



## Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

### Acton-Boxborough Regional School Committee Meeting

April 13, 2023 at 7:00 p.m.

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

1. CALL TO ORDER & CHAIRPERSON'S WELCOME (7:00) - *Kyra Cook*
  - a. ABRHS Student Representative Update - *Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou*
  - b. Public Participation
  - c. Superintendent's Update - *Peter Light*
  
2. Public Hearing: FY24 ABRSD MA DESE School Choice Program - *Marie Altieri*
  - a. Call to Order (7:15)
  - b. Adjourn
  - c. FY24 ABRSD MA DESE School Choice Program Participation - **VOTE** - *Kyra Cook*
  
3. GUESTS AND PRESENTATIONS (7:30)
  - a. R.J. Grey Junior High School Update - *Principal Jim Marcotte*
  - b. ABRHS Update - *Principal Joanie Dean*
    - i. Course Level Update
  
4. ONGOING BUSINESS (8:30)
  - a. Budget Update - *Peter Light*
    - i. Staffing Updates
      1. Request for two additional Kindergarten sections
      2. Request for Assistant Director of Special Education
    - ii. Approval of FY24 Line Item Budget (no change to overall budget) - **VOTE** - *Kyra Cook*
  - b. Superintendent Evaluation Process Reminder - *Kyra Cook*
  - c. Subcommittee and Members' Report
    - i. Acton Leadership Group - *Kyra Cook and Amy Krishnamurthy*
    - ii. Community Engagement - *Andrew Schwartz*
    - iii. Policy Subcommittee - *Ginny Kremer*
    - iv. Budget Subcommittee - *Adam Klein*
    - v. School Resource Officer Subcommittee - *Adam Klein*
  - d. Consent Agenda/Action Items - **VOTE** - *Kyra Cook*
    - i. Approval of ABRSC Meeting Minutes of 3/2/23 and 3/16/23
    - ii. New R.J. Grey JHS Club-Neurodiversity Club
  - e. Statement of Warrants and Recommendation to Approve - **VOTE** - *Kyra Cook*

Thank you to *Kyra Cook, Evelyn Abayaah-Issah, Amy Krishnamurthy, Tessa McKinley, and Yebin Wang* who are retiring after this meeting.

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

FYI

- Proposed ABRSC Meetings for 2023-2024
- ABRSD Cartwheel-DMG Workshop - 3/31/23
- Monthly Student Enrollment - 4/1/23
- Acton and Boxborough Town Election Calendars

5. ADJOURN (9:15)

Posted on April 7, 2023 at 8:00 am

NEXT MEETINGS: May 4 & May 18 at 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

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	1.
<b>AGENDA ITEM TITLE</b>	Chairperson's Welcome		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	<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>		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<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.*

<b>APPROX AGENDA TIME</b>	5 min
<b>FOLLOW-UP</b>	

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

WELLNESS • EQUITY • ENGAGEMENT





## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	1.a
<b>AGENDA ITEM TITLE</b>	ABRHS Student Representative Update		
<b>PRESENTER(S)</b>	Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou		
<b>SUMMARY OF TOPIC</b>	Our reps report at the first meeting each month and share some student perspective on current events at the High School.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
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<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	3-5 min.
<b>ATTACHMENTS</b>	none





## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	1.b
<b>AGENDA ITEM TITLE</b>	Public Participation		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	Policy <a href="#">BEDH</a> , 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.		

<b><u>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</u></b>	
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<b>SUGGESTED MOTION</b>	
<b>APPROX. AGENDA TIME</b>	5 min.
<b>ATTACHMENTS</b>	none



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	1.c
<b>AGENDA ITEM TITLE</b>	Superintendent's Update		
<b>PRESENTER(S)</b>	Peter Light		
<b>SUMMARY OF TOPIC</b>	Bi-weekly Superintendent's Update. This is brought to the meeting and posted to our website for families and the community the following day.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
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<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	Brought to meeting



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	2.
<b>AGENDA ITEM TITLE</b>	FY24 ABRSD MA DESE School Choice Program Participation		
<b>PRESENTER(S)</b>	Marie Altieri		
<b>SUMMARY OF TOPIC</b>	FY24 ABRSD MA DESE School Choice Program Participation		

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

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<b>APPROX AGENDA TIME</b>	15 mins.
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	Memo from Marie Altieri





**Acton-Boxborough Regional School District**

16 Charter Road Acton, MA 01720  
978-264-4700 x 3211 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

**Marie Altieri**  
*Deputy Superintendent*

To: Acton-Boxborough Regional School Committee  
Date: April 7, 2023  
Re: School Choice Hearing

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In 2021 the School Committee voted to fully withdraw from the School Choice program after fifteen years of only opening enough seats for siblings of existing School Choice students. The decision to phase out of the School Choice program was based on space constraints across all of our schools. Attached is an advisory of how the School Choice program works. The School Committee needs to vote each year to withdraw. We still have 10 School Choice students in our schools, who have been accepted as siblings of previously accepted School Choice students. Once students are accepted, they stay with us through twelfth grade. We receive \$5,000 for each School Choice students, although our per pupil costs are over \$15,000.

Our current school choice enrollment includes:

10	Total Students
3	Blanchard
0	R. J. Grey Jr. High
7	Acton-Boxborough Regional High School

Now that we do not have any siblings of existing school choice students to enroll, we are recommending that Acton-Boxborough Regional School District continue to withdraw from the School Choice program. The School Committee must hold a posted hearing, which has been scheduled for 7:15 on April 13<sup>th</sup>, 2023. As you can see, it has taken many years to phase out of participation in the school choice program while accommodating current choice families being able to keep siblings in the our district. Please see the attached advisory with information about School Choice.

**Recommended VOTE for the April 13, 2023 meeting:**

*The Acton-Boxborough Regional School Committee moves to remain withdrawn from the School Choice program due to class size and space limitations. Existing school choice students will remain through graduation.*

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

## [Education Laws and Regulations](#)

# Advisory on Inter-District School Choice Pursuant to G.L. c. 76, §12B

To: School Committee Chairpersons, Superintendents of Schools, and Other Interested Parties

From: Jeffrey C. Riley, Commissioner of Elementary and Secondary Education

Date: April 23, 2019

The inter-district school choice program under [G.L. c. 76, § 12B](#), has been in place in the Commonwealth of Massachusetts since 1991.<sup>1</sup> School choice allows families to enroll their child in a school district other than the district in which the child lives. The purpose of this advisory is to assist districts in understanding inter-district school choice under G.L. c.76, § 12B, and includes Frequently Asked Questions and Answers.

This advisory replaces the previous advisory issued in 1995. This advisory updates the previous advisory and compiles the numerous questions we have received and answered since 1995 interpreting the requirements of G.L. c.76, § 12B. The text of [G.L. c. 76, § 12B](#) is [attached](#) for easy reference.

## Presumption That All School Committees Will Participate in School Choice

Under the school choice law, G.L. c.76, § 12B, as amended in 1993, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. [See G.L. c. 76, § 12B\(d\)](#) ("Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available"). A receiving district can withdraw from school choice only if a school committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1<sup>st</sup>.<sup>2</sup> G.L. c. 76, § 12B(d). The hearing and the school committee's vote can occur at the same meeting and may occur at a scheduled school committee meeting provided there is notice to the public that this item will be discussed and that members of the public are afforded an opportunity to participate and make their positions known to the school committee prior to the vote. A separate meeting is not required for this purpose. A school committee that intends to continue participating in school choice is not required to hold a hearing or to vote because G.L. c. 76, § 12B, contains a presumption that all school districts will participate in school choice.

A timely decision and vote by a school committee to withdraw from school choice is effective only for the following school year. The resolution on which the school committee votes to withdraw from school choice must contain the reasons for the withdrawal. While the Department of Elementary and Secondary Education (Department) does not review decisions to withdraw from school choice, the school committee must notify the Department of its vote to withdraw and the reasons for the withdrawal as soon as reasonably possible after the vote. A school committee withdrawing from school choice must continue to serve all non-resident students previously admitted through school choice. G.L. c. 76, § 12B(d).

## Student Selection Process

When admitting students through school choice under G.L. c.76, § 12B, school districts may not consider or discriminate based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need,<sup>3</sup> academic performance, or proficiency in the English language. If the number of applicants exceeds the number of available seats, the selection of students must be on a random basis. The selection process must take place prior to July 1<sup>st</sup> and again, assuming there are seats available, prior to November 1<sup>st</sup>. Once students are selected, the receiving school district<sup>4</sup> must notify the sending district<sup>5</sup> of the acceptance of such students.<sup>6</sup> Neither the sending nor the receiving school district may disclose publicly the identities of student participants in





## Financing School Choice

The school choice tuition for students in a regular education program is \$5,000 per student.<sup>7</sup> For students attending half-day kindergarten, tuition is \$2,500 per student. For students eligible for special education, an additional increment is added to the base regular education amount to cover the cost of these services and fully reimbursed. These amounts are determined using a cost calculator similar to the one used for the circuit breaker program under G.L. c. 71B, § 5B.<sup>8</sup> School choice students are not eligible to receive transportation services unless a student's disability requires transportation and their Individual Education Program (IEP) includes special transportation as a related service.

The state treasurer deducts school choice tuition from the sending district's total education aid, as specified in G.L. c. 70 and G.L. c. 76, § 12B(f). If there is not enough Chapter 70 aid to fund fully the school choice tuition, the treasurer deducts the remaining tuition from other state aid appropriated for the sending district. Section 12B(a) of G.L. c. 76 additionally limits school choice participation to 2 percent of the total number of students attending public schools in the Commonwealth in a given fiscal year.<sup>9</sup> If school choice enrollment exceeds this statewide limit, tuition payments would be prorated.

### Attachment:

-  [Frequently Asked Questions and Answers](#)
-  [General Law, Chapter 76, Section 12B \(G.L. c. 76, § 12B\)](#)

<sup>1</sup> Other public educational choices for students include enrolling in their home district, charter schools, Commonwealth of Massachusetts virtual schools, vocational technical education programs, Metco, and the Massachusetts Academy of Math & Science at WPI. Private educational choices include private and parochial schools and home schooling. For additional information regarding educational choices in Massachusetts, please see [Choosing a School: A Parent's Guide to Educational Choices in Massachusetts](#).

<sup>2</sup> Sending school districts cannot "withdraw" from school choice.

<sup>3</sup> Section 12B of G.L. c. 76 uses the terms "physical handicap" and "special need" but does not use the term "disability." Except when citing the specific portion of Section 12B, this advisory uses the term "disability."

<sup>4</sup> The receiving district is the district in which a student attends school under school choice. This is also referred to as the school choice district.

<sup>5</sup> The sending district is the district in which the student lives.

<sup>6</sup> Additionally, the Department notifies sending districts in December and June through school choice reports.

<sup>7</sup> Section 12B of G.L. c. 76 provides that the amount is 75% of the actual per pupil spending amount for students in the receiving district in the type of program received by the student, up to \$5,000 per student. In every district, this amount has been \$5,000 for a substantial number of years.

<sup>8</sup> See also information posted at [School Finance: Circuit Breaker](#).

<sup>9</sup> Additional information regarding school choice and trends in enrollment through school choice can be found at [School Finance: School Choice](#).







## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	3.a
<b>AGENDA ITEM TITLE</b>	Guests & Presentations		
<b>PRESENTER(S)</b>	Jim Marcotte		
<b>SUMMARY OF TOPIC</b>	R.J. Grey Junior High School Update		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
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<b>APPROX AGENDA TIME</b>	20 mins.
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	Presentation



# RJ Grey Junior High School Update

## April 13, 2023

# Common Thread This Year: *Relationships Matter*

- Lesley Institute for Trauma Sensitivity
- Culturally Responsive Teaching and the Brain
- Family Communication
- Advisory

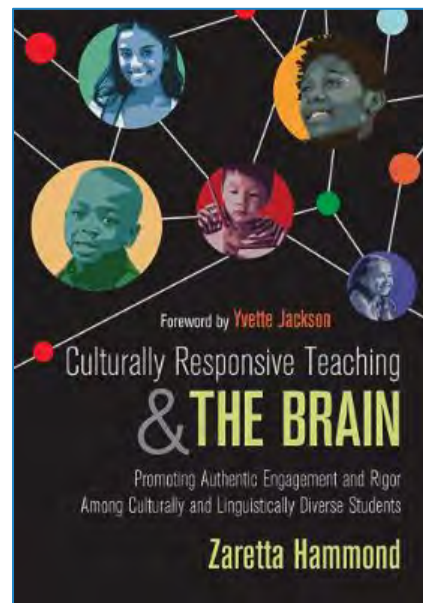


# LIFTS Training

- ▷ All-staff training on Trauma Sensitivity
- ▷ Grad courses: *The Impact of Trauma on Learning*
  - *An Overview*: 20 RJG staff members
  - *Classroom and Student Supports*: 8 RJG staff members

# Culturally Responsive Teacher Leaders

- ▷ Book Study
- ▷ All Staff learning sessions:
  - Dependent v. Independent Learners
  - Levels of Culture



# Family Communication

- ▷ Eliminated 5-minute conferences
- ▷ Increased efforts to make early and regular contact with families
- ▷ Team meetings, other ways to communicate
- ▷ Additional opportunities in 23-24



# Advisory Goals 22-23

- Students will form connections/relationships over two years with small groups of students with whom they might not normally interact;
- Students will form strong, trusting relationships with an adult;
- Students will be free to be themselves, share their experiences with school or other life events in a safe, inclusive environment;
- Students will develop an awareness of self, aligned with the core SEL competencies of the district;
- Students will have fun!

## RJ Grey Student Survey Data, December 2022: 771 Student Responses

<b>How often is Advisory an enjoyable place to be?</b>					
Always	189	25%		7th:	85% favorable
Usually	417	54%		8th:	73% favorable
Rarely	123	16%			
Never	39	5%			

<b>How would you rate your relationship with your Advisor?</b>					
Strong	176	23%		7th:	87% favorable
Good	463	60%		8th:	80% favorable
Strained	52	7%			
No relationship	76	10%			

<b>How many adults at school can you identify as people you'd trust with a problem or concern?</b>					
More than one	416	54%		7th:	58% favorable*
One	198	26%		8th:	50% favorable*
I don't have one	156	20%			

# SEL Themes and Other Topics in 22-23

- ▷ Belonging
- ▷ Perseverance
- ▷ Communication
- ▷ Empathy
- ▷ Mindfulness
- ▷ Changes
- ▷ Gratitude
- ▷ Celebration
- ▷ *History and Impact of the Swastika*
- ▷ *Use of technology and AirDrop*

# Advisory Changes for 23-24

- ▷ 2 sessions/week, 20 minutes each
- ▷ Continued school-wide topics for discussion
- ▷ 7th graders mostly loop with same group into 8th
- ▷ Slightly fewer groups to allow for more sub coverage and oversight
- ▷ Continued focus on relationships, belonging, and fun

# Response to Incidents of Bias

- ▷ Collaborative meeting with Congregation Beth Elohim
- ▷ Studying how to implement *A World of Difference* program from the Anti-Defamation League (23-24)
- ▷ Response to affected students and student groups



# Student Learning

- ▷ Math-focused student learning goal as part of School Improvement Plan
- ▷ Shift in approach in Math Explorations class
- ▷ Continued use of staffing model with teams connected to Compass program

# Enormous Thanks to our Dedicated Staff





*Questions or Comments*



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	3.b
<b>AGENDA ITEM TITLE</b>	Guests & Presentations		
<b>PRESENTER(S)</b>	Joanie Dean, ABRHS Principal		
<b>SUMMARY OF TOPIC</b>	ABRHS Update		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>					
<b>X</b>	No action requested - this is a short update or presentation of information				
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td style="padding: 5px;">for the first time, with a request that the School Committee vote at a subsequent meeting or</td> </tr> <tr> <td></td> <td style="padding: 5px;">with the request that the School Committee take action immediately</td> </tr> </table>		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
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<b>APPROX AGENDA TIME</b>	30 mins.
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	Memo from Peter Light (with links), SC Policy IGD, HS Presentation Slides, Family survey responses by theme, Copy of Family Survey Responses (unredacted),



# Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720  
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Peter J. Light  
Superintendent of Schools

To: Acton Boxborough Regional School Committee  
From: Peter Light, Superintendent of Schools  
Date: April 7, 2023  
RE: High School Course Leveling Plan Update

As part of the high school update at your meeting on April 13th, Principal Joanie Dean will present a summary of work the high school has completed to date regarding its course leveling structure. Below is a discussion of background information that I hope will be helpful to understanding the presentation in context of the district strategy and steps moving forward. Ms. Dean will speak more specifically to the substance of the proposal and process to date.

