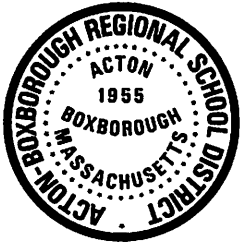


Acton-Boxborough Regional School
Committee Meeting

October 6, 2022

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

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

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1. **Call to Order (7:00)**
 2. **Chairperson's Welcome - Kyra Cook**
 - a. Public Participation
 - b. Superintendent's Update - *Peter Light*
 3. **Guests & Presentations (7:15)**
 - a. ABR High School Representative Update-Rohan Ravindran, Harshini Magesh, Molly Norris
 - b. Special Education Update
 - i. In-District Programs Overview/Financial Impact on Out Of District Costs
 - ii. Co-Teaching
 - iii. Disproportionality/240 Grant
 - iv. Budget Update
 - v. Special Education Parent Advisory Council (SEPAC)
 4. **New Business (8:00)**
 - a. District Goals 2022-2023 (First Read) - *Peter Light*
 - b. Superintendent's Goals 2022-2023 (First Read) - *Peter Light*
 5. **ONGOING BUSINESS (8:30)**
 - a. **Consent Agenda/Action Items - VOTE - Kyra Cook**
 - i. Approval of ABRSC Meeting Minutes of 09/22/22 (*Addendum*)
 - 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
 - iv. Annual Reauthorization of Official JH Organized Activities
 - b. **Subcommittee and Member Reports**
 - c. **Statement of Warrants and Recommendation to Approve - VOTE - Kyra Cook**
- FYI**
- Monthly Student Enrollment Report, 09/01/22
 - Boardwalk Campus Open House, 10/15/2022
 - DiwaliFest 2022, 10/15/2022
 - Community Coffee (virtual), 10/26/22 8:30 a.m.
6. **Adjourn (9:00)**

Posted on September 30, 2022 at 4:30 p.m.

Reposted on October 4, 2022 at 4:30 p.m. to include Superintendent's Goals

NEXT MEETINGS: October 20 & November 1 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	10-06-2022	AGENDA ITEM NUMBER	2.
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AGENDA ITEM TITLE	Chairperson's Welcome
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PRESENTER(S)	Kyra Cook
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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>
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<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:
	<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
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FOLLOW-UP	
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To develop engaged, well-balanced learners through collaborative, caring relationships.

WELLNESS • EQUITY • ENGAGEMENT



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	2.a
AGENDA ITEM TITLE	Public Participation		
PRESENTER(S)	Kyra Cook		
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.		

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	
APPROX. AGENDA TIME	5 min.
ATTACHMENTS	none



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-06-2022	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.		

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.)	5 min.
ATTACHMENTS	Brought to meeting



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	3.a
AGENDA ITEM TITLE	ABRHS Student Representative Update		
PRESENTER(S)	Rohan Ravindran, Harshini Magesh, Molly Norris		
SUMMARY OF TOPIC	Our rep report at the first meeting each month and share some student perspective on current events at the High School.		

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.)	3-5 min.
ATTACHMENTS	none

5



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	3.b
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AGENDA ITEM TITLE	Presentation: Special Education Update
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PRESENTER(S)	various
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SUMMARY OF TOPIC	This topic will consist of a presentation by the Director of Special Education designed to help the committee and community understand our work around special education. This presentation will provide an overview of the laws and regulations that we follow, description of our programs and the students served. Review disproportionality and the special education review that is happening in October. The SEPAC board will present as well. Slides will be brought to the meeting.
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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
<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	45 min.
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FOLLOW-UP	
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ATTACHMENTS	none
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To develop engaged, well-balanced learners through collaborative, caring relationships.



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	4.a & b
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AGENDA ITEM TITLE	New Business
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PRESENTER(S)	Peter Light
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SUMMARY OF TOPIC	District and Superintendent Annual Goals/Action Steps/Benchmarks 2022-2023-First Read The Superintendent will review district goals for the year with the School Committee as well as the Superintendent's Goals for FY2022-2023. We are requesting a vote at the October 20, 2022 meeting. In addition to highlighting important work of the district, these goals are presented in support of the Superintendent's annual evaluation.
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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:
X	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.

