is a central theme regarding what is important to us as a district. Regarding Goal 2 (slide 6), typical growth vs. stretch growth was discussed. Data is being used because we have to measure progress toward these goals. Slide 8 outlined other initiatives and planning that we need to prepare students for jobs of the future. Curriculum is being built to address these opportunities.

Mr. Light proposed four Superintendent Goals (slide 9). He asked for feedback so he can consider making adjustments before asking the Committee to vote the goals at the next meeting. The overarching goals are being presented. More detail is in the packet.

Comments from the Committee included:

- Linking the Superintendent goals to the District goals is great.
- The professional practice goal is key to creating strong relationships with our community.
- Focusing on the STEAM initiative is great, as well as reconsidering the High School course levels (slide 8). A group of teachers will be looking at student data on these all year to measure success. This year's freshman environmental science class is an example. Prerequisites were eliminated for any level that a student wanted to take.

- STEAM visioning is excellent. There is a “real crunch” finding qualified engineer types for some of these jobs. Mr. Light said that our community has always had a strong focus on these classes but what is changing are the jobs that employees need to be trained to do. He wants to get students involved to see how excited they are and about what. He wants to elevate students’ voices.
- Profile of a Graduate is more than just academics alone, it’s about the whole person. How do we encourage more than that? What non academic activities can be part of the school? Creativity is being brought into so many businesses and students need to be aware of this. Mr. Light cautioned that we should not talk about either being academic or fun. We want to continue to build our schools’ cultures so kids feel connected to our schools. We need to continue to have fun activities for all our kids and families. The #1 factor to close the achievement gap are families and #2 are the teachers. Engagement through fun activities and being sure families know what is happening in school is essential. It was appreciated that art was added.
- An English degree includes all of the STEAM skills!
- High School classes should be more engaging. Many kids have to wait until they’re a junior to take anything really interesting. Freshmen have to take all the boring required classes. We need more fun math classes! Mr. Light agreed. Kids are much more connected to content if they feel it will engage them with something interesting. Teaching chemistry or biology via a forensic science class is an example. Kids would love that. They do however need a solid foundational base of knowledge. That is a goal of the district.

Adam Klein voiced concern that it might be too much to have four big goals and several initiatives to focus on. His fear was that, like last year, the Superintendent was being asked to do too much. His feedback to Mr. Light and the Committee is that the goals are ambitious, and the other things are important but there are certain things that have to be done, such as the High School accreditation. Secondly, measurable outcomes are needed. Outcomes for Goal 3 are tough to measure to know if we’re reaching them. It is hard to make decisions without data. It was appreciated that the conversation was happening now, at the early stage. Mr. Light responded that the administration is implementing certain things, like surveys to measure students’ and educators’ sense of belonging. Each student is also being asked if they feel they have a trusted adult in the school. He felt that the goals all have measurable action steps. The priorities are target areas and he has thought about who is involved “in the heavy lifting” of some of the work. There is “lifting” for everyone on a couple of things, and “lifting” for some on others. The majority of the work is years in the making, starting with an elementary focus.

When asked if the Superintendent should edit down the goals, Adam responded that clearly Mr. Light has thought this through. When the Committee does his evaluation, however, they will need evidence and there is a lot going on. Adam doesn’t want Committee members to say, “but we don’t have a STEAM program yet”. From an evaluator standpoint, Adam wants to know clearly what the Superintendent wants to do. Tessa respected Adam’s criticism, but belonging has a lot to do with the other goals (slide 4). She added that cultural response has been talked about for years and if members have to evaluate on it, she wants to see real progress in that area.

Mr. Light concluded that "There isn't a silver bullet to solve any of this." This is work that is done every year and you have to keep building on it. This is why the words "continue" and "refine" are used so often. Everything involved in our goals and strategy is actually culturally responsive practice. All work is about equity and inclusion.