## **Background and Alignment with District Strategy**

In 2021, the Acton-Boxborough Regional School Committee adopted a [district strategy](#) focused on four main strategic objectives:

1. *Engaged Learning*
2. *Inclusive Practices*
3. *Equitable Opportunities and Outcomes*
4. *Social Emotional Learning*

Contained within the overarching objectives were two initiatives that led the high school to consider its current course leveling structure:

*1.3 Implement instructional, assessment, grading, and course leveling practices aligned with the District's unified vision in order to promote increased cognitive, behavioral, and emotional engagement for students.*

*3.4 Identify and implement practices that result in more equitable representation of students in advanced coursework.*

Last year, I met with the high school leadership team including administrators and department leaders. I asked them to develop a multi-year plan aligned with the above strategic initiatives.

Over the course of this school year, a team of administrators, all department leaders, teachers from each department, and counselors met to study the course leveling structure, its current impact on students, and develop a multi-year plan aligned with the district's strategy. The team looked at quantitative data on student enrollment patterns in course levels, student grades, and the opportunities afforded to students throughout

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their time at the high school. They also reviewed qualitative data that had been gathered from graduate surveys over multiple years regarding their experiences and the academic climate and culture of the school.

The high school course leveling leadership team has worked with faculty throughout the year to gather feedback about aspects of its current proposal. The group has presented in multiple venues with both students and families in order to gather additional feedback about the proposal. The family presentation was recorded and sent to all families district-wide with an opportunity to provide input via a linked survey.

The high school is continuing to analyze data from the survey and is planning to conduct another survey of faculty this spring. Analysis of the data collected from the surveys will inform the next steps in the process.

### **Timeline and Process for Consideration of Final Approval:**

A decision around the long-term proposal should take place by December 1, 2023 in order for the school to develop and publish its next program of studies. The school committee has an existing Policy IGD that outlines how decisions around curricular changes are made. The policy delegates final approval of changes to the Superintendent of Schools with the stipulation that “The Superintendent shall inform the School Committee of new programs or courses when they constitute an extensive alteration in curriculum, instructional content, and/or approach.”

Based on current policy, it is my intention that the high school will continue to study the issue throughout the summer and fall. I anticipate that this work will include additional staff, student and family outreach and feedback. I also anticipate a fall school committee update on this work to occur mid- fall of 2023. I have asked Principal Dean to submit a final proposal and recommendation to me by November 1, 2023 in order to then make a final decision.

It is important to know early if the school committee wishes to deviate from this policy on this subject as this would impact the process the school follows in developing its final proposal.

Attachments:

[School Committee Policy IGD - ADOPTION OF NEW PROGRAMS AND COURSES OF STUDY](#)

[Family Survey Responses by Theme](#)

[Copy of Family Survey Responses \(unredacted\)](#)

[Recording of Family Course Level Presentation](#)

[Slides from HS Community Presentation](#)

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- ▶ SECTION A - F
- ▶ SECTION B - E
- ▶ SECTION C - C
- ▶ SECTION D - F
- ▶ SECTION E - S
- ▶ SECTION F - F
- ▶ SECTION G - F
- ▶ SECTION H - I
- ▼ SECTION I - II
  - File: IC/ICA
  - File: ID - SC
  - File: IGA - C
  - File: IGA-R-
  - File: IGA-R-
  - File: IGA-E-
  - File: IGD - A
  - File: IHA - B
  - File: IHAE -
  - File: IHAM -
  - File: IHAM-F
  - File: IHAMA
  - File: IHAMA
  - File: IHAMB
  - File: IHAMC
  - File: IHAMC
  - File: IHB - P
  - File: IHBA -
  - File: IHBD -

**File: IGD - ADOPTION OF NEW PROGRAMS AND COURSES OF STUDY**

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the District.

The Superintendent will have the authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. New programs should align with the vision of the District and inspire our community of learners. The Superintendent shall inform the School Committee of new programs or courses when they constitute an extensive alteration in curriculum, instructional content, and/or approach.

LEGAL REF.: M.G.L.c. 71,§1

CROSS REF: Policy IGA Curriculum and Instructional Materials

Approved: April 1, 2021

Acton-Boxborough Regional School District

# ABRHS

## School Update

April 13, 2023





# 2022 - 2023 Year in Review



- Community Involvement
- Advisory
- Course Leveling

# Community Involvement

*Promoting a respectful and inclusive community*

- School and Community Events
- Culturally Responsive Practices
- Teacher Leadership

# Advisory

*Goal: To create a cohesive community that encourages students to connect with peers and staff.*

- Connections and Engagement
- Relevant School-wide and Student-focused Conversations
- Overall Positive Student and Teacher Feedback
- Looking Ahead to Next Year: Similar Format and Structure

# Course Levels Overview

- ABRHS Course Level Journey to Date
- Educational Landscape
- Evolving Plan for the Future



# Senior Survey Feedback

*The competition academically is toxic. You feel shamed if you take anything but AP or honors classes, and honestly I have felt embarrassed for taking CP classes.*

-Senior, Class of 2021

*The stark difference between the communities of students in higher levels and the students in lower levels is obvious. There are whole groups in the school that don't know one another exist because they are so separated academically that they have completely different social groups.*

-Senior, Class of 2018

*I would say that I have felt excluded by other students because of the classes I take. For example, students in all/mostly Honors classes don't tend to befriend students in all/mostly AE or CP classes.*

-Senior, Class of 2022

# Demographic Data - Fall 2022

	Black and Latinx Students	Students on IEPs	ML and FLEP Learners	Students who are Economically Disadvantaged	Students who entered AB after 8th grade
Percentage of Entire AB student population	10%	12%	3%	13%	10%
Percentage of Enrollments in H/AP classes	4%	2%	1%	5%	6%
Percentage of Enrollments in CP1 classes	35%	51%	19%	49%	26%

Demographic Data

# Goals

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## Goal 1:

**Students will have increased access, opportunities, and choice to study advanced level coursework.**

## Goal 2:

**Students will have access to a broader range of learning and social interactions that will better prepare them for today's world.**

# Four-year Proposed Plan

	9th grade	10th grade	11th grade	12th grade
<b>Science</b> By '23-24	Environmental Sci Environmental Sci H Environmental Sci AP	Biology Biology H Biology AP	Chemistry Chemistry H Chemistry AP	Physics Physics H Physics AP
<b>Social Studies</b> By '25-26	World History World History H	US History I US History I H	US History II US History II AP	Psychology Psychology AP
<b>English</b> By '24-25	English I English I H	English II English II H	English III English III H	English IV English IV AP
<b>French &amp; Spanish*</b> By '24-25	Intermediate I	Intermediate II Intermediate II H	Intermediate III Intermediate III H	Lang.& Culture * Lang.& Culture AP
<b>Chinese* &amp; Latin**</b> By '24-25	Novice I	Intermediate I	Intermediate II ** Intermediate II H *	Intermediate III* Int. III H* or Lit.**

**Mobility between all levels will be more likely from year to year.**

Possible exceptions:

- Math Foundations
- Algebra II Part 1 & Part 2
- Precalculus

	Grade 8-10	Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
<b>Math</b> By '26-27	Foundations Algebra I	Geometry Geometry H	Alg II Part I / II Algebra II Algebra II H	PreCalculus PreCalculus H/AP	Calculus AB Calculus AP BC Calculus AP

# 2023-2024 Courses

	9th grade	10th grade	11th grade	12th grade
Science	Environmental Sci Environmental Sci H Environmental Sci AP	Biology Biology H Biology AP	Chemistry Chemistry H Chemistry AP	Physics Physics H Physics AP
Social Studies	World History World History H	US History I CP US History I AE US History I H	US History II CP US History II AE US History II AP	Psychology Psychology AP
English	English I English I H	English II English II H	English III CP English III AE English III H	English IV: topic-based English IV AP
French & Spanish	Intermediate I	Intermediate II Intermediate II H	Spanish/French IV Spanish/French IV H	Spanish V AE Spanish/French V AP
Chinese & Latin	Novice I	Intermediate I	Intermediate II Chinese Intermediate IIH	Chinese IV Chinese IV H Latin Literature H

## Traditional Levels

CP1 - College  
Prep Level 1

CP - College Prep

AE - Accelerated  
Enriched

AP/H - Advanced  
Placement or

	Grade 8-10	Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
Math	Foundations Alg I Part I / II Algebra I Algebra I AE	Geometry CP1 Geometry CP Geometry AE Geometry H	Algebra II CP1 Algebra II CP Algebra II AE Algebra II H	PreCalculus CP PreCalculus AE PreCalculus H	Calculus AE AB Calculus AP BC Calculus AP

## Future Example:

World History

World History H  
(Honors)

# Support for Teachers

## Professional Learning for Instructional Practices

- Specific Needs Identified by Staff
- Scaffolding, Differentiation, Choice, Reflection, Questioning
- District, Outside, and Peer School Professional Learning & Collaboration

## Peer to Peer Learning

- November PL Day, Faculty and Dept. Meetings, and Early Release Days
- Peer Coaching, Focus Groups, and Working Groups

## Ongoing Evaluation and Assessment of Plan to inform Future Work

- Teacher, Student and Community Surveys
- Performance Data



# Key Themes from Community Survey

- There is concern that there will be reduced choice and increased stress.
- Classes will be taught to the middle/low.
- There will be less gatekeeping for courses.
- More students will interact with different/diverse peer groups
- There will be increased mobility and flexibility and less tracking.

# Common Community Questions/Concerns

- Will student needs be met? Will there be enough support for students?
- Teacher exhaustion/workload
- Increased student stress and mental health
- Will teaching practices evolve for this model?
- What are the college implications of this new system?
- Will student engagement improve?

# Key Comments from Student Survey

165 total Respondents (out of 1232 students in grades 9-11)

I think that having two course levels increases the interaction between students from different backgrounds. Since there are only two options instead of three, more people who were previously in different levels will now meet in classes, which will lead to students learning about each other's cultures. Having diversity in each classroom is important because it is more reflective of society, so it is important to have at the high school.

- Student Grade 11

Allows students greater ease to get between different levels in order to make their class easier and harder.

Helps change the mindset of various groups of students to explore new philosophies about learning (ex. enthusiastic learning enters a class with an unenthusiastic learner and brings up class morale).

- Student Grade 10

It provides the possibility for people who would be in CP or CP 1 level classes to do higher level work, and possible join Honors level classes. It also provides a more supportive environment in my experience with my current English class.

- Student Grade 9

I worry that because AE is taken away there is no longer a middle ground that was used to support students who fit in between CP and H. AE, as described by teachers, is an honors class with less workload. Will there be extra support given to AE students in honors classes and CP students in potentially more difficult classes? - Student Grade 11

# Common Student Questions/Concerns

Will honors and AP courses be changing their structure to make them more accessible?

What supports will there be for students who would have been in CP?

Would there be the same number of unlevleed classes as there are AE and CP classes, would the total number of Honors classes increase or would the total number of classes for a course decrease?

Will, by losing the middle level of AE student feel pressured to choose Honors?

# Overall Notes

- Common Misconception: “High” and “Low” class
- Examples of Scaffolding
- Heterogeneous Class Performance Data
- Student and Teacher Feedback to Date



# Additional Resources

- Course Leveling/Tracking Research
- High School Course Levels FAQ (Frequently Asked Questions)
- Community Survey Themes
- Student Survey Themes



Questions or Comments

## Community Forum Survey Themes

Stars = not an overarching Theme or repeated comment, but an important point

Thoughts about Course Leveling Plan	<ul style="list-style-type: none"><li>● It was well presented, inclusive, makes sense, looks at well-being of students, good for freshmen, less stress</li><li>● Will slow down advanced students</li><li>● Hurt lowest achievers</li><li>● Reduces choice</li><li>● Increases stress</li><li>● Concerned</li><li>● Prerequisites prevented movement</li><li>● Curriculums need to change for this to be successful</li><li>● Teaching to the middle / low</li><li>● *Responsive to student feedback</li><li>● *Branching in later grades is supportive</li><li>● *Unclear how this addresses equity in upper level classes</li></ul>
What opportunities do you see?	<ul style="list-style-type: none"><li>● More student development</li><li>● More student interaction with different/diverse peer groups</li><li>● Less gatekeeping</li><li>● Students won't be told to "drop" levels</li><li>● Varied teaching methods</li><li>● Focus on the whole child</li><li>● Move movement/flexibility/ mobility/less rigidity &amp; tracking</li><li>● Less stigma &amp; shame</li><li>● Options to challenge oneself and take H or AP</li><li>● Less stress</li><li>● Upward movement in later grades</li></ul>
What concerns do you have?	<ul style="list-style-type: none"><li>● Less challenging curriculum, teaching to the middle</li><li>● Students not getting the support they may need</li><li>● Less student engagement</li><li>● Need for more data on this change</li><li>● Large Honors level classes</li><li>● More stress and pressure to take upper level classes, More pressure to decide between H and not H</li><li>● Teachers needing PD</li><li>● *Early grades not offering more challenge than jr. high</li><li>● Grade 8 to grade 9 transition and jr high understanding recommendations</li><li>● Loss of personalized levels</li></ul>

<p>What should we watch carefully?</p>	<ul style="list-style-type: none"> <li>● Will this address the issues mentioned?</li> <li>● Are students' needs being met?</li> <li>● Teacher exhaustion/workload</li> <li>● Student stress and mental health</li> <li>● Will there be increased student need for support?</li> <li>● Teaching practices/ rigor</li> <li>● How this affects colleges</li> <li>● Student engagement</li> </ul>
<p>What are your thoughts on the proposed GPA?</p>	<ul style="list-style-type: none"> <li>● Clarity on school profile</li> <li>● Consistency between depts</li> </ul>
<p>Additional thoughts?</p>	<ul style="list-style-type: none"> <li>● Goals made sense/ Thank you</li> <li>● Are students able to make level choice decisions at this age?</li> <li>● Where does the time and resources to train staff come from? Teacher training?</li> <li>● Need to watch class sizes</li> <li>● Ask for input before and not once a decision has been made</li> <li>● Work should be done with the JHS and elementary as well to support this</li> <li>● Students with IEPs and 504s deserve to have this access to Honors and AP classes as well.</li> </ul>

Quotes:

Line 28: Focus on the whole child/student. In an ideal world this would mean more chances for assistance and enrichment as needed rather than being tracked for a whole hs career.

Line 33: My daughter has a learning disability. She won't be shamed or pressured to take classes that are too advanced, just be case her friends are doing it.

Line 65: This plan could provide a chance for a wider variety of kids to be in class together than what would be possible with more levels. This could help bring new perspectives into class discussions as it could be a more diverse group.

Line 68: Less challenging for a student to stretch, more access to challenging workload

Line 76: I watched the video of the 3/7 presentation. In my view, AB still has a marketing problem, though I'm not sure this was avoidable given the local demographics and entrenched belief that more levels result in a superior educational experience for students. It's a new day. People, generally, don't believe more students are capable of successfully completing more rigorous coursework even though it's been proven that they can, and they don't understand how leveling often leads to tracking which can have lifelong consequences. Good luck with this initiative! I look forward to seeing how it evolves in the coming years.