APPROX AGENDA TIME	30 min.
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FOLLOW-UP	We are requesting feedback from the Committee and a vote at the next meeting.
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ATTACHMENTS	District Goals and Superintendent's Goals
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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

Voted by ABRSC XX/XX/XXXX

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 <i>why</i> 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 <i>targets</i> 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 <i>action steps</i> 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.

Voted by ABRSC XX/XX/XXXX

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

Voted by ABRSC XX/XX/XXXX

Strategy							
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>	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 Advisory feedback from JH and HS staff	June 2023	Junior High Leadership & Junior High Advisory Coordinators High School Leadership & High School Advisory Coordinators				
Provide expanded professional learning for elementary staff in the use of Responsive Classroom	Two four-day summer workshops; Guided workshop on the <i>Power of Our Words</i> ; Feedback from workshops	Summer 2022 June 2023	Assistant Superintendent for Teaching and Learning				
Embedded curriculum work	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 Cartwheel 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 Mental 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

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

Voted by ABRSC XX/XX/XXXX

Health: Do's and Don't as We Move Forward"			Coordinator for SEL and Mental and Behavioral Health				
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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 3rd 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		
Baseline Placement	% Met	Students Assessed	Baseline Placement	% Met	Students Assessed	Baseline Placement	% Met	Students Assessed
Mid or Above Grade Level	51%	167	Mid or Above Grade Level	49%	108	Mid or Above Grade Level	35%	62
Early On Grade Level	43%	86	Early On Grade Level	45%	51	Early On Grade Level	44%	32
One Grade Level Below	61%	56	One Grade Level Below	50%	139	One Grade Level Below	41%	197
Two Grade Levels Below	44%	39	Two Grade Levels Below	21%	33	Two Grade Levels Below	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) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>	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 ILT 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 IM Mathematical Routines Presentation Grade Level Data Analysis and Instructional Planning for FLEX blocks 	June 2023 Per Wednesday Early Release Schedule (10 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 			<p>Coaches, Reading and Math Specialists</p>				
<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 	<p>Late spring 2023</p>	<p>Assistant Superintendent for Teaching and Learning, Elementary Curriculum Coordinators</p>				

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) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>	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 4-6 Committee meetings Created proposal for District Welcome Center	June 2023	Superintendent of Schools, Director of Special Projects, 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				

Superintendent's Goals 2022-23

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.

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.

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.

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

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



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	5.a
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AGENDA ITEM TITLE	CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization
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PRESENTER(S)	Kyra Cook
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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 09-22-2022; Krospoint donation; Danny's Place donation, JH Student Activity Funds/Clubs & Activities
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To develop engaged, well-balanced learners through collaborative, caring relationships.

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING DRAFT MINUTES

Administration Building Auditorium

15 Charter Road, Acton

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

September 22, 2022

7:00 p.m.

Members Present: Evelyn Abayaah-Issah, Ben Bloomenthal, Kyra Cook, Liz Fowlks, Adam Klein, Ginny Kremer, Tessa McKinley, Yebin Wang, Rebeccah Wilson

Members Absent: Amy Krishnamurthy, Andrew Schwartz

Others: Marie Altieri, Deborah Bookis, Peter Light, Beth Petr

1. Call to Order (7:00)

The ABRSC was called to order at 7:01 p.m. by Chairperson Kyra Cook.

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

Please see the Chair's statement (attached) regarding last week's lockdown at the High School and the structure planned for the evening's meeting.

a. Public Participation

Steve Ballard appreciated Kyra's comments. He urged a strong vote of no confidence in the schools' resource officer program, noting issues in both towns with some officers. He asked for a report at the next Committee meeting.

b. Superintendent's Update - Peter Light

Mr. Light congratulated Conant students and staff on receiving a 2022 National Blue Ribbon School award for exemplary high performance. He thanked the School Committee and staff for their work on the district policy and procedures on Digital Schools. We are highlighted in a new author's book, "Who's Raising the Kids" by Susan Linn. It is great to have in-person Open Houses back now. The Grand Opening of the Boardwalk Campus is Oct 15 at 9:30 a.m. A ceremony will be followed by tours for the public. All are welcome. The next scheduled School Committee presentation will be regarding Special Education on Oct 6.