5. ONGOING BUSINESS (8:30)

a. Consent Agenda/Action Items - VOTE - Kyra Cook

- i. Approval of ABRSC Meeting Minutes of 09/22/22
- ii. Approval of Donation of 1500 acrylic paint canvases (\$6240) and 750 blue light glasses (\$2250) from Krospoint, Inc.
- iii. Approval of \$5,000 Donation check to Community Education Summer Day Program from Danny's Place - HOLD
- iv. Annual Reauthorization of Official JH Organized Activities

Kyra read the agenda items. Amy Krishnamurthy requested that iii. Approval of Donation from Danny's Place be held from the consent agenda.

Adam Klein moved, Tessa McKinley seconded, and it was unanimously,
VOTED: to approve the consent agenda as amended.

Because Amy is on the Danny's Place Board, she would abstain from voting on this item. Adam congratulated the Community Education Summer Day Program staff for their great work given this donation and another significant one approved last month.

Adam Klein moved, Ben Bloomenthal seconded and it was unanimously,
VOTED: to approve of the donation from Danny's Place with gratitude.
Amy Krishnamurthy abstained.

b. Subcommittee and Member Reports

Ben Bloomenthal reported that the Pool Renaming survey responses were due by Oct 4. Of the 663 submissions, 88% were in favor of naming the High School pool after former Coach Jeff Johnson. Several people were opposed to naming spaces/buildings after individuals. The School Committee will be asked to vote on this on Oct 20.

Adam Klein attended the September SEPAC meeting and reported much discussion about the Memorandum of Understanding re School Resource Officers. Kyra reminded everyone that they are welcome to attend the Public Hearing meeting on Dec 1st.

Andrew Schwartz reported on the recent Health Insurance Trust (HIT) meeting.

c. Statement of Warrants and Recommendation to Approve - VOTE - Kyra Cook

Adam Klein moved, Amy Krishnamurthy seconded, and it was unanimously
VOTED: to approve the warrants (see memo)

FYI

- Monthly Student Enrollment Report, 09/01/22 - highlighted
- Boardwalk Campus Open House, 10/15/2022

- DiwaliFest 2022, 10/15/2022
- Community Coffee (virtual), 10/26/22 8:30 a.m.

6. **Adjourn**

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously,

VOTED: to adjourn the ABRSC at 9:18 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: agenda, agenda item summary pages, Special Education Update slides, AB SEPAC Presentation slides, District and Superintendent's Goals 2022-2023 slides, ABRSD District Strategy 2021-2026 Mid-Year Update: Annual District Improvement Plan - School Year 2022-2023 (P. Light), Draft Minutes of ABRSC meeting on 9/22/22, Donation check from Danny's Place, Annual Authorization of Student Activity Funds/R.J. Grey JHS memo (9/27/22, J. Marcotte), Warrant memo, Monthly Enrollment 9/14/22, Grand Opening of the Boardwalk Campus Flyer, Festival of Lights DiwaliFest Flyer

NEXT MEETINGS: October 20 & November 1 ABRSC at 7:00 p.m. in the Admin. Building Auditorium

**Acton-Boxborough Regional School
Committee Pool Renaming Subcommittee
DRAFT Minutes**

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**October 12, 2022
at 7:45 a.m.**

=====

**Administration Building, Superintendent's
Office**

Present - Amy Krishnamurthy, Ben Bloomenthal, Peter Light, Steve Martin, Gretchen Turner
(7:52)

Absent -

Chairperson Krishnamurthy called the subcommittee to order at 7:45 a.m.

1. Welcome

Amy welcomed the group and outlined the agenda for the morning, with the primary topic being a review of the recent survey results and consideration for making a recommendation to the full school committee.

2. Review and Approve Draft Minutes for 09-15-22 meeting

The subcommittee reviewed and approved the minutes from the meeting on 9-15-22

Motion to approve - Amy

Second - Ben

Roll call vote: Amy Krishnamurthy - yes, Ben Bloomenthal - yes, Peter Light - yes, Steve Martin - yes, Gretchen Turner (not present)

3. Review Survey Results

The group had a discussion of the recent survey results and the summary provided by the Director of Special Projects, Andrew Shen. The group noted that while 88% of individuals who submitted comments supported renaming the pool after coach Johnson, 9% of all submissions were blank and only 11 of 594 responses submitted with content that was on-topic expressed concern about renaming the pool after Coach Johnson.