Line 81: Less decision and stress about which level their in, more engagement with diverse peers

Timestamp	Please share your thoughts about the High School Course Leveling Plan.	What opportunities do you see in this plan for your student?	What concerns do you see in this plan for your student?	As the high school evaluates and assesses this plan over time, what do you think we should watch carefully?	What are your thoughts about the proposed GPA and WPGA scales for the Class of 2027 and after?	Please share any additional thoughts you have.
3/7/2023 19:54:12	Very thought, very well presented	Believe this plan helps develop my student.	None	The 2 goals are fundamentally different, while both makes sense. Balancing the goals needs to be watched carefully. Good communication will be needed.	Wpga is good and addresses the problems with gpa.	The level of prep in this showed. The 2 goals makes a lot of sense.
3/7/2023 19:55:05	Is one of the goals for this to reduce academic pressure on kids? Is the goal to address the stress and mental health concerns seen with current and past ABRHS students?	My student is not on track for AP calculus, yet his math skills are very strong. I think this will give him a chance to take AP calculus if he goes for it.	I am concerned that there may be some confirmation bias in how the current changes are viewed as a success. I have plenty of suggestions for how to combat this, but this forum is not a great place to discuss the details. I am concerned that this could water down or not challenge some of the top students.	I am not convinced that this will address the "tracks" that the kids feel they are stuck in.		I think there is a delicate balance of maintaining high standards while encouraging CP1 and CP students to level-up.  I am concerned that without a map/chart/path for getting to advanced courses, many students won't know how to level-up to the (new) honors level. I also think students need to be able to see the path to level-down or get into a class where they can be successful. The ability to see that students are too stressed or need more support (long) before students' mental health takes a hit.
3/7/2023 20:03:21	I don't think removing options or courses is generally a good idea. Ideally, all kids in a class would get individual instruction. That might look more like having more levels, or having all kids that are at the same level or academic capability. With students who have lesser knowledge or preparation in the room with students with more preparation, that will only slow down the advanced students.	maybe this will help students feel like there is more social interaction between kids. That sounds like a big experiment. While some may interact more, I don't see the curriculum change as teh way to address this issue				
3/7/2023 22:10:24	Having 2 levels for some depts may make sense but not for all. Specifically for math there are students who have large gaps from elementary school and they need a class to fill their gaps before they can get into the mainstream program	I can see the advantage of more access to try a higher level class but I think making it too open if a bad idea . Kids and parents don't always make good decisions about how much work they can realistically handle or will actually handle .	Realistically with two levels , teachers will teach to the middle. To make things look good , I am concerned that teachers will give easier tests or use things for assessment that aren't student specific like the social studies dept head was mentioning about grading group discussions which was quite concerning as there's little accountability if that's done. Or they will give students good grades for just handing in their work, not for knowledge. Kids wouldn't then necessarily have strong backgrounds in subject areas regardless of getting good grades in top levels and this will affect what college majors they can handle especially if they go to a competitive college. Who cares if they get in, if they can't do the work when they get there	Watch AP scores vs grades given in class. If many students do well in an AP class but not on the AP test then the standards In that class are clearly to low. Also, if students who are weaker do well in class but poorly on MCAS, clearly the standards being used to assess are too low,	Whether it's reasonable depends how much more difficult one level is than the other. That has to be consistent between teachers in all departments	You really can't let kids and parents decide on their own levels without putting a number of students in high level classes who don't have the background for them or who just "want to be in a higher level class" but don't have the time to do the additional work or who just want to be in a higher level but don't want to do more work . This is unfair to the students who are properly prepared for the higher level or who are seeking a stronger academic experience if the teacher is accommodating the kids who really shouldn't be there vs teaching a rigorous course . It's also going to cause stress for the misplaced kids with pushy parents . What's the guideline for enrollment in the two levels? 50/50? 70/30? 30/70? There needs to be some process that students need to follow to get into a level they weren't recommended for. And teachers have to have a clear expectation for what the level of the top level class should be and not " dumb down" to accommodate the kids who took the class, to use a phrase someone used tonight .
3/7/2023 22:22:50		It is a positive change that there is no longer such tight gatekeeping for who is allowed to attempt an advanced course. Sometimes students without as much background, but with sufficient motivation, can thrive. Of course, there needs to be a way for the student to gracefully move down a level if, within the first few weeks of the class, the student finds the overall workload too overwhelming.	In the presentation you stated that you "want to have opportunities for all students to stretch". However, the opportunities for students to "stretch" in math are more limited than they used to be in the district. Formerly, for many years, ABRSD had the "skippy" program in math which permitted some students to take Algebra I in grade 7, Geometry H in grade 8, so as to be ready for Alg II in grade 9. The barriers to entry were high, and only a few students were allowed in each year. Rather than being eliminated, such a program should be opened wider, so that many students can opt in to Algebra I as seventh graders!	I always thought it was crazy for the students to attempt an AP Physics class without a prior course in physics. And now this course pattern has expanded to the other sciences. Is this really a good idea?		



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3/7/2023 22:59:49	Reducing levels does not add opportunity - it reduces choices and increases the spectrum to which a teacher must teach.	The district could make claims of better equity (while actually providing inferior instruction to everyone).	I believe that my kids (on IEP's) will be poorly served. ADD kids faster speed classes (with less total workload than Honors classes). High functioning spectrum kids don't all do well with in class choices, varied learning speeds, and projects. Merging CP and AE will hurt my children. They will end up in all honors/AP, needing special ed aids there, and with a bigger gulf between current CP and H kids. Teachers currently fail to meet the accommodations of my 11th grader's 504 and my 8th grader's IEP. That situation is not going to get better with classrooms of more broad learning needs.	Are IEP kids at the upper end of the spectrum having more issues or being bored the non-leveled classes? Are the traditionally CP kids struggling? Are the already overworked teachers exhausted? Are the teachers who already struggle to deliver IEP accommodations missing more of those?	It doesn't matter. The key is learning - which will be less efficient with teachers - who already overworked trying to differentiate and scaffold.	1. The children will be the ones to suffer for this experiment. There are plenty of unlevleed courses (electives) that allow student mixing. For rigorous math and science, there is content that needs to be taught. Yes, there is less rote memorization than decades past. Still, students need to learn the difference between endothermic and exothermic reactions. The merging of levels is going to make delivering the content at a speed that different learners in the new combined classes can absorb much harder. 2. It is outrageous that during the day, you send an e-mail telling us 8th teachers carefully considered class placements and are well versed in where to place students. Then at the evening presentation, it is better to send 8th graders to HS unlevleed because 8th grade teachers not so familiar with the HS should not be sorting them. You are not being consistent. It is insulting that you don't think the parents will hear the message differences. 3. If you want more opportunities, just eliminate the pre-req's for switching levels. If someone aces CP let them jump to AP. Fine. Opportunities available - without decreasing choices. 4. If students of color and students on IEP's are missing out on higher level classes, offer tutoring sessions, summer enrichment, or other programs to help those students level-up. Bring in role-model Seniors to speak to 9th graders to tell them how they can succeed in higher level classes. Perhaps some / many of the students in CP or AE classes are there because they need the paces those classes have. 5. Where will students who can't handle the new unlevleed pace go? Currently failing CP allows for a drop to CP1. Losing that option does not seem helpful to students who struggle. Action is not magically a town full of genius students. Some students need slower pacing - without losing free periods to take electives. How will that work anyway? There are only 7 classes to choose. Math - 1, Math support - 2, English - 3, English support - 4, Social Studies - 5, Social Studies support - 6, Science - 7, Science support - oops., Gym - oops, Performing arts electives - oops.
3/7/2023 23:31:46	I think this plan is short sighted and needs to be thought through more.It sounds like some kids felt badly about not being in the upper classes and instead of getting them support and help to get into those levels, you decided to lower the levels for all students. So we want our children to aim for mediocrity?	Little to none	I am concerned that my kid will be in albe to find friends at their level who want to have deep meaningful conversations. I am concerned they will be bullied for striving for excellence. I am concerned that they will be demotivated and no longer wish to go to school.I am concerned that my child lose their love of learning and become depressed.	How this plan hurts kids emotionally	I think it is a bad idea	I think the only way to fix this is to provide more challenging work for the kids to let them sink their teeth into. We talk about grit and stick-to-it-iveness but all this does is teach kids to give up. Find a way to let kids learn more and move faster through the curriculum. Why does my kid have to be bored all the time?

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3/8/2023 8:43:49	<p>I am not a proponent of the new leveling plan the HS is introducing. I believe that putting 3 levels of students into one classroom will help the "average" kids but will hurt the lowest achievers and undermine the progress of the highest achievers. In this age where the school is facing budget cuts and staff layoffs to require teachers to provide instruction to a very large range of abilities without adequate resources is not ideal. In addition, the practical result will be that most current AE students will look to take more Honors levels classes because of the perceived "rigor" for college application purposes and that will result in more stress (not less) for a large percentage of those students. This is counterintuitive to the wellness initiative that the school tried to implement several years back.</p>	<p>This plan will not open up any further opportunities for my child. He already has the option of taking Honors classes as do all the rest of the students at AB who look to be challenged, apply themselves, and made academics a priority.</p>	<p>Both of my children could not wait to get out of elementary and JH where they were in unlevelled classrooms. They found being in classrooms with kids who were distractions and did not take academics seriously was extremely frustrating. They enjoyed those classrooms discussions and especially group work (where they didn't have to carry the weight anymore) with students who were aligned with their commitment to school. My concern is that if the focus is now getting everyone past the finish line rather than optimizing everyone's time my children will become frustrated with school.</p>	<p>Student stress. Chronic absenteeism. Teacher retention.</p>	<p>My 2026 student is at a disadvantage with the new proposed GPA and WPGA scales due in part to the fact that there less honors courses available to him with unweighted foreign language classes and less levels for other classes going forward. Having gone through the college process recently, weighted GPA numbers were asked for in college applications as well as merit scholarship process. By placing a ceiling on that WGPA number it looks like my child did not take as rigorous of classes as he could have during his HS years. The HS MUST be very clear on its school profile about the changes - especially for the class of 2026 which is stuck in the middle of this transition!!!</p>	<p>Going to last night's presentation was touted as an evening where the school wanted parents "feedback". Please refrain from marketing these forums as an opportunity for parents to be included in the decision making process which the term "feedback" suggests. Rather, the HS needs to own the fact that the decision had already been made, the plans are already being implemented as class registration begins on Friday, and the HS program of studies has already been published to the public. If the HS administration was truly interested in parent "feedback" these types of forums would be conducted at a much earlier stage in the process and involve key stakeholders (parents of children in both CP and AE and Honors classes) in this discussion.</p>
3/8/2023 9:19:54	<p>1. What are the other area HS ABRHS compares itself to in making this huge step? Most recently, the SC has stated that we cannot compare ourselves to LS or CC anymore, so who are our peer institutions? From those other peer schools, who has found success in de-leveling its classes for the majority of its students?</p>		<p>Why is AB rushing to implement its plan without gaining full data from previous years. This year the HS experimented with English I and English H. Why not wait to see how successful (or unsuccessful) those English I students were and how many will register for English H next year before moving to implement this move in History next year already. You are touting your "success" on data from a mere 6 months at this point.</p>	<p>How many kids is this really benefiting to access and open opportunities to honor level classes. 1 student? 12? 40? Seems like a very large change which impacts majority of students to help a very small population access honor level classes more easily.</p>		<p>While the purported intent is to have high expectations for all learners to level up, the current state of the budget and cuts in resources suggests that this plan will fail to adequately address the needs of all students since there will be inadequate support for teachers to accomplish this transition successfully. If there is a plan to adequately support teachers with resources, what will the school be trading off in exchange? Cuts in extracurricular funds? The HS does not have an unlimited budget, so where will the time and resources to support the teachers come from?</p>
3/8/2023 13:22:35	<p>It looks good in paper. I have a lot of doubt about successful implementation. Teachers may teach to the slowest or the fastest, instead of meeting individual needs. The social structure among students won't change.</p>	<p>This plan doesn't impact my student who is in the top 3%. They will still take all H/AP courses. In fact, we expect the H/AP course expectation to be lower and more manageable to my student because the students who would have been in AE may now be in H/AP and the teachers will have to slow down/dump down to accommodate them. This plan will not impact their social interaction either. Friends are usually (but not always) determined based on interests. H/AP students' interest are quite different than CP students (math team, science project, debate Versus sports, art, theater). It was actually silly for the school to think that opening up the H/AP to more students will make CP/CP1 students feel more inclusive.</p>	<p>The teachers will 1) not cover all contents due to having to slow down to accommodate former AE students in H/AP class, and 2) assign large amount of busy useless homework to slow down the fast/advanced learner. These are both bad. Then, I'm so afraid former CP1 students will be embarrassed in a regular class for needing a tutor all the time.</p>	<p>The quantitative measurement of MCAS/AP should be presented to the school committee as a follow up. For example, to see the result of delevel english 1 and 2, compare the difference in average gr 8 and 10 ELA MCAS for each subgroup from class of 2023, 2024, 2025, 2026 (Difference-in-Differences method). Secondly, watch the mental health of the former AE students who are in H/AP and former CP1 students who are in regular sections. Thirdly, watch the amount of homework and quizzes. They shouldn't increase due to this plan. Finally, do another survey about friendship as I expect that the plan will not change the social structure of highschoolers.</p>	<p>It is deceiving. The big name colleges will eventually know about it. That is, H/AP class grades won't be seen as respectable as before. They will eventually notice the grade inflation.</p>	<p>1) Please allow math acceleration like Lexington. This will give an outlet for precocious students who are ready to move on to the next math course. Delevel will cause more students to feel that the class is too easy. Give them an outlet. 2) Ban the use of weekly quiz please. Quiz shouldn't be more often than once or twice a month. If all five core subjects have weekly quiz, students would have a quiz everyday. This is the major cause of mental health problem. 3) You guys need to report the class sizes and the number of sections for each level of each course. Data transparency is needed.</p>

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3/8/2023 18:03:08	I think it's terrific -- both more inclusive and offering more challenging options.	Being in class with more diverse students, honors or ap classes if she wants them.	the possibility of the needs of each student not being met in the heterogenous classes.	Making sure no one is slipping through the cracks	none really	Thank you for designing a plan that will minimize unnecessary tracking, and maximize the inclusion of all students at ABRHS. I know a lot of parents seem against it, but I think it's terrific, pedagogically sound, and data-informed. I wish the school I teach out would do this too.
3/9/2023 12:57:56	Given how students feel about being tracked/bucketed, it makes sense	My child won't be told to drop a level as often.	My child might struggle to keep up with other students and the teacher may lack the skillset to help. Potentially large Honors level classes which will be very difficult for students choosing to "stretch."	Lower grades in unlevelled courses for students who would have selected CP/CP1 levels. Does this improve mental health and feelings of exclusion. For students who would have taken AE, is honors too much of a stretch?	It's highly favorable to Class of 2027 and later especially when you look at Lexington HS GPA scales.	It's critical to focus on scaffolding with teachers. Some at AB DO NOT have this skillset or mindset. We experienced this first hand in Bio H when the teacher made them shift to EnviSci after a couple weeks despite my child being an honor roll/high honor roll student.
3/10/2023 7:42:43	Overall, I think we must do this. Social and emotional wellbeing enables academic excellence, and students and families should not find high school miserable (which seems often the case).	I have a student with a rather lengthy IEP who takes a few inclusion classes per year, but has been in a substantially separate classroom for most of his junior high and high school classes. I am comfortable with trying this out for social studies and excited about continuing with science, which allow my student to push his boundaries and achieve more than anyone expects of him. I appreciate that he has been supported to try out World Languages and look forward to that continuing as well.	I know my student needs a lot of support for social interactions, scaffolding to help him organize information and thoughts, and communication to support planning / executive function. I wonder what that will look like in classes that are larger in size, and how teachers will view these changes.	The quality of student work. I wonder if maintaining a portfolio of best accomplishments might help us understand student achievement? Also, teacher flexibility - not everyone has embraced UDL, and there are courses that remain inaccessible to different learners because teachers are enamored with a way of accessing information or assessing student performance. And the social aspect - this will help, but if it's cool to be mean, we need to accompany these changes with evaluating how students see themselves and others.	Having learned that colleges just recalculate them anyway, it would be useful to make sure our seniors better understand how colleges will see them. A high AB GPA isn't helpful if it makes us feel good for a few years, and then reality intrudes when it's time to apply to college.	This is important, but we need student, teacher, and family support to make it work. From a financial standpoint, we also need a way to model the personnel costs involved. Teachers need the time to prep for a more diverse student group, shift their lesson plans and teaching materials, and communicate / collaborate with families. That means more planning periods, and I'm not sure how to accomplish that and keep class sizes / teacher workload manageable without adding staff...which bring us back to the budget that is already a topic of community concern.  Thanks to the team that is working on this - much appreciated!
3/10/2023 8:11:05						This is important, but we need student, teacher, and family support to make it work. From a financial standpoint, we also need a way to model the personnel costs involved. Teachers need the time to prep for a more diverse student group, shift their lesson plans and teaching materials, and communicate / collaborate with families. That means more planning periods, and I'm not sure how to accomplish that and keep class sizes / teacher workload manageable without adding staff...which bring us back to the budget that is already a topic of community concern.  Thanks to the team that is working on this - much appreciated! Happy to answer questions if desired (Tori Campbell, vjhcampbell@gmail.com)