3. Guests & Presentations

Mr. Light explained that this year, the district structured social emotional learning supports around a tiered system of support. Snapshots of tiered supports being offered at the elementary schools, junior high and high school were presented to help the committee and community understand the work being done involving the elementary Responsive Classroom programming, junior and senior high school advisory programs,

Trauma Informed Schools and a new program, Cartwheel Care, that is being designed to improve student access to mental health support.

a. Social Emotional Learning Overview - Heather Stouch, Elem Psychology Chair

i. *Responsive Classroom (RC) - Jill Krysil, Blanchard Teacher, RC Trainer*

There is a lot of excitement among teachers about sharing these techniques. New staff members are urged to pick one or two pieces to start with as it can be overwhelming to try too many at once. In response to a question, Mr. Light said that accountability regarding social emotional learning can be hard to measure, and can sometimes defeat the purpose. Survey patterns will start to be twice a year. This is about how our staff, students and families experience school. It is critical how we approach this work with our staff. We have to be sure there's not a negative value associated with this effort.

A Committee member who is a teacher added that in her own RC classroom, she has kids who don't know others' names, but they do know how to greet them or ask what their name is. The tenor of the classroom changes when everyone recognizes that they know something about their classmates and it builds their community. She suggested that "it is a tiny bit that isn't really measurable but makes a huge difference."

ii. *Advisory Programs*

*Jr High Counselor Jess Eagle and Teacher Peter Cavanaugh
High School Teachers Nikki Jeannotte and Darren Gwin*

The High School has been doing advisories for a long time in various ways. This year's goal is to create a cohesive community.

iii. *Trauma Sensitive Schools - Lesley University (LIFT), Joe Restuccia*

Many people can talk about trauma, but this program talks about "what to do". In response to a question about whether this includes "racism trauma", Joe said that systemic trauma includes racism, gender bias, sexual preference and more. All students need to feel safe and supported. Our staff has shown significant interest in the academic courses being offered. A second course has been set up and a wait list exists for others who want to take it.

iv. *Cartwheel Care - Joe English, Dr. Juliana Chen*

This new organization is passionate about collaborative community care work and trying to address the extensive wait for therapists. They are very excited about this partnership with AB and other schools. Mr. Light thanked Cartwheel for their flexibility in working with us. There was a plan in place and they reacted very quickly during last week's incident.

4. New Business

- a. Discussion of Acton-Boxborough Regional High School Incident on September 14, 2022

Mr. Light began by saying that it had been an extraordinarily challenging week. He described the facts of the shelter in place incident, with as much detail as he knew and could appropriately share. He said that actions taken by school administrators to ensure students are safe during an incident can also result in a sense of less safety for some students. That was the impact of what happened last week. Thinking about the students involved, their families, as well as other members of the Black community at AB, he added, "We are so deeply sorry that the actions we took had such an impact on, especially our students and families, but also the broader community." He stressed that while the information available to them necessitated taking action, there were no weapons found at school and police have determined that the report was not founded. Some details cannot be shared because they could reveal students' identities. Mr. Light read an email that was sent out to families to have a current shared understanding. He added that the district will continue to learn all that they can about what happened and will take steps if they find it was racially motivated.

Comments from the Committee included:

- Once it was understood that the students named were all students of color, how was that factored into the administration's actions? Mr. Light replied that when Principal Dean and he learned that they were students of color, they discussed it and agreed that they could not ignore the information they had at that time. Decisions had to be made in minutes and given that the information involved a weapon, they had to act.
- What weapons were carried onto our school campus and why? Were there Acton police with assault rifles on campus? Mr. Light replied that no Acton police had more than the standard issue gun. There were no assault weapons on Acton police officers. A Boxborough officer may have had a different weapon when they were called for back up.
- Are you trying to find out who the student reporter was? Mr. Light said that our anonymous reporting form is a google form set up by our Ed Tech department in an anonymous way so students will provide information. Our edtech staff have tried unsuccessfully to obtain the IP address where the tip came from. Law enforcement could potentially find it if they were pursuing this as a criminal case but it is not a simple process.
- It is possible that the student did what they are told to do - if you see something, say something. It doesn't necessarily mean ill intent on the student's part. Mr. Light said that they don't believe there was malicious intent on the part of the reporter.
- As a member of the Jewish community, what concrete steps are being taken to address the trauma that these Black students and families experienced? Mr. Light replied that counselors have set up a trusted adult for each student involved if the student wants to talk with them. Students were not called to the office because it would highlight their identity. Counseling staff reached out to them. The Leadership Academy's Michelle Shannon has met with our Black Student Union over the past year. She is coming tomorrow to meet them again. The administration has also reached out to Cartwheel Care to set up services if any of our students

want assistance outside the school. DEI Director Jen Faber is reaching out to community organizations to bring together stakeholders. As far as what the district is doing to eliminate hate in our community, Mr. Light responded that that is a long process.