The group noted the overwhelming support from students, staff and community in favor of renaming the pool after Coach Johnson. IN particular, there were many anecdotes submitted that commented on the tremendous impact Coach Johnson had on them and their children.

The subcommittee also considered information submitted by members of the community who were not in favor of renaming the pool. Some of these individuals opposed renaming spaces after any individuals, and other comments were specific to Coach Johnson, but lacked substance.

4. Next steps - Possible VOTE to recommend naming the high school pool

The group discussed whether to use the name pool or natatorium in naming the space. It was noted that both names are in use around the country, but that a natatorium is usually associated with larger facilities and may include a diving well in addition to a pool. The group decided to use the term "pool" in renaming the facility. The group also discussed whether to use the name "Jeff" or Jeffrey" in renaming the pool, and ultimately made a motion to support either name, based on input from his wife Marj Johnson.

Amy moved to recommend renaming the pool as "Coach Jeff (or Jeffrey) Johnson Pool."

Ben - seconded

Discussion - Steve and Gretchen will confirm with Marj Johnson how to list Jeff's first name on the citation.

Roll call vote: Amy Krishnamurthy - yes, Ben Bloomenthal - yes, Peter Light - yes, Steve Martin - yes, Gretchen Turner - yes

Motion passed unanimously

Subcommittee tasked Peter Light with preparing a memo summarizing process and recommendation for SC

Motion to adjourn - Peter

2nd - Steve

Roll call vote: Amy Krishnamurthy - yes, Ben Bloomenthal - yes, Peter Light - yes, Steve Martin - yes, Gretchen Turner - yes

Meeting adjourned at 8:05 a.m.



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10/20/22	AGENDA ITEM NUMBER	4.c
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AGENDA ITEM TITLE	Approval of Regional PTSO budget
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PRESENTER(S)	
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SUMMARY OF TOPIC	Annual Regional PTSO budget
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting or
X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

APPROX AGENDA TIME	1 minute
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FOLLOW-UP	N/A
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ATTACHMENTS	FY23 Regional PTSO budget
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FY23 PTSO Budget

Income		
43100 Contributions		
43111 Membership	Direct to PTSO	\$6,555.00
43112 Membership	Paypal	\$21,430.00
43113 Membership	Matching Gift	\$400.00
43114 Membership	Other	\$2,300.00
43120 Additional Contributions		\$1,815.00
43130 Matching Gifts		\$250.00
43210 Wellness Series	(deleted)	\$0.00
43220 Project Graduation		\$0.00
45030 Interest-Savings	Short-term CD	\$35.00
Total Income		\$32,785.00

Total Expenses	\$27,275.00
Net Income	\$32,785.00
Net	\$5,510.00

Expenses	
60110 Processing Fee - Paypal	\$1,947.00
60112 Processing Fee - Benevity	\$3.00
60200 Membership Drive	\$700.00
Membership Drive: Postage for Mailing	\$200.00
Membership Drive: Labels for Mailing	\$25.00
60310 Project Interface (MSPP)	\$500.00
60320 HS Grant (Project Based)	\$7,000.00
60330 JH Grant (Project Based)	\$6,000.00
60340 HS Community Service Donation	\$1,500.00
60350 Scholarships	\$2,000.00
60410 HS Directory Printing	\$0.00
60420 JH Directory Printing	\$0.00
60500 Gardening	\$765.00
60600 JH School Dance - 8th Grade	\$500.00
JH School Dance - 7th Grade	\$250.00
JH March Madness	\$200.00
JH Summer Fun in Winter	\$200.00
60700 HS Freshman Orientation	\$2,600.00
HS 9th, 10th, & 11th Dance	\$500.00
60800 Teacher Appreciation	\$800.00
60850 Forums	\$0.00
60900 Student Activities	\$500.00
61010 State Tax Filing Fee	\$35.00
61020 PTSO Insurance	\$375.00
61030 Tax Preparation Services	\$375.00
65010 PTSO P.O. Box	\$200.00
65020 Miscellaneous	\$100.00
Total Expenses	\$27,275.00