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3/11/2023 7:33:46	I believe it makes sense for the freshman as they are going from no levels. So to divide them into three levels is kind of difficult. But after the freshman year teacher should get a feel for where the students belong in students should get that more targeted instruction.	Honestly, my student would've been someone who takes AE classes and some honors classes. And I do not see any opportunities for him with this plan. There is only downside for him.	For my student in particular, I am concerned that he will now be in classes with a much wider range of abilities, and assuming he is in the signature class he will be in the upper end of that group. I'm concerned that the teacher will have to spend more time focusing on the lower end of the group, and my son will not get appropriately challenged.	As a person who was OK in math, I really can't imagine being in the same room as the people who are really good in math. I would have felt uncomfortable and would've been lost. Similarly, if I was in the room with people who were really struggling, I assumed they would have felt uncomfortable and lost. And I would not have learned as much. I'm very concerned with this model for mathematics. We were told that the signature course would be most similar to the AE course. I imagine it will not remain that way, and will get easier. For students that would've been in the 80 course they will be learning less.	I don't understand why students earning an A. Do not get a 5.0. That really doesn't make any sense to me. Also, as a parent of an eighth grader, my son is being recommended for an AA math class and that is not on your chart.	I can appreciate the desire to reach some underserved communities. But it seems like there are better ways to do that. Also, the students are individual people, so instead of doing a blanket one-size-fits-all approach. Maybe somebody should intervene and talk to the specific students and help them to reach their full potential.  I comment her and the principal both mentioned smaller class sizes and additional staff. But, it doesn't seem like that is definitely happening... Just that everybody would like that. If that is not happening, then you should not move forward. As many schools in the area are looking at this, according to the principal, can't we slow down? And get learning from other districts. No need for our kids to be the Guinea pigs.
3/11/2023 7:41:57	I think we should leave the levels as is. If you want to get rid of CP1 and believe those students can thrive in a CP class then that seems reasonable. But it's a big jump to put them into an AE class (supposedly the signature class is AE?). Also, why is there still honors? If the district really believed this was best for students then why would they leave honors classes...why not just put all the kids together.	An opportunity to be more stressed out and overwhelmed. My daughter is an upper middle level student. She is now being recommended for honors classes except math. She would have had a healthier mix of AE and H. Now with more H classes she will likely be stressed out and overwhelmed.	She will push herself to be in H because there are only 2 levels.	Students stress. How the students who would have been in CP are feeling and achieving. If the former AE students are still getting the same level of work.	It seems like there should still be a middle column. Also, Where I grew up they didn't do A+. Having A+ just makes kids more stressed and competitive. AB maybe likes this competition but it's not healthy. And shame on the administration for putting forth a GPA scale that pushes this.	It felt really disingenuous to be there when it seems the plan had already been made. Most parents did not know what was happening next year, and next year sophomores also have choices being taken away from them. Why don't you slow down, if you're in it for the long-haul, make one change, wait a few years, make another change... Slow down give students families and teachers a chance to catch up.
3/12/2023 15:01:34	I feel quite concerned overall.		Students will earlier may have taken AE level will now feel compelled to take Honors and this will only add more pressure and stress.		This is not clear to me what the implications in this regard are.	

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3/13/2023 12:03:34	I am personally strongly against the AB schools reducing the course levels, which is not good for the students.	I do not see opportunities in this plan for my kids.	<p>The plan will hurt many students. Here are the reasons.</p> <ol style="list-style-type: none"> <li>1. If there are less levels, who will the teachers focus on? As a professor and teacher, I know how difficult it is to teach a course with students at different levels. If I teach fast, some students can not catch up. If I teach slowly, some students do not learn enough. This will be the challenge the teachers will face.</li> <li>2. Reducing levels will discourage some students to be the best of themselves. It is natural that some students do better than others in the class. If the students do not learn much in the class, what should they do at school? just for social, networking, etc? My younger son basically does not learn anything in his math class since his level is so much above what the teacher is teaching. This is partly because there are no levels in 7th math class.</li> <li>3. The following is the goal from your presentation. This has been in an effort to offer more advanced course opportunities and provide a broader range of learning and social interactions for all of our students. More levels should allow the goal, instead of less levels. AB school should serve all the students, not a particular group. If a student can achieve more, we should allow them to move faster. If it takes time for a student to learn the same amount of knowledge, the school should provide extra resources.</li> </ol>	there should be options for high achieving students.		<p>I hope that AB school can reconsider the proposal. Instead of less levels, the school should allow students to take more flexible courses. For example, if a student in 7th grade can take 9th grade level math class, he/she should be allowed to do so.</p> <p>Remember that our students will need to compete with the world. They have to be the best of themselves in order to succeed. As a school, we should give them flexibility. Less levels will certainly limit the flexibility.</p>
3/13/2023 13:33:19	I am very much against it.	I think it will have a negative impact on my children.	It makes it impossible to teach to students who are at different levels. Too fast for some Kids and not fast enough for others.	Is the school offering programs of study to all levels.	Not constructive. Trying to obfuscate the excellence of some students.	Poor decision and in time my prediction is you will revert back to the way it has been, which incidentally has worked well broadly for students.
3/13/2023 13:36:43	I am not 100% sure this will achieve the desired outcome and may further polarize the community.	My 8th grader is receiving mixed messaging from her current teachers and where she should be. Indicating that a the Honors/AP classes will not have more scaffolding and her 89% average means she should not stretch as is recommended in the presentation.	The AP/Honors teachers do not have the capacity to introduce scaffolding for stretch students and will teach to the top half of the class creating a bigger pressure cooker.	a bifurcation of the education community more so than there already is.	I worry about the messaging to colleges and if it is being communicated appropriately.	I would like to see the prerequisite tree diagram for the classes offered at the HS.
3/13/2023 13:39:00	It will be bad for students.		Too many honors classes, too much stress. AE classes are needed for mental health.	Parent feedback now.	It might look good, but won't make kids learn faster.	Have the teachers really agreed to this?
3/13/2023 13:39:26	I don't think it will improve the separation between students. While there may be a percentage of students who take a more advanced course, I think the biggest barrier to this in the past was the grade requirements/prerequisite structure, not the number of courses offered. Without so many minim grades in X courses, teachers could more freely recommend students to higher levels, or students could choose to enroll in a more challenging course.	The varied teaching & evaluation methods in the new course models will be very beneficial to my student and others with similar profiles.	My concern is that kids who need extra help at CP or CP1 will struggle and have no opportunity to move to an appropriate level. This can create significant anxiety and disconnection that will grow over time.	The number of students seeking extra help to try to keep up with "leveled up" courses. If these students are in over their heads and spending significant time outside of class time getting help or working on homework for too long, then something needs to change.	My concern is the WGPA for the class of 2026 because if students don't take honors level courses in Science or ELA, they will have a WGPA that only includes Math & History which therefore weights subjects unequally.	I hope students don't feel pushed to take Honors courses when they'd prefer to take AE level, causing increased stress levels across the student body. In addition, I am still concerned about the science course shift to no prerequisites for AP Bio/Chem/Enviro and the impact on student success on science APs.

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3/13/2023 13:41:31			This plan will add stress on my student. He takes a mix of Honors and AE classes. Now, if forced to choose between an Honors class and an unlevelled class, in a class he was planning to take AE, he now feels he "has" to take the Honors class so that he remains competitive academically. This is happening right now in English II, as he makes course selection for his Sophomore year.			
3/13/2023 13:57:49	I believe it supports students. In particular, it will allow for more students to achieve higher levels of learning and growth	The ability to move to more challenging/higher level courses after 9th or 10th grade.	Students will need more support.	How many students, in particular in groups that have lower representation in advanced courses, complete higher levels in courses.	N/A	I am glad that the H.S. is opening up more challenging courses and content to more students.
3/13/2023 14:02:26	It is a good idea to encourage students to level up.	None. My students have been taking only AP/H/AE classes.	My 11th grader reports that a lot of students in his AE classes have poor work attitudes and that this limits peer learning. This problem could get worse. My children might feel more pressure to take AP/H over AE.	How successful are heterogeneous classes (those that exist already and the ones that are newly created).	Colleges will probably recalculate any scale that pegs the lowest WPGA for an A+ at 4.5.	De-leveling will be most successful if it is paired with small-group instruction or additional teacher support. Large de-leveled classes do not work well in my experience.
3/13/2023 14:07:30	This is a bad idea. It will lead to unrecoverable damage to Acton Boxborough School District's reputation as an Academic heavy weight.	None. This will hamper learning for all kids. Honors curriculum will have to be diluted and kids in lower level will have a hard time keeping up where the curriculum will have to be upgraded to account for overall higher level of the class.		Don't implement this plan	Don't do this.	
3/13/2023 14:08:49	With a rising 9th grader, I don't have experience with the "old" leveling system - only what I've heard from word of mouth. I'm wondering if the Honors classes will get easier, harder or stay the same. I wonder if the signature classes will look more like AE or CP. Can this be answered somewhere?	Focus on the whole child/student. In an ideal world this would mean more chances for assistance and enrichment as needed rather than being tracked for a whole hs career.	I worry about the teachers' training, experience, and abilities to differentiate curriculum to meet the needs of all learners. I worry about their willingness to look beyond the scope and sequence and their calendars and teach to the individuals in front of them. I hope they'll receive ample prof development and time with colleagues for this work.	Are more kids taking all Honors now in an effort to not get mixed in with less-serious students?Are teachers differentiating instruction as needed due to wider range of students in their classes? How are colleges perceiving AB's new system (over time)?	seem ok, but I don't have experience with this	I hope that work load and opportunities, etc will be more consistent from teacher to teacher. In past years the same course could be VERY different based on the instructor - not fair if the course looks the same on the report card. I'd like to see departments look to be more on the same page in terms of expectations regarding how standards are met and amount of hw given.
3/13/2023 14:10:28	I do not see how my son will be appropriately challenged with your new plan.	None	My son is a solid A- student. Do I now push him to Honors classes where he may be overwhelmed or leave him with the masses where he will be bored as he currently is in Math 8?	I think you should put more thought in now before you implement.	no opinion	Why do we have seperate classes for the very top level students and lump everyone else together into a one size fits all classroom? It has not been clearly explained how teachers will 'scaffold' classes so I do not believe it is realistic and planned out well enough to begin next year, especially with the large class sizes at the High School.
3/13/2023 14:22:07	This plan is taking away options from students, making for sub-optimal learning conditions and putting extra burden on teachers, who are spread thin as it is	My students will lose from being in unlevelled classes. They can't and shouldn't take all Honors classes, and what could be the perfect match will now turn into either area of struggle - in case of a hard class, or into unmotivating and boring class.	My students fell perfectly in between the levels in certain areas, where CP was too easy and boring, and AE was a bit too fast and difficult. We kept saying that there were not enough levels to serve kids better. Now, in de-leveled classes no category of students will be served right, neither strong advanced students, nor struggling students still working on developing their skills.	The students from CP1 classes will fall behind, and will lose any interest they've had in learning. AE students will likely feel unchallenged and bored, and subsequently also lose interest. The teachers will have to be watching over those groups carefully, pretty much using an individual approach to every student.	Very hard to form an opinion about it. The presentation was very vague. I am concerned about the students who will be enrolled into the unlevelled classes in the next two years, and how their GPA will be (negatively) affected. Weighted GPA for these classes will be depriving them of the much needed points that they could earn in AE and CP classes. In the current competitive college admissions picture, those few extra points could be a deal breaker.	I wish the district would take a more conservative approach to this idea, and would seek the community input before, and not after the decision was made. Many people choose to live in these towns specifically for the kids to attend a great school, and now you making us question our choices. I've spoken to a few high school parents who seriously consider transferring their kids to private schools, or moving to another town because of this initiative. It is very easy to destroy a good school system. Fixing it back will be much harder.

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3/13/2023 16:07:13	It's not a great idea.	My daughter will be fine. She takes predominantly higher level classes. It's not equitable for students who are not strong academically.	If she takes a lower level(non honors or ap class). Teachers will be struggling to teach to all the levels in one class.	I believe the kids in the middle will be losing the most. They will struggle to keep up or just get lost in the shuffle.	N/a	
3/13/2023 16:32:33	It is a good start. There is plenty of evidence that tracking creates systemic barriers to success for all.	Less scratching in classes. Reduced anxiety and pressure. Less unhealthy competition. More of a balanced approach between self care and work.	Teachers need after training and support if this is going to work.	Supporting marginalized groups. Making sure changes in teaching practices accompany structural shifts.	A good first step.	There is far too much unhealthy pressure and stress at AB. This is not high standards but a competitive system of winners and losers. All children can succeed if we believe that is a possibility.
3/13/2023 17:01:17	The old way was too complicated and anxiety inducing. This is a much healthier method.	My daughter has a learning disability. She won't be shamed or pressured to take classes that are too advanced, just be case her friends are doing it.	I'm not concerned. I'm actually relieved.	We should compare the new method with AB school suicides/ drug overdoses and see if the numbers improve.	It looks fine to me.	I'm so glad the crazy leveling issue is being addressed!
3/13/2023 18:21:56	I think it's a bad idea to change so frequently.	I didn't see any good for my student.	Less choice	More students struggles because no more choice.	no idea	Should put more source to help student to be better of themselves. Not lower the bar.
3/13/2023 18:27:54	I am in favor of the new plan, as long as the teachers think it is a good plan. The current system is confusing and I question what benefit there is to dividing CP and AE.	The expectations will be more straightforward. My daughter takes all H courses. However, she takes Algebra AE and Nov Span 1 because we moved from another state in 8th grade. Her grades range from A+ to A-. She seems to excel in science, english and history. So, she will take AP Bio and H eng, hist next year. Non-Honors or AP are baseline courses in my experience. There is no shame in that. But, when there are 4-5 levels, a student feels lame if they are at the bottom. Plus, all students should have access to the "baseline" course. Not everyone will excel and that is OK.	Some students are more motivated than others. So, if there are fewer levels there will be more varied learners pooled in the regular or baseline class. I think this is how public schools have been traditionally run. Honors and AP courses have more motivated learners. So, sometimes my child will be paired with a less motivated learner. She will likely have to compensate for the less motivated learner. This situation occurred in middle school. It is likely that we will request to move our student to honors math if this is instituted, which is fine and probably appropriate.	Are the teachers able to get through there curriculum as planned. Are students falling behind.	I have no opinion.	I disagree with the quotes at the beginning of the presentation. Kids meet each other in and outside of class. Sports, electives, band, PE and other electives and extracurriculars are great places to meet kids in other academic levels. There are so many ways for students to expand their social circles if they want to. I am not convinced that these changes will change friend circles. However, I think promoting more fun social activities, like culture week, school dances, table tennis tournaments are great. How about a homecoming celebration with floats or other fun team-building social opportunities! What about a winter formal dance, pep rally etc. These kids need a bit more school sanctioned frivolity.
3/13/2023 18:33:30	In support of the idea of taking away such strict levels in order to take away stigmas. But I don't love this plan.. especially taking away AE levels which essentially this plan is doing. There's no way kids leveled as CP1 and AE could possibly BOTH get their needs met. No way teachers will have enough support to do this!!	Before the presentation I was thinking maybe my child would feel less pressure of being in certain classes. But now I think she'll feel much more pressure in trying to decide between the heterogeneous class and Honors/AP because I think she falls between AE and Honors. Maybe the opportunity to work with kids who are at different levels than her but I think the negatives outweigh this positive.	Same as above...not getting what she needs in a heterogeneous class. No real support. Not challenged. Also feeling pressure of which class to choose...is honors a little less fast, more supportive, less work or will these stay the same as they always have been? I'm concerned she'll have no idea which classes she should be in. I think AE would have been perfect for her and now she has to choose between Honors—which may be too much for her—and heterogeneous class, which probably won't be challenging enough or worse, she won't get her the appropriate support. I think the current 8th graders will suffer the most with this new deleveling plan. No idea where my child belongs???	Support/challenge for kids in the heterogeneous classes. Unfortunately the incoming kids are the Guinea pigs, like many pilot programs AB has put in place.	Not sure yet	Please consider this carefully and at least help us parents understand it better. Have you studied enough other schools who have done this????