- Why aren't our police or our DEI Director here? There appears to be a rush to hand over control of this to police. Mr. Light appreciated the feeling in the statement made but some of the facts were not accurate. If there is a report that there may be a gun in school, administrators have to involve the police. School administrators are constantly balancing risk. We have to make sure that things are physically safe and then consider emotional safety.
- Was there a chance for de-escalation, or taking a pause before acting? Mr. Light replied that when something like this happens, the top priority is that the Superintendent is responsible for the lives of thousands of people. It may lead down paths that will not be perfect, like in this case.
- No kid should go to school in fear of losing his life. No parent should drop their kid off at school in fear that they will not return. But also, no kid should go to school and fear they will be racially profiled. That is losing your dignity and fear of belonging.
- A member appreciated the emails from other ethnic groups but felt that some blatantly ignored that six Black kids in the district were profiled because someone reported it. She questioned why all minorities can't support each other and be united. "This is not a Black thing or Chinese or Indian thing. It's horrible to tell the Black community to just deal with it by themselves." She stated that this wasn't about AB making a mistake, it was about these kids and their families being racially profiled.
- Several members appreciated how the Superintendent handled the incident as it unfolded.
- In response to people rushing to make judgements, a member shared that she tells her second graders to wait until they hear the whole story, the whole message. She is waiting for the other people that need to speak and provide more details and facts, before she will speak up.
- A member extended sympathies to our Black families who continue to experience racism in our community. It is important to hear from those directly affected. He thanked the Chairperson for taking the time to do that at tonight's meeting.

Kyra thanked Mr. Light for the direct address to the Black community that he made at the meeting. She read a statement about her worry for her son and other young Black people. "We can only confront the truth if we say it out loud: among some, AB has a reputation for being not fully inclusive and welcoming of Black kids." She noted that good work is being done to build trust, do justice and be better but it will take years to make this a fully safe place for all kids. She advocated for a "breaking of the cycle of making things go away after something significant happens" and instead asked for a sustained, consistent effort of relationship-building. She was grateful that this work has now begun.

Comments from the Public included:

1. A Black veteran of Iraq realized that she was safer there than when she was in school in NY from being shot by police. The six boys were in danger last Wednesday. Every time she tells her child's school of an issue, she worries about what will happen.
2. A High School parent described last Wednesday as "a day from hell". She was thankful that nothing happened but it was a very bad feeling to know it could be your child who was targeted. Anonymous tips will come up again, but was the intensity of the response appropriate? Do we need to look further? She hoped for a better response in the future.
3. Concern is what is the systemic thing that will prevent this from happening again. What happened with the information that the boys were all Black? It seemed like only after an uproar was it investigated. The district needs to hold itself accountable if this comes up again and initiate a "racial justice muscle" to know when to take appropriate action to investigate. All communications had effusive gratitude to the police and students who responded to the shelter in place order. Words matter. We need to know whose perspectives we are elevating when we communicate.
4. Earlier sentiments were echoed. This is not easy for the Superintendent and it is happening all over the country. We need to reach out as a community and provide extra support.
5. Anti-Blackness in particular has a connection with police and policing. She hopes there is an appreciation for the collective experience of being marginalized and that Black students and families, especially Black men will experience this differently. Her experience at AB has shown her disproportionate disciplinary actions in this regard, and she feels not a lot is changing. She appreciated Kyra and Evelyn's emotional labor that they are doing and forced to do by way of their positions on the committee and as community members.
6. "My heart is broken." A mother described how her daughter always tries to quietly do the right thing at AB, but is not being received for how she really is. She first heard the news from her daughter, not from the district. She didn't believe her daughter when she said all of the students were Black. This is how we reinforce macro level micro aggression. Parents deserve more rapid communication.
7. How do we prevent this in the future? Why do we have an anonymous tip line? This encourages cowardly behavior and allows kids to do this again. If you have a complaint, you should tell someone and identify yourself.
8. A mother came as an ethnic minority to support her Black brothers and sisters. All she hears is the white point of view. Six lives were impacted by this. There are different kinds of death - of reputation, of community, in the Black community when something like this happens. The fear of a threat coming from six Black boys is from a "whiteness" point of view. This decisionmaking point of view needs to be de-centered.
9. A mother was confused about why things escalated as they did. The FBI has a school shooter threat perspective and they find that schools that respond to every threat can be very dangerous because they lead to overreacting or underreacting.