(HS/JH: 60/40) 4 appreciations



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	4.d
AGENDA ITEM TITLE	Subcommittee and Member Reports		
PRESENTER(S)	various		
SUMMARY OF TOPIC	Customary updates from the Subcommittees, ALG, BLF if they have met since the last School Committee meeting		

<u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
X	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

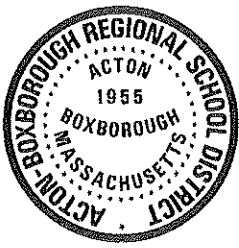
SUGGESTED MOTION	<i>"That in recognition of his outstanding contributions to the students and communities of Acton and Boxborough, the high school swimming pool be named in honor for former Coach Jeff Johnson as the "Coach Jeff Johnson Swimming Pool."</i>
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FOLLOW-UP	
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min.
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ATTACHMENTS	Memo from Peter Light, Memo from Andrew Shen, School Committee policy FF and FF-R
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Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: October 14, 2022
RE: Recommendation for the high school pool to be named the "Coach Jeff Johnson Pool"

I am pleased to submit the unanimous recommendation of the Pool Renaming Subcommittee that the high school swimming pool be named the "Coach Jeff Johnson Pool."

Recommended motion: "That in recognition of his outstanding contributions to the students and communities of Acton and Boxborough, the high school swimming pool be named in honor for former Coach Jeff Johnson as the "Coach Jeff Johnson Swimming Pool."

Discussion

Mr. Johnson was a renowned swimming coach at AB for over 40 years, and achieved over 500 dual meet wins and multiple state titles. He founded the Patriot Swim Club and was recognized several times as Coach of the Year by the Boston Globe, Boston Herald, and Lowell Sun. He received the David H. Robertson Excellence in Coaching Award in 2005 and the NISCA Outstanding Service Award in 2015. Individuals who supported the renaming of the pool after Mr. Johnson have also cited his tremendous dedication to each individual who participated in the swimming program and his impact on their development as athletes and young adults.

At the School Committee meeting on March 5, 2020, a petition signed by over 1,100 people was delivered requesting that the Acton-Boxborough Regional High School pool be named after Head Coach Jeff Johnson who had tragically passed away a year earlier. Many impressive emails of support were also received.

The petition was sent to the policy subcommittee who met on March 10, 2020 and discussed the request in light of the Naming District Facilities Policy and Procedures FF. The policy requires a three year waiting period following a candidate's death and can only be waived with a unanimous vote of the School Committee. If successful, the screening process as outlined by the policy and procedures would still be required. It was agreed that the request would be brought to the School Committee at their meeting on March 19, 2020.

Unfortunately Covid 19 resulted in the immediate closing of the school buildings on March 13th and the cancellation of the School Committee meeting. As the pandemic unfolded, the discussion of this request was postponed.

Once the three year waiting period ended this fall, the Acton-Boxborough Regional School Committee initiated a Pool Renaming Subcommittee as outlined in the Naming District Facilities policy and procedures. Because there was an existing petition to rename the pool after Coach Johnson, the subcommittee determined not to

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

solicit additional ideas for naming the pool. The subcommittee developed a survey that was sent to the community and received 663 responses, the overwhelming majority of which cited strong support for naming the pool after Coach Johnson. A summary of the survey results that was provided to the subcommittee is included with this memorandum.

Based on the overwhelming support for renaming the pool after Coach Johnson, at its meeting on October 12, 2022, the Pool Renaming Subcommittee voted unanimously to recommend that the school committee vote to name the high school pool the "Coach Jeff Johnson Pool" in honor of his many contributions to the students of Acton and Boxborough.

I would like to thank the members of the Pool Renaming Subcommittee for their time and effort in making this recommendation: Benjamin Bloomenthal, ABRSC; Amy Krishnamurthy, ABRSC; Steve Martin, Athletic Director; Gretchen Turner, ABRHS Swim Coach.