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3/13/2023 19:11:57	<p>Removing the CP levels may disproportionately affect students who are already at a disadvantage, such as those who are English language learners or who come from low-income backgrounds. These students may benefit from a middle ground between regular and honors/AP level courses. Increased workload: For students who are not yet ready for more advanced classes, jumping straight from a CP to regular level course may be a significant increase in workload. This could lead to burnout or stress, which could negatively impact their academic performance and well-being. Reduced flexibility: Without the CP level, students may feel limited in their ability to customize their schedules based on their interests and academic goals. This could lead to a less diverse student body in certain classes, which may limit opportunities for collaboration and discussion. Decreased inclusivity: Removing the CP level may send a message that the school values only the highest achieving students, which could create a culture of exclusivity and competition. This could be discouraging for students who may not feel like they fit in with the school's academic culture.</p>	<p>Overall, the proposed course leveling plan provides students with the opportunity to challenge themselves academically, explore diverse subject areas, and prepare themselves for future academic or career pursuits.</p>	<p>Limited options: Removing the CP level may limit the course options available for students who are not yet ready for honors or AP level courses. This could make it difficult for some students to find a course that fits their academic level and interests.</p> <p>Increased competition: With fewer course options available, students may find themselves competing with their peers for spots in the limited number of honors or AP level courses. This could create a stressful and competitive academic environment.</p> <p>Pressure to perform: Honors and AP level courses can be challenging and require a significant amount of work outside of class. Students who take these courses may feel pressure to perform at a high level, which could negatively impact their mental health and well-being.</p> <p>Burnout: Students who take a heavy load of honors and AP level courses may experience burnout from the increased workload and academic pressure. This could lead to decreased academic performance or even physical or mental health issues.</p> <p>Inequity: Without the CP level, students who are not yet ready for honors or AP level courses may be left behind and may not receive the support they need to succeed. This could perpetuate existing inequities in the education system.</p>	<p>Student mental health and well-being: Taking honors and AP level courses can be stressful for students, particularly if they are taking multiple courses at once. Schools should monitor student mental health and well-being, particularly if there are signs of increased stress or burnout. Equity and access: Schools should monitor whether the removal of the CP level leads to any equity issues, particularly for students who may not be ready for honors or AP level courses. It will be important to ensure that all students have access to the courses and support they need to succeed.</p>	<p>Overall, the proposed GPA and WPGA scales have the potential to better reflect student achievement and incentivize academic rigor, but it will be important to carefully monitor their implementation and impact over time.</p>	<p>It's important to ensure that all students have access to appropriate levels of instruction and support. While removing the CP level may help to reduce stigma and inequities, it's important to ensure that students who would have previously taken CP-level courses are still able to access appropriate levels of instruction and support. This may require additional resources, such as smaller class sizes, more individualized instruction, or additional support services. It's also important to recognize that CP-level classes can play an important role in helping students build foundational skills and knowledge, and can provide a valuable middle ground between regular and honors-level courses. Removing these classes may limit opportunities for students who may benefit from this middle ground, and may make it more difficult for students to find an appropriate level of challenge and support.</p>
3/13/2023 19:26:02	<p>I disagree with the plan in general. While I do think that kids shouldn't be tracked for math based on a test in 6th grade, the results of which determine whether or not they get to calculus, there is already ample opportunity for movement among our current system of levels, and it's simple: if you do well enough in a class, it demonstrates your interest in and likelihood of success in a higher level. If we want more students to be able to achieve at a higher level in high school, perhaps we need to reinforce supports and expectations at the the elementary and junior high levels. However, moves like cutting classroom assistants is counter to this idea. Most high schools offer only two levels of classes, like ABRHS seems to be moving; however, when for years we have been recognized as a top school in the area/state/country, why are we doing what everyone else is doing? Why aren't they doing what we've been doing? My older kids had no problem being accepted into excellent colleges, and excelling while there, taking a mix of levels of classes at AB, and never more than 2 honors level at any one time. I realize college admissions is increasingly competitive but I don't think that colleges aren't admitting our students because they don't understand what the AE level of classes means. I</p>	<p>It is only confusing at this point, with only one year left.</p>	<p>It seems that the kids don't understand what is happening with the levels, and we just signed up for classes. When choosing science: "Honors physics, because it's like AE is now." While I'm not sure that's true, that's the plan for now. It seems unfair for a student, in the fall of their senior year, to have to be in such untested, uncharted territory. It is not going to be fun to have my senior start honors physics, do badly, have to drop down, have to switch around their schedule because we don't know how things are going to be. There have been SO many changes in the HS in recent years, from the schedule, to the start times, to advisory changing every year, etc. For my child, who will be a senior next year: Add on the covid years of remote, to hybrid, to full time, to back home, to back at school, to masks, to no masks, to please wear masks, etc. More experimentation and more confusion does not feel right at this time.</p>	<p>I think we should expect frustration from teachers and students. It's asking a lot of a HS teacher to cover so much material in an elementary mode of all abilities in one room. I think students might be frustrated if not everyone in the class takes the work as seriously, as often happens in the lower levels of classes now.</p>	<p>There should absolutely be a level for F, because as it is written now, it seems that teachers are not allowed to fail any student.</p>	<p>I understand the intentions for this initiative are good, but I am not in support of this proposal. I believe there are better ways to fix the issues reflected in the student quotes in the beginning of this presentation. They are social issues, and issues having to do with unrealistic expectations. But those are issues that won't be fixed with providing fewer academic choices and expecting teachers to do more to meet a wider variety of student needs in a single class.</p>

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3/13/2023 19:35:53	I think it is a move in the right direction. I do wonder why sciences have the distinction of AE and honors. I am overall wondering why AB continues to place more value and rigor on STEM.	I see the decreased stigma of being able to calibrate in the sciences.	I do not think there is enough opportunity for the humanities, specifically the lack of preparation I observe in grammar, and analytical writing.	I do not think AB prepares their students well in writing and grammar. My seventh grader barely knows grammatical rules, and my freshman took a summer writing course to receive this level of teaching. In my opinion teaching students to communicate their ideas clearly, and using evidence to back up claims is one of the most important skills they need for advanced study.	I believe it is fair	I see some of this work needing to trickle down to the elementary levels, students arrive at RJ Grey with very different levels of preparation for the tiered instruction.
3/13/2023 20:13:01	I'm excited for this and hope the CP and AE all get their needs met. Currently AB is too intense w too much emphasis on levels, many kids are not benefiting.	Less pressure on those who can't keep up with honors/AP rat race. Too much academic pressure exists, we need to reduce it and create MORE successful academic experiences for MORE students.	Parents getting in the way of district implementation. Also, teachers not meeting students where they're at. Teachers at AB leave so many kids unmoored, uncared for and unseen. This will further irritate already fatigued and disengaged teachers.	Watch the students! Assess the culture with regularity, through the students. Have counselors step up, and teachers! Get Ms Dean actually talking to students.	I had some trouble understanding this looking at the slides. The bottom line is AB must seek an environment w less pressure and stress, adding more opportunities for success.	I really think the biggest problems entail the pressure cooker environment! Teachers still have work to do around student assessment. My children are often weighed down by busywork, large assessments, and a lack of opportunity to learn from their mistakes and amend grades. A divide exist among genius, smart and lowly learners and the school owes it to kids to dispel this myth. However, students will only feel good about themselves when they feel connected to adults and teachers. This is a School that has a few star teachers that know how to make students feel seen a valued. Many students are unseen and disconnected from adults. This is also true of the counseling department. Unresponsive, unsympathetic and disinterested adults abound in this building. Everyone must remember that at the core of good learning is a safe, respectful community and the adults set the tone.
3/13/2023 20:28:46	I am strongly in favor of having three tiers	I see my child not having to strive for a status that is unnecessary to achieve.	None	Make sure the AE CP meld is indeed a meld. It should lean towards CP. curriculum needs to change. And homework needs to be given to achieve an academic result.		The four tier system only achieves making students feel bad about themselves for no reason. This can create a feedback loop that leads to worse academic achievement
3/13/2023 20:54:26	It favors students who may not be able to succeed in the AE courses. Student who are on the cusp of an honors course will take an unlevleed course that potentially could pose no challenge, and potentially not prepare them for college.	None.	It appears to favor students who can't or do not want to succeed in more difficult classes. For example, my Junior found the AE History course extremely challenging, only able to get C's and D's. He dropped to CP, never opened a book, and got an A+ (and was unable to move back up after he found it rediculously easy). It was a joke. Will the unlevleed courses be like this CP? I want my child to be challenged.	Children that may challenge themselves in AE, won't be challenged in unlevleed classes. There is no reward for the smart children.	None.	The course changes at the High School have been consistently dissapointing. The elimination of choice (specifically Biology) was also a dissapointment for my freshman. The changes seem to cater to the student who may not succeed in leveled classes, while eliminating challenges for the student who strives to succeed. Not all students can succeed in all subjects, but typically there are one or two where the student can take pride in their success, either in Honors or AE. You have eliminated this sense of pride by leveling the courses, and not rewarding hard work. Eventually, AB will no longer have a reputation of challenging and producing students prepared for college courses. Why not just eliminate all levels so all children can take the same class? It still won't present the same opportunities for all students, but it will frustrate children who are not ready for the challenge and frustrate the children who want to be challenged.

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3/13/2023 21:05:53	I am very concerned that this decision was already made before parents had any say in it. As a teacher in the district I heard rumblings but wasn't concerned until I got my sons class recommendations for next year as a senior.	honestly I am having a hard time finding much good from what is happening here.	From an educators stand point honestly I don't see how this will benefit students at all. My biggest concern is the fact that now you are throwing children together will various learning abilities. The previous leveling gave children the option to choose a level adequate for their learning style. This will not only increase the level of anxiety with many of our disadvantage learners and it is too bad that our administration do not see this. Then you have the upper levels that are now going to be paced much slower to help the various abilities. Having had two very different children go through the system (one of an IEP who benefited from CP classes and the other who took various levels from CP to honors.) I am saddened that this decision was done before any discussions with the community in mind.	If you say that you really care about student mental health/anxiety...talk to them!!! My own children talked about this being an issue over and over again. Stop checking off boxes.		I strongly urge you to rethink this decision to help ALL our students who are already struggling!
3/14/2023 8:05:52	Don't like it	CP. leaves AE kids behind	Leaves AE kids behind	How it will segregate even further.	Is what it is. Two levels accomplished very little. Haves and have nots	What does it really matter. The School Board will go through with it regardless of anyone's thoughts - just like the decision with the Colonials mascot.
3/14/2023 12:58:31	Overall, I'm not sure how this directly addresses the concern of getting a more equitable distribution of students in upper-level classes. If we need to have more focused programs to give students the skills and opportunities to join upper level classes, we should do that rather than just eliminating levels.		I worry that my kids won't have the opportunity to be as challenged in the courses where they aren't ready to take an Honors class.	Whether we are meaningfully impacting the chances of academic success for ELL, underrepresented, or economically disadvantaged students.		Not in favor of this plan, which I think muddies the waters on the real goals.
3/14/2023 16:42:57	Who is the intended audience for this presentation? Who actually attended the presentation on March 7th? It appears to me that the presentation is intended for parents of students who take CP/CP1 classes and would seemingly benefit from the "Leveling Up". However, the people in the audience resisting change were those whose kids take AE/H/AP classes and feel that their child's experience is going to be "diluted" by the merging of 3 lanes into 2 lanes or 1 lane (AE/CP/CP1 -> Unleveled). Those kids who typically take Honors/AP for 80% of the classes and AE for the remaining 20% of the classes will now be forced to take Honors/AP because there may be a "dilution of GPA" by taking an "Unleveled" class instead of an AE class. My suggestion to the ABRHS leadership team is to understand the composition of the audience at the time of presentation/Q&A and address everyone's needs.	None	Dilution of GPA/WGPA	There needs to be a statistically significant uptick in the average grades for students who would have been recommended to a CP/CP1 in the old model but are now taking the unleveled classes. If there is no uptick then this plan is a wasted effort. It is also essential to track if the teachers are being overworked because these students will need a lot more help.	The new scales make it appear that the old AE is the new Unleveled. Is this true? Are CP/CP1 simply being eliminated? Or are we creating Unleveled as a blend of the old AE/CP/CP1? If it is a blend, then the new scales will have a diluting effect on students who would have typically taken AE and scored an A+. Further, someone in CP1 who would have typically scored an A+ (weighted GPA = 3.5) will only score a B (also a weighted GPA = 3.5) in the Unleveled class, which can be demotivating to that student.	Senior Survey Feedback slide - This slide is one-sided. Why were comments from AP/Honors students not included? What is their side of the story? It is like saying "we have come to an agreement that the rich should be taxed more" without including the definition of "rich" or asking the so called "rich" for their perspective. My suggestion is to either pick comments that represent the AB student community as a whole or just remove this slide because it does feel like it was "cherry picked".  Overall impression about this proposed change - Only those from CP/CP1 motivated to be in the new cohort will benefit from this change. The rest will continue to find excuses to complain in their senior survey.
3/14/2023 19:22:30	It is a step back. AE, level is a useful middle ground that is needed by several students. I do not like this move.	None.	I see the rigor in honors level reducing or many AE students in Math, English, History will be forced to take CP level classes, thereby reducing the rigor for them too.	Reducing academic rigor in high school.	Do not support. I don't understand what it achieves	Do not support this move whatsoever.