Evelyn Abayah-Issah stated that she doesn't think anyone is blaming the Administration for the actions that were taken. What people are asking for is an acknowledgement that six Black kids experienced violence and trauma, even though there was no evidence that anyone had a weapon in the school that day.

Members of the public were encouraged to email the School Committee if they wish to share any additional comments.

5. ONGOING BUSINESS

a. Consent Agenda/Action Items

- i. Approval of ABRSC Meeting Minutes of 09/08/22 - **VOTE** - *Kyra Cook*
- ii. Approval of ABRSC Meeting Minutes of 09/15/22 - **VOTE** - *Kyra Cook*
- iii. Recommendation to Approve assuming responsibility and oversight for the planning and development of the junior high school technology education program. - **VOTE** - *Kyra Cook* *HOLD by Adam.*

Adam Klein requested that the third item be held from the consent agenda.

Ginny Kremer moved, Ben Bloomenthal seconded and it was unanimously, **VOTED**: to approve the consent agenda as amended.

Adam Klein held the Junior High technology program item due to the strong sentiment at the previous meeting to keep the current staff. Marie Atleri confirmed that a Memorandum of Agreement with the two teachers has been prepared and is ready to be signed if the recommendation is approved.

Adam Klein moved, Ginny Kremer seconded and it was unanimously, **VOTED**: to approve assuming responsibility and oversight for the planning and development of the junior high school technology education program.

b. Subcommittee and Member Reports

- i. The Pool Renaming Subcommittee met and their survey is out. Members will reconvene when responses are in. A recommendation may be ready for consideration by the School Committee at their Oct 20th meeting.
- ii. The Budget Subcommittee met to discuss a preliminary budget following a quick update on where we are regarding FY23 and the budget calendar. Members asked for confirmation of next Spring's Annual Town Meeting dates.

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

Adam Klein moved, Rebecca Wilson seconded and it was unanimously, **VOTED**: to approve the warrants (see memo).

Mr. Light reminded members to register for the annual November MASC conference if they planned to attend. ABRSD was invited to do two presentations - Adam Klein is discussing our building project and Mr. Light will also be presenting.

Kyra highlighted the Diwali celebration that will take place on Oct 15, after the Boardwalk Campus Grand Opening.

7. Adjourn

Tessa McKinley moved, Rebeccah Wilson seconded it was unanimously,
VOTED to adjourn the ABRSC at 9:48 p.m.

Respectfully submitted
Beth Petr

List of Documents Used: agenda, agenda item summary pages, Welcome Statement read by K. Cook, Social Emotional Learning Presentation Slides (Overview, Responsive Classroom, Advisory Programs - Jr High and High School, Trauma Sensitive Schools - Lesley University, Cartwheel Care), High School Update Email sent to ABRSD Families on 9/16/22 from Superintendent Light, Draft Minutes of ABRSC meetings on 9/8/22 and 9/15/22, Warrant Memo

NEXT MEETINGS: October 6 & October 20 ABRSC at 7:00 p.m. in the Admin. Building Auditorium

This evening, we meet as a community one week after our regional high school was put on lockdown for two hours because of an anonymously reported allegation of danger to our student body. The timeline and details of what unfolded last Wednesday, September 14th, will be addressed later in this meeting. There has been communication from the Administration, accusations thrown around on Facebook, and a stand-out in the streets. There have also been hours of phone calls, meetings, coffees, and time spent with community members who have simple questions that must be answered by those decision makers who took part in the events.