Recommended motion: "That in recognition of his outstanding contributions to the students and community of Acton and Boxborough, the high school swimming pool be named in honor for former Coach Jeff Johnson as the "Coach Jeff Johnson Swimming Pool."

Attachments: Update for Pool Renaming Community Survey

MEMO

To: Pool Renaming Subcommittee
From: Andrew Shen, Director of Special Projects
Re: Update for Pool Renaming Community Survey
Date: October 4, 2022

A survey was sent to members of the Acton-Boxborough community to collect feedback on the proposal to name the High School pool after Jeff Johnson, the former coach of the Acton-Boxborough swim team.

This survey was sent on September 20, 2022 and was open through October 4, 2022.

The survey was sent directly to the following:

- All current faculty and staff at A-B
- All current A-B students in grades 7-12
- All current parents/guardians of A-B students
- The alumni email addresses shared with the High School (approximately 7,000)

The survey was also shared on the District's Twitter page, and through the mailing lists of the town managers for Acton and Boxborough.


There were 663 total submissions to the survey with the following categories of responses:

- 583 (88%) expressed support for naming the pool after Jeff Johnson
- 62 (9%) did not submit a comment [entry left blank]
- 11 (1.6%) expressed opposition to naming the pool after Jeff Johnson or opposed any naming of the pool after a single individual
- 7 (1%) submitted comments unrelated to the topic (ex. one responded typed "meow" as a comment)

Within the 583 comments supporting the naming of the pool after Jeff Johnson, comments ranged from single word entries such as "Yes" and "Definitely" to significantly longer entries that provided detailed narratives in support of Mr. Johnson's credentials and impact on the community.

Within the 11 comments that opposed naming the pool after Mr. Johnson and/or naming the pool in general, there were no comments that provided substantive explanations for their opposition to Mr. Johnson. Those opposed to naming the pool in general noted that they do not feel that naming spaces/buildings after individuals is a good practice.

] ▼ Acton-Boxborough - Online Poli

▶ SECTION A - FOUNDATIONS  File: FF - NAMING DISTRICT FACILITIES

▶ SECTION B - BOARD GOVERNANCE The Acton Boxborough Regional School Committee believes naming or renaming a school building, structure, space, property, program or other District asset (hereafter referred to as a "Facility") is a matter of significant importance, one that deserves the most thoughtful attention of the School Committee and the Administration, and one that is an unusual occurrence or event. Further, the Committee believes it should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

▶ SECTION C - GENERAL SCHOOL AFFAIRS

▶ SECTION D - FISCAL MANAGEMENT

▶ SECTION E - SUPPORT SERVICES

▶ SECTION F - FACILITIES DEVELOPMENT Any request to name a Facility must be brought before the School Committee for approval.

▼ SECTION F - FACILITIES DEVELOPMENT

File: FCB - RETIREMENT ORDERS

File: FF - NAMING DISTRICT FACILITIES If a suggestion or petition to name or to dedicate a Facility, is brought forth to the School Committee, the School Committee will first decide whether the naming or renaming of that Facility is necessary and/or appropriate. If the decision to move forward with the naming is made, the School Committee will convene a screening committee pursuant to procedure FF-R.

File: FF-R - NAMING DISTRICT FACILITIES

File: FFA - MEMORIALS In the naming of a Facility, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored.

▶ SECTION G - PERSONNEL

▶ SECTION H - NEGOTIATIONS

▶ SECTION I - INSTRUCTION

▶ SECTION J - STUDENTS

▶ SECTION K - COMMUNITY RELATIONS

1. A person, living or dead, for whom a public school facility may be named must have made significant contributions to education of the youth of the Acton-Boxborough Regional Schools. Evidence of such contributions may include, but is not limited to the following:

- Unusually effective and dedicated service to or on behalf of the youth in the Acton-Boxborough Regional Schools
- Persistent efforts to sustain a high quality system of public education for all youth and to improve programs and services for these young people
- Demonstrated understanding of the essential nature of public education in the furthering of our democratic form of government.