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3/14/2023 20:57:58	My older child talks a lot about how people don't get into schools from Acton as much as they do in other places. She says that they do not get credit for the work that they are doing based on how the levels currently are. That being said, I don't think switching to two levels is the answer. It sounds like your AE level is really an honors level. So you should keep CP, my child has been in CP math all the way through high school, but 80 other classes. She tried to move out multiple times in math, but it was not for her. So that would be not great for many students. I don't understand why you don't get rid of the honors level instead. An offer students extra work if they are really so interested. So have CP, and called what is a E honors. Because that is really what it is at other schools.	My older child won't be affected by this. My younger child is not going to have the same opportunities that my older child had. She is already saying she wants to sign up for all honors classes. I think this will be horrible for her, she will be really overwhelmed and stressed out. I don't understand why you can't leave three levels, the middle level might be a place where some kids could be less stressed out, and for other kids, the middle level might be a stretch. The school should be helping kids to move up through the levels, instead of just making their be less level... That seems like a stupid way to fix this problem.	Stress. Lack of opportunity.	The changes in the colleges that students get excepted into. You should probably compare it to another school where they actually call the appropriate course and honors course. Instead of having crazy difficult classes. The stress levels of the students. And how those students who are in CP one classes are surviving. I had a child who is in CP classes... Who could not have been in the AE math class. I assume children in CP one classes will be the same. I don't understand why you would do this to them.	It has always been weird that a 4.0 is not an essay. Or a 5.0 is not an and an honors class. I don't know why you would not take this opportunity to fix that. I don't believe there is another school that makes their students get an A+ in order to get a 5.0 or a 4.0. It is sort of abusive to the students. I have no idea why you would do that.	You say you are implementing this slowly. But it is not solely for the class of 2027. Every year they will be the first class having this situation. If you were implementing it slowly, that would not happen. Why don't you just do the freshman classes and wait a couple years and see how it's going. Then do the sophomore classes... Or maybe you will discover it only works well in history, or English... I honestly don't know how you could possibly do this in the math classes. For my daughter who is currently in high school that would've been horrible.
3/15/2023 1:47:02	In general, I support de-leveling in most subject; however, in I do feel that this might be a recipe for disaster in mathematics.	My students would be less likely to take advanced classes in this plan. In many subjects, AE would be a good fit for all of children, but with that not an option I do not seeing them moving up to honors or AP level nor would I encourage it.	I am wondering how much thought has been given to the impact of the RSM (and similar programs) in the plan to de-level the math curriculum. My children are all strong in math and their current teachers have commented that they are above where they need to be for their current grade levels; however, years of being in class with students that attend math programs outside of school have greatly impacted their confidence in their abilities and made them feel behind their peers rather than ahead of where they should be for their grades. Despite a recommendation for Algebra in 8th grade, one of my children opted to take 8th grade math because she was tired of being in class with students that knew the entire curriculum before it was taught. Going into 9th grade, she did not have a similar concern about taking the AE level of Algebra because she knew those students would have moved on to Honors Geometry in 9th grade. I worry that the current plan would actually discourage students from taking on more of a challenge in math.	Students getting lost in the math curriculum, particularly students who struggle mathematically that are being forced to move to Algebra 1 rather than part Algebra 1/2. Additionally, whether or not the students who would have taken AE are struggling in honors level or unchallenged in the non-honors level.	Overall, the GPA and WPGA scales are fine. I'm wondering how for the class of 2027 math will be calculated as it appears AE will still be offered for next year.	Over past several years, I have had the opportunity to discussed the challenges of teaching mathematics to students of all levels within the same classroom with multiple teachers in the district. I'm wondering how high school math teachers will be supported in teaching classes that contain students that might normally have taken Algebra Parts 1/2 and Algebra AE in the same classroom.
3/15/2023 19:31:03	It's good	He can take Honors classes	He can take AE classes if he wants	Keeping honors classes	A- should not give 4.0, only A+.	Remove all classes except Honors. Need to teach Calculus 3, multivariable calculus.
3/16/2023 6:59:04	I think it is being done haphazardly and inappropriately	This year my student had to choose between CP physics or honors physics, as he was in AE Chen last year. When asked about the GPAs of the new classes, no one knew! A rush to make changes is yet again a product of this superintendent. Quite reminiscent to the "coaches" he insisted that teachers needed, for \$1m. Now our budget is short, and reduction in frices will be occurring.	More tutoring than before	Don't forget about the needs of the students!	I don't think it makes sense at all.	
3/17/2023 17:08:29	I support the general concept of deleveling from an equity standpoint, but I suspect that the plan proposed here will backfire because it is an incomplete, half-measure. Parents and kids will have no choice but to push kids to take all honors classes and this will further exacerbate inequities throughout the system.	We avoid having to have tough conversations about taking non honors classes	My student will be forced to take all honors classes. I did this myself by choice when I went to AB and was hoping to avoid this outcome for my kids, but under the current plan we will not have an option.	Watch academic stress levels, homework loads, and exacerbating unequal enrollment by race and SES	I don't care about GPA, the whole thing is frankly absurd.	

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3/17/2023 17:19:34	As a college professor at a highly rated private institution, AB students stand out BECAUSE they have the option to take classes catered to their specific skill set. Mixing students with students that are academically misaligned with them increases resentment (from both sides), and really reduces what students can learn. I would be very, very disappointed to see leveling undo all of the excellent progress AB has made. There are certainly other ways to increase diversity and inclusion in the school without involving academics.	None :(	I don't want to see my students be set back by not having the opportunity to be in a class designed for their "level."	I think it will be difficult to quantify the "success" of this program. Will more students "know each other" from other classes? Sure. Will they be academically "successful?" Yes, but measuring what their potential WAS will be difficult. There will be lots of missed opportunities for these students by stunting their potential progress.	The GPA scale is less important. Again, being in higher administration, as long as the GPA is defined, colleges interpret it (and re-calculate it) as they see fit.	Seriously re-consider this. This is much more than trying to "level the playing field" and giving opportunities to everyone.
3/17/2023 17:24:00	Leveling into two classes will cause problems	We are worried that high achieving children need to take classes outside of school because school doesn't offer high level class	Not enough personalized academic levels			Please provide us the information about Middlesex Community College. How it works as a dual enrollment
3/17/2023 17:26:57	I am concerned about the lowest level students getting the support that they need. And I am concerned about the middle students, now being in class with those lower level students who will need support... So those middle students will not get any attention, and will not get challenged. Meanwhile, those honors and AP students have plenty of options, and their classes are not being changed at all, if you really believed in the plan, then you would combine all of the students. You wouldn't keep the "smart students" separate.	None really. My student happens to be a middle level student. So they will now have students and their class who need additional support. And their teachers will have to give that additional support. So my child will get less.	My student is a middle level student. Previously they would've been an AE classes. Now they will be in class with students who need more support, and the class will likely go slower. Or they can choose to try to do the honors classes were the students are highly competitive, and it is a stressful environment. Neither of those things and great for my child.	The forgotten middle. High achievers have no changes. Lower achievers will be watched anyway. It's those middle students that get ignored.	I don't really look much at things like this. I would assume that you just use the standard GPA scale. But, apparently, then I would be mistaken. Your GPA scale is very wacky. If you are proposing, a new scale, why not just use the standard scale?  And if you're not using the standard scale, could you please at least explain why? Perhaps that is something that you could do in the second meeting.	I noticed in this email that just got sent out by the superintendent. It says an overview of the feedback will be shared. I think many people would like to see the actual raw data. Can you please have that available for people to look at if they would like.
3/17/2023 17:54:48	I honestly don't really care either way. But my child is going to be a freshman next year and I don't like that they will be a guinea pig for this new plan.	None really	I am concerned that my child is the class of 2027, and every year they will have teachers who are teaching this condensed level situation for the first time. That really doesn't seem fair. In the presentation, the history, teacher, or the science teacher, I forget which one... One of them even said the first year is really a learning experience, and it will be better than next year. But you're forcing the class of 2027 to be the first year again and again, and again, all through their high school experience. And that stinks.	Maybe you should make a survey that you give kids now. And then you can give it every year to see how their thoughts and feelings about learning in their classes might be changing. Otherwise it is hard to know. There are so many students.	I guess I don't really understand why it's changing. But if you are going to change it, then you might as well give these kids a 4.0 for an A, or a 5.0. It seems really weird. You would make them get an A+. Maybe that is Acton's trying to show how they are all about excellence and pressure... You really have to be perfect to get that 4.0. I think it's kind of gross actually.	I understand there's a large population of highly competitive students and families. But we really need to support of the other students as well. Not by dumping them all in the same room together. Maybe there are other ways to support them and other places for them to find success.

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3/17/2023 17:57:35	As an elementary school teacher for over twenty years, who has extensive experience differentiating instruction in a heterogenous environment while maintaining high expectations for all students and attempting to teach the entirety of the grade level curriculum, this is as close to impossible as it gets at the high school level. My assumption is that all teachers are expected to differentiate within their individual classrooms that are "leveled", knowing full well that within that "leveled class", there is still a wide range of learning styles, needs, etc. Imagine stretching that range even further. Unless we're planning on reducing class size dramatically, reducing the amount of content to be covered, offering free-tutoring services, or providing multiple teachers per classroom for small group/co-teaching opportunities, this new arrangement will likely lead to increased teacher frustration/stress/burnout, behavioral/classroom management issues and/or ineffective teaching. My worry for students is that this will now create a 2-track system and further enlarge the divide that you're attempting to remove.	Opportunities for my student, who would have been described as an AE/Honors bubble student in some subjects, include the potential for upward mobility and the exposure to a more diverse student body on a daily basis.	Concerns for my student include an uptick in classroom management/behavioral issues that she has avoided for the last two years and an even more intense desire to achieve Honors/AP level courses, which will ultimately result in increased stress.  On a side note, the junior high staff and high school staff should communicate clearly what the expectations are for subjects like "Environmental Science", "Honors Environmental Science" and "AP Environmental Science". My student's grade has been a consistent A- in eighth grade Science this year. She has been told by her teacher directly that she take the unlevleed course in ninth grade. This "recommendation" seems to be the opposite of the message that parents received at the recent forum. We were told that students should be "stretching" themselves to reach full potential. This seems like a contradiction.	How did this implementation work with the Science department last year? If 50% dropped the course, what changes have been made to ensure student and teacher success rates for this school year?	The scales need to be in accordance with college admission expectations. If they're not in alignment or clearly communicated with higher education, how is this helping our student population?	Have we every polled students in all four grades, within each subject, to identify the percentage of students in Honors/AP courses who receive outside tutoring/educational enrichment/support?  The tree diagram is missing in your documentation with the proposed plan. I'd like to see it before course registration (which begins next week.)
3/17/2023 18:05:29	During the pandemic year my child was forced to choose between a CP class and an honors class because there was no virtual AE level. It was horrible. The honors class was stressful and anxiety-producing, so he dropped to CP and was completely bored for the entire year. I worry very much that this new plan forgets about kids like him -- kids in the middle. Unless you do something to make the honors level less insane in terms of workload, there is very much a need for this level of course, and doing away with it is absolutely the wrong choice.	None	See above -- he is a "middle of the road" student and I'm very concerned he will be forced to choose between feeling in over his head and feeling bored and unchallenged.	The students who had been in AE to see which courses they choose and what they think of them.	I'm really sort of "whatever" about this. As long as colleges know what to do with the numbers, it really doesn't matter.	Please do away with honor roll! So many kids work so hard to get grades that don't qualify them for it, and they end up feeling bad about themselves.
3/17/2023 19:22:26	I am concerned that we will need to dumb down our curriculum so that students can keep up	I don't see any advantages to this plan	I am concerned that students at the top and bottom of the curve will suffer from this plan	Keep an eye on students at the top and bottom of the curve		I don't understand how you can serve all students with such a flat level structure. There is not a one-size-fits-all approach to learning.
3/17/2023 19:43:35	I watched the presentation and am IRATE. You are reducing class options which provide students with fewer options. Each remaining level will need to accommodate a wider range of proficiency . The result will be a curriculum which teaches to the least common denominator.	I see fewer opportunities and greater failure with this revised 'plan'.	Fewer opportunities for success in the world.	I think teacher/educator self-assessment is a failure to the students	Knowledge matters more than GPA.	Cancel this plan. Open dialogue, truthfully, with the parents of AB Schools as to the true reasons why you are reducing the current multiple class options. It makes no sense that a two class option framework can be better for students than a multiple option framework.

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3/18/2023 6:26:54	I think that there has been a lot of thought put into the plan. It is a big change and while the intentions are in the right direction, it will take time to adjust.	I see the opportunity to engage with a wider range of students.	I have two major concerns with the plan. First, the "regular" course will have a wider range of learning styles in them. When my older kids were in "non-leveled" classes, one of the main comments was that not everyone in there was interested in learning or participating. Particularly for subjects that encourage review, thought, and discussion, having only half of the class participating takes away from the experience from those students who are engaged and interested in the material. It also presents complications for the teachers and staff. My second concern, which is related to the first, is that it will push more kids into the H/AP track because of the concern above. They want that enriched experience and will feel pushed into a higher level. This will increase their stress and workload as my observation is that those classes are a significant effort.	Certainly there are hard metrics around performance. I would also encourage reviewing enrollment in H/AP. In addition, I would step up the pulse / climate surveys to see how students are doing.	I am relieved it is being simplified. For my older kids in the old system, I had a hard time figuring out their GPA and, through this briefing, found that some of their courses that were not leveled weren't even counted in the WPGA. My sense is that colleges do rely on GPA, but likely know that each school has their own method and does their own normalization so it really doesn't matter.	
3/18/2023 9:21:07	I think we should could it as it is. It will be challenging for teachers to differentiate for such diverse learners. The classes may end up not bringing challenging for those students who can't quite handle honors.	I think they will feel pressured to take all honors because the CP classes will be much too low. Additionally, the classes may be too challenging for struggling students who, under the current system, are in the CP-level classes.	My kids will have graduated by the time this plan comes into affect. However, if our school becomes less challenging, our school's ranking and quality could go down. Perhaps there's a non-academic way to build school community.	I would see what students think.	I don't care so much about the GPA scale. I care about academic happiness and growth. This new plan seems to pacify lower achievers at the expense of those who can work at a higher level. Ultimately, school is about pushing each student to reach their potential. I don't think this plan does that.	I expect this proposed plan to affect our school's ranking and test scores. Those are the reasons my family moved to Acton, and my kids take a mix of levels, not just Honors/AP. I think it could affect property values.
3/18/2023 14:15:56	I agree with deleveling the courses	None - because she's graduating in 2025.	None			I wish this plan was in place for next year - (Class of 2025)
3/18/2023 15:02:45	The current levels are not serving the students at all and desperately need changing. The proposal is modest at best and will still likely lead to an extension of students facing extreme competition and not thriving at AB.	None. The only impact this proposal has is in Math, and those changes won't go into effect until my son is out of AB.	The current cutthroat, nasty culture of AB will continue. The students are miserable at the school, and marginalized students are being actively failed. Flattening the math classes in a few years will not solve this problem. You need to think bigger and honestly create a supportive culture where LEARNING and opportunities to succeed are present. Right now, kids have no chance to change their path no matter how hard they work. And that's BS.	I have been very disappointed with AB schools. We moved here in 2019 based on the reputation of the schools, and they have not lived up to their reputation. The culture of the schools pits kids against one another and creates a class-system. Children can't work hard to raise themselves up - they are stuck at whatever point they entered 9th grade. It's grossly unfair. ABS is keeping marginalized kids down instead of lifting everyone up. I think leadership and teachers should have a huge shake up instead of this teetering baby step.	This is unlikely to matter to anyone. As shown in the slides, most colleges recalculate GPAs and the new WPGA won't impact the students. Not sure why this is so important except it will reinforce the levels that students are placed (and held) in throughout their AB careers. It very likely will make that class division issue worse because in addition to being separated by these levels which students can't escape, students in the lower levels will never show excellence in class rank either. It's compounding the problem and not solving it.	The kids that attend ABHS think it's a pressure-cooker and a lot of students really hate it there. This "plan" doesn't address the real issues at the school and won't impact anybody currently enrolled in there. Why as a school are you so satisfied with the way that marginalized children are set up to fail within your rigid and striated system? Why are you seemingly doubling down on that? What are you doing to make the school a kinder place? And I do not mean give less work or expect less of kids. But allow more opportunities for everyone to work hard, level up, and succeed. The school is absolutely missing this part. No wonder it is a cesspool of racism and hatred. The kids are being taught that the minorities stuck in the CP classes are less than them (this is also being instilled into those minority students). You are not raising them up or even throwing a rope they can climb. (And I am the mother of white kids).