As Chair, I hold the agenda. I am purposefully making space for the grief and frustration of the community that experienced an extra layer of trauma during last week's lockdown. Black families in our town make up a mere 4% of the community. That leaves us vulnerable to being unseen and underheard in situations like this--because we're told the situation is complex, that nothing is simple and binary, and we have to wait until all the details are sussed out in investigation. I will make more remarks on this later, but I want to be clear: today's meeting purposefully makes room to hear from our neighbors--hopefully many of our Black neighbors, and then those who are caring allies as well. Today, you will be seen and heard.

There are some who would like to attach this moment to our broader, necessary, and yes, adjacent, conversation about the School Resource Officer contract. I believe there is a time for lament, airing, and truth-telling and *then* there is a time for change, work, and executing on new ideas. We *will* have a full and transparent discussion about SROs and the memorandum of understanding for them. I believe that it is imperative that this Committee conduct that discussion separately from this event.

At the beginning of this meeting, we will talk about the infrastructures of social-emotional learning programs that have been implemented in our district to support all of our students. It is important to note that *all* of our students have endured a traumatic event over the last three years and it shows. The presentations you are about to see were scheduled weeks ago and, frankly, they are appropriately timed. Please watch and listen with care.

Afterward, I will open up our meeting to talk about last week's events. There will be ground rules and I will explain them when we get to that portion of the meeting.

For now, I thank you for coming to this meeting.

Kyra Cook
Chairwoman's Welcome
ABRSC Meeting 9/22/22



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	October 6, 2022	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Krospoint, Inc. Donation to ABRSD		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Donation of 1500+ acrylic paint canvases and 750 blue light glasses; paint canvases estimated donation value of \$6240, and blue light glass donation value of \$2250.		

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:
	<input type="checkbox"/> 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	One minute
FOLLOW-UP	
ATTACHMENTS	Summary of donation items



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10/6/2022	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Vote to accept Danny's Place Donation to Summer Day Program		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	<p>Donation check to Community Ed. Summer Day Program to support CIT and LIT staffing.</p> <p>Community Ed. is truly grateful to Danny's Place for their continued support of the Summer Day Program. Our LIT Program gives 7th and 8th graders an opportunity to develop their leadership skills through group activities and teamwork. The CIT program helps students in grades 9+ learn skills necessary to be future counselors, such as teaching engaging games, leading songs, planning arts & crafts and nature activities, and most importantly how to successfully manage groups of children.</p>		

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:
<input type="checkbox"/>	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	One minute
FOLLOW-UP	
ATTACHMENTS	Donation check

original check to be held in Finance until SC has voted to accept it.


CYNTHIA J McCARTHY
DANIEL McCARTHY MEMORIAL FUND
525 MASSACHUSETTS AVE., STE A
ACTON, MA 01720


1939
53-7122/2113

Sept 13, 2022
Date

CHECK GUARANTEE
FRAUD PROTECTION

Pay to the
Order of Acton Barborough Commind Education \$ 5,000.00
Five thousand and 00/100 Dollars

 Photo Safe Deposit Details on back

 **Middlesex** 03
Savings Bank
ACTON, MA 01720

For _____ Cynthia J. McCarty MP

[Redacted area]



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-6-2022	AGENDA ITEM NUMBER	
AGENDA ITEM TITLE	Annual Authorization - JH Student Activity Funds/Clubs & Activities		
PRESENTER(S)	N/A		
SUMMARY OF TOPIC	Per SC Policy JJF		

<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.

APPROX AGENDA TIME	One minute
FOLLOW-UP	
ATTACHMENTS	Memo to Peter Light; SY23 SA Clubs & Activities List



Raymond J. Grey Junior High School
Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
(978) 264-4700 x 3303 Fax (978) 264-3343

James Marcotte, Principal

Elizabeth Broadwater, Assistant Principal
Kelly Doherty, Assistant Principal
Jun Wei Zhang, Assistant Principal

To: Peter Light, Superintendent

From: James Marcotte, Principal RJ Grey JHS

Date: 9/27/2022

RE: Annual Authorization of Student Activity Funds / R.J. Grey JHS

In accordance with School Committee policy JJF, Student Activity Accounts, and in compliance with MGL Ch.71, Section 47, I am recommending and submitting for your approval and the subsequent approval of the school committee, the attached list of officially recognized clubs, teams and other organized activities for the 2022-2023 school year.