2. Said person should be one who is retired, deceased or has provided service to the community in excess of 15 years. A request may not be submitted sooner than three years following the death or retirement of the individual to be so honored. This requirement may be waived by a unanimous vote of the School Committee.

3. The nominee must otherwise be worthy of the honor of having a school facility named for her/him. Evidence of such attributes could include, but may not be limited to the following:

- Superior levels of performance in strengthening and supporting Acton-Boxborough Regional Schools
- Community service
- Effective citizenship
- Seminal ideas or research
- Excellent character and general reputation

4. The School Committee may revoke the name of a Facility.

The Superintendent shall prepare procedures for the naming of Facilities that are consistent with this policy.

CROSS REF.: FFA, Memorials

Approved: 5/18/2017

Acton-Boxborough Regional School District

Acton-Boxborough - Online Poli

SECTION A - FOUNDATIONS

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File: FFA - MEMORIALS

SECTION G - PERSONNEL

SECTION H - NEGOTIATIONS

SECTION I - INSTRUCTION

SECTION J - STUDENTS

SECTION K - COMMUNITY R

File: FF-R - NAMING DISTRICT FACILITIES

1. The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility to the Screening Committee.

2. Nominations must be submitted in writing.

3. Nominations should be submitted with answers to the following questions:

a. What is the reason you are suggesting the person/name? (See the criteria in the policy statement.)

b. Why is this a good name for the facility?

c. What is the biographical/other information about this person that will assist in making a decision?

d. Are the relevant timeframes from Paragraph 2 of policy FF met?

4. The School Committee will establish a Screening Committee consisting of representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate the suggested names and make a recommendation to the School Committee.

Reviewed: 5/18/2017

Acton-Boxborough Regional School District



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	4.e
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Amy Krishnamurthy		
SUMMARY OF TOPIC	Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<input checked="" type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
<input checked="" type="checkbox"/>	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	See motion in memo in the packet from D. Verdolino
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	2 min
ATTACHMENTS	Summary memo from D. Verdolino in the addendum and posted folder of individual warrants

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



Acton-Boxborough Regional School District

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

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

October 13, 2022

To: School Committee Chair
From: Dave Verdolino /dav/
Re: School Committee Agenda - Warrants

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at the regular meeting on 10/20/2022.

The Budget Subcommittee has previously reviewed these warrants, for the purpose of check distribution. A majority of the Subcommittee conveyed their approval electronically and the related disbursements have been made. The full School Committee should vote its authorization of these expenditures of budgeted and other funds in its custody. All members have received for each warrant the information provided as shown below, namely:

1. (for vendor warrants, including payroll withholding remittances and student activities)
 - Declining balance register of payments (“Declining Dollar report”)
 - Warrant detail (payments by vendor)
2. (payroll)
 - Payroll warrant summary

As you know, these warrants, formerly provided in paper copy requiring physical signature, are now provided in digital copy with the School Committee meeting packet. A vote on the total memo value of warrants meets MGL guidelines for School Committee approval of warrants.

Thank you for your consideration and cooperation with this request.



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15 Charter Road - Acton, MA 01720
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Finance Department
David A. Verdolino, Director
(978) 264-4700
dverdolino@abschools.org

Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$5,779,969.89.

AP Vendor warrant(s) as follows -

23-007A	dated	9/29/2022	in the amount of	\$	1,785.25
23-007	dated	9/29/2022	in the amount of	\$	2,313,363.48

Payroll Vendor warrant(s) as follows -

23-007PR	dated	10/6/2022	in the amount of	\$	576,308.54
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Payroll warrant(s) as follows -

P2307	dated	10/6/2022	in the amount of	\$	2,888,512.62
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-20-2022	AGENDA ITEM NUMBER	FYI
AGENDA ITEM TITLE	For Your Information (FYI)		
PRESENTER(S)	The Chairperson and/or Superintendent may highlight individual items		
SUMMARY OF TOPIC	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
<input checked="" type="checkbox"/>	No action requested - this is a short update or presentation of information
<input type="checkbox"/>	Request input and questions from the School Committee, but no vote required
<input type="checkbox"/>	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
	with the request that the School Committee take action immediately