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3/18/2023 17:46:01	I appreciate the effort put into drafting and presenting the plan, as well as working with the community collect feedback.	This plan could provide a chance for a wider variety of kids to be in class together than what would be possible with more levels. This could help bring new perspectives into class discussions as it could be a more diverse group.	I have significant concerns about the ability to teach and learn in this environment. My daughter was part of a math class last year that tried to mix learners at different levels and the result was very unsatisfactory. The teacher (and helper) had a hard time trying to teach across the large difference in abilities, leading to higher level learners being bored and waiting for the rest of the class to catch up. This reduced what she could have gotten out of the class if it was better geared for these higher level learners.	Ask teachers how effectively they are able to deliver class material, and if they find that it is either too difficult or too easy on either end of the spectrum. In these circumstances, negative behavior could emerge as some kids get frustrated at things that may be difficult where other kids are bored because it is easy. This could either be friction between specific students or disrupting the entire class.	Admittedly, I am not well versed in this area, but I get a general sense that the change will 'cook the books' to make the overall GPA higher regardless if the output of the students changed at all.	I think this approach could be good for some kids that would have been at a lower level and are motivated to take on the challenge. However, there are some that just won't be able to make up the difference or will become frustrated and give up. I look back on my time in high school, and there were definitely some kids that just did not want to learn, and negatively impacted other students that were focused on the material. It is also the kids at the upper end of the standard levels that should be challenged more to try and be promoted to H/AP, but I suspect that would be quite difficult in this setting.  In short, I think this approach will reduce student's ability to reach their maximum potential.
3/19/2023 8:21:29	I think the course leveling plan was made with consideration, and is moving toward more heterogeneous grouping, which is in line with research. I am not confident that teachers will feel supported in learning how to differentiate for students in their classes, and I think there will still be separation into friend groups and judgment based on level.	In general, my child has felt supported in making a decision for each class with her current teacher.	I wonder whether more families will push for their children to select honors courses than before because of the lack of step down choices. I also have concerns because my child seems to be getting speeches to the whole class from teachers about how hard honors classes are and how you really shouldn't take them without recommendation/very high grades in junior high, and the homework level is so much that you can't have other interests if you want to be successful academically. I do understand that the high school has a reputation of being academically demanding and stressful for students. However, some children take what their teachers say to heart and even with very high averages in some subjects (with no issues completing work), she is now very anxious about choosing honors for any subject. I think the messaging could be developed better. I also think kids should be informed of how the college process works (and I do realize it's wild right now because so much is changing in the college admissions landscape) as one way of helping to inform their decisions.	I think you need to pay close attention to what differentiation looks like from class to class. It will be important to know whether the leveled classes actually are more or less rigorous depending on the group. You will also need to pay attention to how students in courses treat one another- are they generous colleagues supporting one another? Are some students working much more or harder than others and feeling that impact? Are some students acting better than others and asking why their classmates are even taking a specific course? I also think it will be important to watch the number of courses needed/offered at each level. If courses aren't much different from one another, I would consider collapsing levels more and also think a lot about weighting of grades.	I don't really know enough about the impact of grade weighting to speak on this point, but I think it will be important to track the impact of the scales and make adjustments as needed. From the presentation, it sounds like the most important thing is clear communication with colleges, so that seems like something to be on top of.	I do think by eliminating some levels there is more fear of the higher/harder levels and that having a larger gradient allowed for students who are not risk takers to find a comfortable place to be. I would be a proponent of deleveling altogether and would be very interested in dual enrollment or similar opportunities for students.

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3/19/2023 11:47:20	<p>I am concerned. Four levels seems like too many, but two seems like too few. Reflecting on my own high school experience, there are three types of students:</p> <ul style="list-style-type: none"> <li>Group A: Students who value the class and are talented at the subject</li> <li>Group B: Students who value the class, but have no particular aptitude for the subject</li> <li>Group C: Students who do not value the class, would rather not be there, and are only in attendance because it is required by law. Group C is not made up of bad students, simply students with other priorities (which may even be other classes). However, their presence of even a few of these students is poison to the classroom. Their attitude is contagious, their behavior disruptive, and their contributions often counterproductive. My experience in classes shared with Group C students is that they were largely a waste of time, occasionally dangerous, and I would have been better off just reading the text book in the library. I fundamentally believe that convincing a child that a class is valuable is a completely different exercise than teaching a child who is already convinced. Therefore, the first priority of leveling, in my opinion, is to get the students who don't want to be there into a different classroom from those who do. To not do so is to risk turning Group B and A students into Group C students, which is simply unacceptable. As a parent who is trying to instill value for all subjects in my child, I would encourage my child to "choose whatever level is right for you, but not the lowest," regardless of the leveling system in place. When only two levels are offered, this is a problem. Especially if, as the administration has indicated, there will be no reduction of high standards in the higher level classes. The message I am hearing you tell Group B students is, "You learn to run with the big dogs, or you write off that subject." Now, my relatively non-pushy message of "choose whatever level is right for you, but not the lowest" is an extremely pushy one, but not one I am willing to surrender. I think many parents will feel the same way, and since much of the pressure on the students is initiated by parents, the overall academic pressure in the school will be significantly magnified. </li></ul>	<p>While I don't think I like the proposal, the motivation behind it is good. I particularly like the emphasis on upward mobility. While I hope my student is in Group A or B for most of her classes, she may be a Group C student. And if the school can really provide an environment that instills a love of learning in students only in school by requirement, that's miraculous. Your heart is in the right place, and I hope you succeed.</p>	<p>I think my concerns are probably clear from the my thought's section. I'm concerned my child will be a Group B student who becomes a Group C if there is no "middle option."</p>	<p>I think you should watch the students who are signing up for the honors level just to stay out of the lower level, and particularly watch motivated students in the lower level and do whatever it takes to keep their motivation from waning after being placed among the unmotivated.</p>	<p>I do not care about GPA. Whatever you do with that is fine with me.</p>	<p>I like the three level system proposed for the Science department. One thing that I did not hear addressed is specifically why science deserves three levels while everything else deserves two. I find this to be an equity issue. While your "ELA kid" who also values science can take a middle level (not AP) science, no such option is offered to the "Science kid" who also values English. He either needs to get his English game to the highest level, or be stuck in the same class as kids who are there only by requirement.</p>
3/19/2023 11:49:38	Happy with it	Less challenging for a student to stretch, more access to challenging workload	weighted GPA for next 3 classes at the HS will be very limited. Differentiated lessons in a more homogeneous setting.	Teacher workload!	After you get past 2027, it shouldn't be a problem.	Good luck with all the community feedback!
3/19/2023 13:47:19	<p>It is adding pressure for advance kids to be in honors/AP for all subjects, kids in common level who are advances and not ready yet for honors are under pressure to move to honors level. Course in common level has to be maintain at more common level as for the kids who are at this level has no fall back levels. This doesn't justify to kids who are little advance and stuck at common level.</p>	<p>My kids will plan to balance between honors/ AP only which may add more pressure.</p>	<p>My kid would like to balance her courses between AP, honors and advance class. But with this level changes kids are not ready to take common level which may not challenge kids with advance level. This adds more pressure to advance kids to take all honors/AP.</p>		<p>The new WPGA doesn't provide the kids taking honors and AP classes with a fair score. The new scale doesn't motivate kids to challenge themselves and instead causes them to want to do the easiest option.</p>	
3/19/2023 22:55:05	It is an interesting change, but has many flaws.	I don't see many opportunities in this plan for my student.	<p>I see many flaws, as both teachers and students will have more difficulty with their classes. Teachers will have difficulty teaching our students, as the levels of our students have an extremely wide range. The teachers would have to resort to teaching the middle students, leaving the top students in our district wasting their time in such easy courses, and the bottom students struggling to follow. This can lead to stress in our students, which is something we never welcome.</p>	<p>We should carefully watch if the top students are bored, and if the bottom students struggling and stressed.</p>	<p>I disagree completely with the proposed GPA and WPGA scales for the Class of 2027 and after.</p>	<p>I think this change will harm our students more than it gives them opportunities. I have a 7th Grader currently in the middle school. This year was the first year without separate levels for 7th grade mathematics, and he has already thoroughly understood everything in the curriculum. He explains to me on a daily basis how bored he is during his math class. As a parent, I don't want him to lose interest in such a vital class. This does not apply to only my son. This applies to quite a good number of our students, lacking interest because of the content taught in class they have already grasped. If the schools cannot provide fitting learning opportunities for this group of kids, they may seek other education opportunities.</p>

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3/19/2023 23:07:51	I do not agree with the proposed leveling plan. To encourage more diversity between student groups, I would suggest increased levels of clubs and extracurricular activities that encourage interactions between currently disparate groups. The goal of HS education should be to best educate the ABRHS students. Leveling to just two levels will negatively impact students in two ways. Honors students will feel less motivated to learn if the level of education for them is reduced. In addition, they not be given the opportunity to expand their educational topics if level of the Honors program is reduced. For students in CP, they will be in classes with students that previously would be in AE courses. They will struggle to have confidence in their learning if they are competing with students that should be in AE classes. If the current CP students are less confident they will less likely ask questions in class and their learning journey will be stunted. For AE students, they will be faced with having to either be enrolled at a lesser rigor of study and potentially be less motivated, or have to put themselves in an Honors course and be over their heads.	I don't see opportunities in this plan for my students. I think it limits their ability to learn most effectively and won't give them any increased opportunities to interact with different student cohorts.	<p>I am not sure what the impetus for this action is based on. The rationale seems to be based on comments from three different students from three different years. The research for the plan of action seems, at best, circumstantial and not rigorous. Some of the quotes used in the presentation were from students that graduated during the Covid period, so may be more impacted by the pandemic than by course leveling. What does the majority of the student base feel about the current leveling of courses and whether there is a problem with this. It seems like this drastic change is based on the qualitative comments from a few students over the course of the last 5 years. I think a more rigorous study and quantitative research needs to be done to justify this level of curriculum change.</p> <p>The proposed leveling will disenfranchise the honor students and CP students alike. They will put CP students in a situation where they feel less confident to ask questions in classes (thus foregoing better learning opportunities), and stunt the potential academic growth of Honors students due to the leveling. In addition, current AE level students will be faced with having a reduced level of academic rigor or step into a Honors program that may be at too high a level for them.</p> <p>I have three students currently enrolled at ABRHS, and all three feel the proposed leveling is a bad idea and negatively impact their educational experience. In their view, perhaps 4 levels of classes are too much, but two are too few. Three would be a more appropriate number of levels.</p>	I don't think you should implement this plan. If implemented, I'd want to see how the High School ranking within the state of Massachusetts and nationally is impacted. Also, student MCAS scores.	I am not in a position to comment on the scales	<p>I would like to understand the rationale and the basis for the rationale of this drastic change. It seems rash and based on comments from a few students from the last 5 to 7 years. Educational policy should not be based on a few students' comments. I don't think either of the stated goals is the primary goal of high school administrators. I see the goal of H.S. administrators should be the promote an environment that provides the best educational environment and curriculum levels for all students.</p> <p>I think the leveling is a horrible idea.</p>
3/20/2023 10:54:41	I do not agree with it because it seems odd that change is starting in high school and not in the lower grades. For years now the elementary schools have been becoming known as the hard or easy schools. Maybe this should be addressed , in the beginning of our childrens' education. We are not helping our young adults by not letting them work towards goals and earning positions based on hard work and diligence.	None	Being put in groups with students who may disrupt class	I guess we need to know what your goals are moving forward with this. How do you plan on knowing if this works or not?	There are still colleges and universities whose population have above a 4.0---will our students not have an option to attend or apply to these schools?	I am not sure if the community fully realizes why this is happening and how you intend to measure its success. So many times in the past few years it seems as if the community is divided and I think it is because of lack of information and abrupt changes. It is disheartening to say the least.
3/20/2023 15:25:11	Not in favor	The administration should look at weighted GPA's across all 4 buckets, not just 2 buckets	Students will not be motivated to push with AP because AP is weighted the same way as H. Similarly students will not be motivated to do AE as AE will be weighted the same way as CP. You will have a lot of students dumbing down in both cases.	How many people are pulling their kids out of AB and/or moving out of town	Please weigh the GPA across the 4 buckets instead of 2	Can we please leave things as is. Why are we fixing something that is not broken.

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3/20/2023 15:58:24	I do not agree with the new policy	0 opportunities because the more levels the better teaching a kid can get as it is more personalized for each student. also to say that kids do not get to interact i do not think that is true . any person can go to a clue to get to know new people. i also think that is devalues acton as a town as it will make our schools less valued. i also think that AE which is the level you are going to take away is a very important level and to get rid of any level will not help at all.	that the kids won't be able to learn as well and if they are being pushed to a higher level and if they move down then they will not be as academically challenged. it will make the choice of classes much harder for kids as two choices are not enough for all of the kids at the school and there are many different kids at different levels.	the kids opinions as nobody has asked the kids what they think	i think that they have no say and there we're no problems before	stop the unleving!!!!
3/20/2023 19:33:08	As per the school, more number of students may get an access to the honors program. But, just by getting into Honors classes is not enough and students should also be able to cope up with the Honors programs as well. I feel it adds tremendous pressure for kids .	I'm not sure if I see any benefits about this leveling program.	With this leveling ,if most kids are getting into Honors program, Are you going to level down the curriculum? If yes, Its loss for the students who can be challenged. and I believe AB schools are well known for their standards in the curriculum, and most students are able to do well in colleges with the solid foundation during their school time.	The amount of pressure students will be going through by getting easy access to honors classes should be watched carefully. Not sure how this helps for kids to have wide social contacts. I feel instead it feels more pressure on the students.	I'm bit confused about the grading . Is it the Grade or Weighted GPA that matters ? if A- in Honors and A+ in AE are having same Weighted GPA, Students who get A- in Honors, why any would they want to be in Honors rather they choose to be AE get the same score. ? I may be wrong in understanding this . Can you please more elaborate in the Tomorrow zoom meeting?	Can you share the stats of the percentages of the students who got A+ in AE programs in previous years.? Just want to understand more about the motive behind these changes.
3/21/2023 11:26:47	I think this is a worthwhile, forward-looking experiment that challenges the status quo and has the potential to disrupt beliefs about who can meet the demands of more academically rigorous coursework.	My graduating senior said if the new unleveled course structure had been in place, she would've pushed herself to take honors-level courses earlier in her HS career. Multiple levels made the negative self talk ("I won't make it in Honors") easier.	I won't have a child in the school system next year, but looking back at the journeys of my 3 children at AB, I would offer that the least engaging courses that resulted in a check-the-boxes-approach to coursework were those where my children were passive recipients of large quantities of information that they were then required to spit back in various forms. Also, at the 3/7 presentation, nothing substantive was said about how this will impact students receiving special education.	(1) Student engagement levels. (2) Capacity to provide differentiated instruction and instructional supports. (3) Tracking enrollment and course success with disaggregated data. (4) Reporting college matriculation/post-graduate program plans disaggregated.		I watched the video of the 3/7 presentation. In my view, AB still has a marketing problem, though I'm not sure this was avoidable given the local demographics and entrenched belief that more levels result in a superior educational experience for students. It's a new day. People, generally, don't believe more students are capable of successfully completing more rigorous coursework even though it's been proven that they can, and they don't understand how leveling often leads to tracking which can have lifelong consequences. Good luck with this initiative! I look forward to seeing how it evolves in the coming years.
3/21/2023 17:08:36	I am not in favor of reducing the levels. Cramming CP1, CP, AE into one signature level does not make sense.	None	Because there will no longer be an official AE level, my student will be forced to take Honors level. This will lead to more stress on my student.	How does this affect college admissions? What are the colleges treating the signature level at? My student and her older sister are convinced that the colleges will treat signature level at CP level. How do these course levels translate when compared to other comparable school districts in the area like Lexington, Newton, CC (NOT Westford Academy).	I am glad that the signature level is at the same level as the current AE level.	1. For the sake of DEI, cramming CP1, CP, AE into one signature level does not make sense. There are other ways to provide opportunities to students from diverse backgrounds to socialize and mingle. 2. For more opportunities, you can provide better pathways for transitioning from CP1/CP levels in lower grades to higher levels in higher grades. The answer does "not" have to be taking away levels. 3. For CP1/CP students, forcing them in the same classroom as AE students is stressful and unhelpful. It lowers student morale when they always find themselves at the bottom of their class. 4. For AE students, forcing them to share classroom with CP1/CP students is a disservice to them also. The pace and material will be "lesser" and this will take higher-level learning away from them. Most of them will be forced to take Honors level classes, creating stressed students.