As building principal, I understand the responsibilities as outlined in our policies and in MGL for the operation of these funds.

Sincerely,

James Marcotte
Principal

Encl: JH SA Clubs & Activities List SY23

JH SA Clubs & Events	JH Advisors
Art Club	Holly Nielsen
Arts Happening/Empty Bowls	TBD
BAA Race	Jon Duclos, Deb Rimpas
Book Club	Molly Wong
Students of Color Affinity Group (JH)	Kristen Dye
Common Ground	Jess Eagle
Cooking Club	Deb Rimpas & Ryan LaRochelle
Creative Writing	Christine Bryan
Current Events	TBD
Dungeons & Dragons	TBD
End of Year Slideshow	TBD
Engineering Club	TBD
Fit Club	Shane Lazar
French Club	TBD
Games Club: Board Games	Anastasia Koulopoulos
Games Club: Magic the Gathering	Sarah Berman & Aarushi Nohria
Garden Club	Kimberly Macey
Green Team Club	Jeanne Bouchard
Jazz Band	Kirsten Dye & Michael Soo
Marvel Club	Kristin Wachtelhausen
MathCounts Club	Phil Stameris & Emily Berlin
Musical (see Stageworks)	Bethany Dunakin & Chris Charig
Recycle Club	TBD
Science Fair Project Club	Andrew Thompson
SEED Club	TBD
Select Choir	Chris Charig
Ski Club	TBD
Social Action Club	TBD
Spanish Club	TBD
Speech & Debate Club	TBD
Stageworks (formerly Drama)	Bethany Dunakin & Margaret Kelley
Student Council	Debbie Ahl
Trivia Event	Mike Balulescu, Jen Vacca
Yearbook	Marc Lewis
Yoga Club	Gina Saxena

JH Sports	JH Advisors
Baseball 7th & 8th	TBD
Basketball 7th & 8th Boys	Peter Knowles (7th), Tim Malloy (8th)
Basketball 7th & 8th Girls	Mary Bassett (7th), Jon Duclos (8th)
Cheerleading	TBD
Cross Country	Deb Rimpas, Erin Barrell, Mary Price Maddox
Field Hockey 7th & 8th	Maura Champigny (7th), Eileen Flannery (8th)
Soccer Boys	Max Utter
Soccer Girls	Lisa Piandes
Softball 7 & 8	TBD
Spring Track 7th & 8th	TBD
Volleyball Girls	TBD



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	5.b
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		

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.)	5 min.
ATTACHMENTS	none

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



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-06-2022	AGENDA ITEM NUMBER	5.c
AGENDA ITEM TITLE	Statement of Warrants and Recommendation to Approve		
PRESENTER(S)	Kyra Cook		
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.		

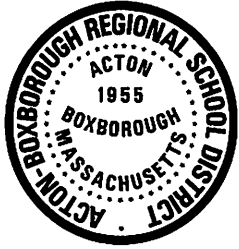
WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
X	Request formal action with a specific vote:
	If formal action is requested, is this item 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	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

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WELLNESS • EQUITY • ENGAGEMENT



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

September 30, 2022

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

Members –

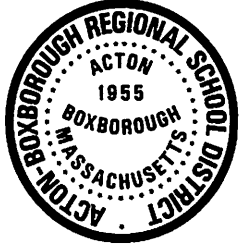
Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at the regular meeting on 10/06/2022.

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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dverdolino@abschools.org

Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$6,140,542.18.

AP Vendor warrant(s) as follows -

23-006A	dated	9/15/2022	in the amount of	\$	520.50
23-006	dated	9/15/2022	in the amount of	\$	1,896,763.47

Payroll Vendor warrant(s) as follows -

23-006PR	dated	9/22/2022	in the amount of	\$	1,227,036.78
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Payroll warrant(s) as follows -

P2306	dated	9/22/2022	in the amount of	\$	3,016,221.43
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	10-06-2022	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
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SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	
ATTACHMENTS	various

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ACTON-BOXBOROUGH REGIONAL SCHOOLS 2022-2023