If formal action is requested, include a suggested motion or contact Julie LaLumiere.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	
ATTACHMENTS	various

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

WELLNESS • EQUITY • ENGAGEMENT

Actual Acton-Boxborough Grade K-6

Grade	Blanchard		Conant		Douglas		Gates		McCarthy		Merriam		Total #Secog-Site
	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	
K	19	20	20	59	18	19	18	19	56	1	16	18	298
Gr.1	20	20	19	20	21	20	18	20	21	20	21	21	340
Gr.2	18	19	19	75	19	20	17	20	19	19	58	20	326
Gr.3	22	21	21	62	21	22	23	21	22	21	22	22	365
Gr.4	22	20	23	89	23	22	23	23	22	23	23	23	384
Gr.5	22	24	23	92	22	23	22	21	21	21	20	24	405
Gr.6	21	23	23	67	24	23	23	22	24	25	23	24	400
Total	24	21.1	19	21.4	18	20.9	17	20.6	21	21.2	20	21.6	2518
													117
													21.5

124 Acton residents attend school in Boxborough
 67 Boxborough residents attend school in Acton

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2022-2023

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				A
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	
*Preschool services	10	1	0	11	10	1	0	11				0				0	
Pre-school	81	16	1	98	90	16	1	107				0				0	
Preschool Total	81	16	1	98	90	16	1	107				0				0	
K	238	55	5	298	238	55	5	298				0				0	
1	276	58	7	341	275	58	7	340				0				0	
2	255	61	9	325	255	62	9	326				0				0	
3	305	59	4	368	303	58	4	365				0				0	
4	305	74	6	385	304	74	6	384				0				0	
5	317	86	4	407	315	86	4	405				0				0	
6	339	53	7	399	340	53	7	400				0				0	
Elem Sub Total	2035	446	42	2523	2030	446	42	2518	0	0	0	0	0	0	0	0	
OOD Pre k-6	12	1	0	13	11	1	0	12				0				0	
Elem. Total	2047	447	42	2536	2041	447	42	2530	0	0	0	0	0	0	0	0	
7	326	78	8	412	325	78	8	411				0				0	
8	342	70	5	417	340	70	5	415				0				0	
J.H.S. Total	668	148	13	829	665	148	13	826	0	0	0	0	0	0	0	0	
9	346	61	7	414	349	61	7	417									
10	320	66	10	396	321	66	10	397									
11	342	61	12	415	341	61	12	414									
12	382	68	6	456	380	68	6	454									
13	0	0	1	1	0	0	1	1									
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
H.S. Total	1390	256	36	1682	1391	256	36	1683	0	0	0	0	0	0	0	0	
Secondary Total	2058	404	49	2511	2056	404	49	2509	0	0	0	0	0	0	0	0	
OOD 7-13	46	7	0	53	46	7	1	54				0				0	
Reg. Total	2104	411	49	2564	2102	411	50	2563	0	0	0	0	0	0	0	0	
Preschool Total	81	16	1	98	90	16	1	107				0				0	
Elem Total	2047	447	42	2536	2041	447	42	2530	0	0	0	0	0	0	0	0	
Secondary Total	2104	411	49	2564	2102	411	50	2563	0	0	0	0	0	0	0	0	
Grand Total	4232	874	92	5198	4233	874	93	5200	0	0	0	0	0	0	0	0	

*Preschool Preschool Student Services:Speech, OT, PT only not included in Totals

A = ACTON Pre-School In D. = In District Distribution:
 B = BOXBOROUGH P.G. = Post Graduates
 C = Choice/Staff/Tuition Ungr. = Ungraded

P. Light D. Verdolino
 M. Altieri A. Bisewicz
 D. Bookis K. Nelson
 J. Faber J. LaShombe/R
 All Principals C. Doncaster

Students other than Choice counted under column C:
 Staff Students -
 Tuition In Students -

REV: 10/