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1	
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B
*Preschool services	10	1	0	11				0				0				0		
Pre-school	81	16	1	98				0				0				0		
Preschool Total	81	16	1	98				0				0				0		
K	238	55	5	298				0				0				0		
1	276	58	7	341				0				0				0		
2	255	61	9	325				0				0				0		
3	305	59	4	368				0				0				0		
4	305	74	6	385				0				0				0		
5	317	86	4	407				0				0				0		
6	339	53	7	399				0				0				0		
Elem Sub Total	2035	446	42	2523	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OOD Pre k-6	12	1	0	13				0				0				0		
Elem. Total	2047	447	42	2536	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	326	78	8	412				0				0				0		
8	342	70	5	417				0				0				0		
J.H.S. Total	668	148	13	829	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	346	61	7	414														
10	320	66	10	396														
11	342	61	12	415														
12	382	68	6	456														
13	0	0	1	1														
P.G.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H.S. Total	1390	256	36	1682	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Total	2058	404	49	2511	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OOD 7-13	46	7	0	53				0				0				0		
Reg. Total	2104	411	49	2564	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Preschool Total	81	16	1	98				0				0				0		
Elem Total	2047	447	42	2536	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Total	2104	411	49	2564	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	4232	874	92	5198	0	0	0	0	0	0	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/Tuiti. Ungr. = Ungraded

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

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

REV: 9/14/2022

Actual Acton-Boxborough Grade K-6

9/14/2022

Grade	Blanchard		Total	Conant		Total	Douglas		Total	Gates		Total	McCarthy		Total	Merriam		Total	Total #Sec.vg. Size							
	ADK	AM		ADK	AM		ADK	AM		ADK	AM		ADK	AM		ADK	AM			ADK	AM					
K	55	4		36	2		47	7		55	0		56	1		31	3									
	19	20	20	19	19	38	17	19	18	54	19	18	19	56	18	19	20	57	16	18	34	298	16	18.6		
			10			1			1				3				0						16			
Gr. 1	20	20	17	20	20	20	21	20	21	62	19	18	20	57	21	20	41	20	20	21	61		341	17	20.1	
			11			0			2				2			4					1		20			
Gr. 2	18	19	18	19	20	39	19	20	19	58	17	20	37	20	19	19	58	20	20	19	59		325	16	20.3	
			19			0			2				1			1					3		26			
Gr. 3	22	22	22	21	21	21	21	22	22	65	23	21	44	22	22	21	65	21	22	22	65		368	17	21.6	
			19			2			2				2			5					2		32			
Gr. 4	22	20	23	23	23	21	23	23	23	46	23	23	46	22	23	23	68	23	23	23	69		385	17	22.6	
			26			2			1				3			5					0		37			
Gr. 5	22	24	23	23	23	24	23	23	23	46	23	21	44	22	21	21	20	84	23	24	24	71		407	17	23.9
			19			3			3				2			2					4		33			
Gr. 6	21	23	23	23	24	25	23	24	22	46	23	23	22	68	24	25	25	74	25	23	24	72		399	17	23.5
			20			0			1				3			1					2		27			
			124			8			12				16			19					12		191			
Total	24	21.1	507	19	21.5	409	18	20.9	377	17	20.7	352	21	21.3	447	20	21.6	431	2523	117	21.6					

124 Acton residents attend school in Boxborough

67 Boxborough residents attend school in Acton

THE
ACTON-BOXBOROUGH
REGIONAL SCHOOLS

*Cordially Invites You to Join Us As We
Celebrate the Grand Opening of*

THE BOARDWALK CAMPUS

Carol Huebner Early Childhood Program

C.T. Douglas School

Paul P. Gates School

75 Spruce Street, Acton

SATURDAY, OCTOBER 15, 2022

RIBBON CUTTING

CEREMONY, 9:30AM

followed by campus tours 10AM-12PM



Acton, Boxborough & Littleton celebrate

Festival of Lights @DiwaliFest2022

Oct. 15th 12-4:30 PM (Rain date 10/16)
Sargent Memorial Library, Boxborough, MA

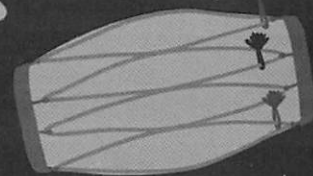
Enjoy Indian Food, Pizza, Ice-cream, Cupcakes and other treats.



*Food
Crafts*

*Music &
Dance*

*Everyone
welcome!*



FREE ENTRY



facebook.com/diwalifest22



@diwalifest2022