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3/21/2023 19:40:18		I see the added opportunities for mobility as a positive improvement.	I am concerned that students will not have as individualized of an experience as they would have had with more levels.	How this affect teachers and if the needs of would be AE students are met.	I believe that the unleveled option is being weighted to highly and that if colleges calculate AE as a CP GPA, then they will re calculate your new level anyway so the GPA you give students should reflect the GPA they will receive in college admissions.	
3/21/2023 19:42:07	i think there should be cp classes, i know there was a problem with social groups from different levels, but even with two levels in 8th grade there's still a separation. having mixed classes doesn't change anything because then kids just separate into two groups. instead of different levels kids pretty much see it as 'smart math class' and 'stupid math class' people are always going to compare themselves to other people, even in the classes with no levels so i think cp classes would overall still be beneficial since it could provide more support.				i dont think its a good idea because i feel like people will try less since it will be easier to get a better gpa, i think instead it should be easier to level out of cp and cp1 classes. for example if right now the requirement to get from cp to ae was graduating with a b, maybe it could be graduating with a b or recommendation from a teacher, because then if there was improvement or good work ethic they could still level up	in some classes that are mixed, people in the middle find it hard because of the different skill levels, for example my freind is having a hard time pracicing for a test with his classmated because he keeps being placed in groups with people much more or less skilled, and it means you either have to help your group, or you have to hope that your group helps you, and people will always be more focused on their grades than yours, so if you're the worst in the group you're pretty much screwed unless you get lucky with groupmates.
3/21/2023 19:59:55	I am absolutely supportive of inclusion of all types of students in every opportunity possible. In this case, regardless of race, socio economic status, or other factors, there simply are some students who are not as committed to or interested in learning. Putting them in heterogeneous classes requires new teacher skills - teachers must find ways to challenge all students, not teach to the lowest level of interest and engagement.	After listening to the presentation and reviewing the slides, I'm having a very difficult time finding any opportunities for my two ABRHS students, one of whom takes zero honors courses. There are far better ways to engage students socially than to de-level. A stronger culture that cracks down on alcohol and vaping would be a start. Similarly, inclusion in athletics and clubs would be far more effective in connecting students to each other socially - de-level sports instead of courses! Learn from AB Community Ed Boys Basketball and your track programs - NO ONE is excluded from those and that is where you have true inclusion. Within AB, the children excluded socially are those who come from families who have not spent years and thousands of dollars on clubs sports, Russian school of math, etc. OR they are just so-so and continually lose out, get cut, lose confidence, get lost in the mix, and feel excluded because they are not stars. That is the social problem, and it's a big one.	As a parent of a student in a 9th grade heterogeneous class, my child is INCREDIBLY frustrated and has made this known to both the teacher and counselor. The teacher is not able to engage the students at all - beyond a couple who actually are interested and personally engaged. Most other students play games in class, or leave class regularly, or simply zone out. My child is clearly losing out on learning because the class operates at the lowest common denominator of engagement. It is very disappointing that the only way for my child to receive appropriate education is to either happen to get a very strong teacher next year, or to level up to honors which is more challenging than appropriate for my child. Heterogeneous classes are indeed leaving students behind. What's frustrating is that some of them do not want to be left behind but have no choice because it's all brought down to the lowest level in the class.	The quality of education provided to every student.	There is a world beyond GPAs for colleges that needs to be considered. For example safe drivers get an insurance discount if they maintain a B average or better. Without lower level classes, it appears we are making car insurance costs higher for students who struggle to learn. Imagine a student who would get a B in a CP1 class and is in that class due to learning challenges or less interest / engagement. Will that student receive a D, a C in the new single level that is not honors? We've now increased expenses significantly for that family, which may be a family that needs the student to drive to get to a job, to bring in money for the family.	(1) It really feels like you are experimenting with our children. It sounds like you plan to arrive at a place that is better for all, but it will take years to get there. I'm worried that my children's education will suffer as you test and learn and try to get this right. I'm happy for the families of young children who will benefit in years to come. Unfortunately, that's just not enough. If you have to do this now, educate your teachers more than you ever have, and support them in new ways. Watch for every issue, with every child, and address quickly. (2) If all ABRHS teachers were extremely effective at engaging multiple types of learners and students in a given class, I would be fully supportive of this approach. Based on experience, there are absolutely teachers who do not have the skills, tools to do this effectively. Why was there no discussion of teacher's learning how to do this in the presentation? (3) There's a stark difference between what you are proposing and group MBA work at Wharton. MBA at Wharton is the elite of the elite. It is the ultimate leveling, not de-leveled!!! Students who received high levels of support and challenge throughout all years of education to enable them to get into such a selective program very likely were not in de-leveled courses at AB.

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3/21/2023 20:05:26	I was skeptical before the (Zoom) presentation, but now I'm pretty much on board.	Less decision and stress about which level their in, more engagement with diverse peers	Being bored, restless, and tuning out in subjects that are "easy" for them, such as math, with a more heterogenous group of students	Keep an eye on the boredom and/or resentment among high achievers who are then asked to mentor/teach their peers in group work; this was very socially awkward and frustrating for me when I was a teen	I hate grades and GPAs; I don't care one way or another what you do with them	I really appreciate the time and thought that's been put into these changes. As I mentioned above, I was skeptical about fewer levels, as a high achieving teen myself. I personally felt great relief when I went from unlevelled (boring!) classes in middle school to leveled classes (appropriately challenging) in high school (in Concord). However, the rationales described for reducing levels made sense to me. I believe a greater diversity (of multiple types) in classes can be beneficial to all students -- especially in classes such as social studies and English. I can also see that various scaffolding and supports for kids who absolutely need them can also help kids who don't need them as much. I expect my current 7th grader to benefit from this. I am glad that the district is thinking about how to teach and support learning for today's world and how that has changed over time. My biggest caution would be to keep an eye on the kids on the tails -- the super-high-achievers and those who need the most support. They may be the ones least served by reducing levels.
3/22/2023 10:51:59	I like the idea of helping all students level up and all students benefitting from different strategies and scaffoldings. My primary concern is that teachers be given enough resources to meet this goal.	I like the idea that there may be more flexibility to change levels during HS. I very much hope this is true.	In general the rigid math tracking still seems to be a problem, even with these changes.	To make sure you are getting better rep/equity in the Honors/AP classes. And to make sure teachers are getting adequate support to help all students "level up" and meet their potential.		Scaffolding, strategies, and choice, should also be used in H/AP classes. Do not leave these classes out of this change, as it's better pedagogically. Students with struggles in some areas, like ADHD or executive function, can also be incredibly smart and also deserve to be challenged appropriately and have access to H/AP. IEP and 504 plans shouldn't keep students out of H/AP.
3/22/2023 11:31:35	I am concerned about the plan, as it seems to be putting students who are "in the middle" into less challenging courses.	None	I am concerned that my student will not qualify for honors level classes, and due to lack of levels, be placed in a less rigorous class that is not the right fit. I think this plan may be detrimental to my student, as I already am seeing the downsides of reduced levels of math for 8th graders.	Student satisfaction with the learning environment and appropriate rigor of classes.	None at this point.	I am concerned about the math levels and the impact of having so many students taking math outside of school (i.e. Russian School of Math). For kids who are strong students but do not take outside math, I am concerned about where these students will fit with the reduced levels.
3/22/2023 14:01:08	It sounds good but I haven't see any proof the reduction of course levels can improve, or at least not harm, the competitiveness of ABHS, which is one of the core reasons for parents like me to move to Acton. I am wondering how soon will it take for the school board to feel two levels are too many and we should reduce to one?	Better collaboration and communication	Teachers need to spend more time and efforts on underperforming students, affecting the quality of the class, eventually and almost inevitably in my opinion, slip on course requirement to accommodate those students. High performing students either feel less pressured to excel, or distracted in class discussion, etc. to help others.	You should have a measurable academic standard for each class, make it public to stakeholders, and 1. make sure the standard does not slip over time 2. measure students performance according to the standards, and use those data to justify reducing class levels actually helping students academically instead of harming them.	whatever the majority of university will accept	ABHS is one of the most competitive schools in MA, the system works. Why we have to change? Why can't the school board provide data and other solid evidence to justify change? All I hear is students complain, other districts doing this, etc. In companies, we make decision based on statistics and revenues. At schools, do we have similar measure?

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3/22/2023 22:12:44	<p>I do not support the deleveling plan. At its most basic definition it is worse for students because it offers less customized learning levels. I'm surprised with the broad learning deficits created by the COVID-19 pandemic that this proposal is being brought forth. You are essentially keeping an Honors/AP level and grouping three other levels into one. This is the current case with senior English which did not provide my AB alum an appropriate educational experience when he was a senior at AB. He went from AE level English as a Junior to unlevelled as a Senior and the course content was not challenging and he did not feel that it advanced his learning. The "evidence" in the community presentation does not support deleveling. A chart of demographic data from the Fall of 2022 attempted to explain deleveling's value as an attempt to improve equity by comparing H/AP enrollment percentages to CP1 enrollment percentages for specific groups. In the presentation Principal Dean admits that special student groups (such as ML and FLEP learners and those on IEPs) are not removed from the racial and socio-economic groups presented. This tactic does not make sense unless one is trying to manipulate the data to tell a certain story. Why would groups whom are potentially more likely to experience learning challenges not be accounted for in the analysis? In addition, the CP1 population at the school as a whole is only 104 enrollments (2022-2023) compared with 3,722 H/AP enrollments; thus, small numerical differences in the CP1 population are percentage-wise more dramatic simply due to the lower overall numbers. Additionally, some students on IEPs have conditions which impact their learning, and even with accommodations it is not a fair comparison to the learning readiness of "typical" students. In the Senior Survey Feedback only a few anecdotal comments were shared with the community. Why not share the full survey results? How many students completed the survey? How do they differ from students who did not complete the survey? Assessing bias in your results is critical since you are making policy decisions based on your survey. My student disagrees with the comments you shared and does not identify with any of the sentiments expressed in the anecdotes. Additionally, as per time management worksheets (used for junior high students as they enter high school to help select a balanced course load and understand homework time expectations), the Honors/AP levels courses have a significant amount of homework each night. It is logical that students who pursue a class schedule with many H/AP classes do not have time to interact with students in other class levels, not because of a conscious decision to exclude them but because they are simply too busy with schoolwork to engage them. Eliminating an AE level course will cause students in that level to reach, and perhaps over reach, to Honors/AP, causing a situation of increased stress for students, not less. This is especially the case in mathematics where the honors level is a higher step up from AE than in other subjects. According to my student's counselor, the math department at the honor's level purposefully constructs tests where time pressure is very intense, to the point where tests cannot be completed in the time allotted unless the student is able to complete the problems very quickly. (I was told this was a practice thought to be important because mathematical speed was critical professionally for engineering fields; this presumption is false and does not reflect how real engineers function in the workplace today. Please talk to some engineers and they will update you. The honors level should be challenging based on problem complexity, not on speed.) Eliminating levels in math will be particularly hurtful towards allowing students to learn at the best pace possible since the honors level is so intense.</p>	<p>I do not see any opportunities in this plan for my student.</p>	<p>I see many concerns for students for whom this plan will impact. That does not include my student. I'm sharing my concerns (see first question response) because I care about the impact on future AB students.</p>	<p>Stress and burnout in H/AP students. Inappropriate learning in the "everyone else" level; depending on how this level plays out, the former AE students will likely be bored and easily get As while other have to work hard for such grades or the former AE students will work for As and the CP students despite their efforts will only be able to get Bs or worse. I'm very concerned that you will hurt the GPA, self-esteem, college-acceptance ability of the CP students. Students learn best when they take the level that is right for them.</p>	<p>In your presentation it was stated that many colleges (64%) recalculate the WGPA, but the remaining 36% who do not is actually a significant number. In addition, there was no discussion of WGPAs use in awarding merit scholarships and for this reason alone WGPA is an important metric to keep. The proposed scales for the class of 2027 and after seems to adopt the current Honors scale and the current AE scale. This will raise the WGPA at AB across the board. The weighted difference across the levels though is potentially not reflective of the difference in workload across the levels which would be unfair.</p>	<p>Other school systems in our area offer more than two levels in their curriculum. For example, Lincoln-Sudbury offers 4 levels in each of their core science courses (Earth Science, Biology, Chemistry, Physics) and Concord-Carlisle offers 3-5 levels in Biology, Chemistry and Physics.</p>



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3/23/2023 10:28:04	I am not certain that students in CP1 and CP could handle the rigor of a higher level classes. I am afraid students will be frustrated and upset and perhaps act out when frustrated..	Students in CP1/CP classes have an opportunity to go up to higher classes. Some of these students have been put in these classes for a reason. It depends of the student and their willingness to learn and take on more responsibility without bringing down their peers.	Students in AE classes only receive a grade that holds the same weight as a CP class. It is obviously to all that AE Students are working at an Honors level and should be graded as such.	Math & English courses	During your presentation you noted that Colleges will be calculating their own GPA's from the grades submitted. I think the GPA points should be higher in all courses of study.	
3/23/2023 16:58:29	Course Leveling Plan seems very confusing and the impacts of this leveling are not clear. It is creating lot of anxiety and confusion both amongst parents and students	The only opportunity I see is that we are enabling kids taking non AP/H courses to get higher weighted GPA	Bigger class size with varied groups of students who are not at the same level, students who cannot tackle AP/H courses don't have any intermediate option and have to fall back to the only other option.	You need to carefully watch for no of students who are struggling and dropping off from AP/H courses. Impact this will have on college admissions and ensure colleges are recalculating correctly	I think I understand it but it would be helpful if you can provide more information by providing specific examples of hypothetical students and their grade journey over 4 years. People who have not gone through the school system here might not get it and it will be good to level set with everyone. I still don't know enough to understand what impacts it will have on students - will they be de-moralized, will their college applications be impacted and biggest concern is we don't know what we don't know.	Can you please share data on 36% of colleges which don't recalculate the GPA? We want AB school district to be a competitive school district where families come because they want the best for their kids in terms of academic excellence and best college opportunities. This is what I don't hear at all and that has started to concern me. Please share how many of our AB students get into Ivy League and other Top 20 colleges and how will this leveling impact those Ivy league admissions. If people want to target UMass and North Eastern they can go to any other school district in the state and still get admissions there. What is it that differentiates AB? What differentiates is that AB competes neck-in-neck with Lexington in both Math and Science competitions, what differentiates is that AB kids are enrolled in prestigious programs like MIT Step program and not because some kids feel not included with kids in AP/H courses. I hope that's not the only rationale to level up these courses. Please start focusing on academic excellence and teach our kids to aim for the stars. Think about how you would like AB to be addressed in a press release, what is AB's North Star in terms of academic, sports and extra-curricular excellence. The talent pool you get here is one of the best and you should make them realize their full potential.

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			<p>I have a LOT of concerns about the proposed changes. We have lived in many countries over the years (4) and have seen a lot of different educational systems. We particularly liked what we saw in Germany. Students, at a young age, were put in class levels suited to their aptitudes which allowed the best learning and growth for them individually - regardless of age. There was no stigma associated with being held back a grade or being placed in a class that was going at a slower pace. Going into training for a trade was considered as honorable and necessary for society as being trained to be a doctor. It really opened my eyes.</p> <p>Upon returning to the States, we were very happy there was leveling at this High School and it was one of the reasons we chose this community. It allowed my kids, by subject, to get in classes where lessons were tailored to where they were academically and helped them learn and progress. Some of my kids took Honors classes and CP classes in the same term - depending on their strengths (or weaknesses) in the particular subject. It allowed access to learning at their level and provided for the most growth and development.</p> <p>After seeing some of the different educational systems in other parts of the world, my takeaway was that the U.S. system of "inclusion" for everyone is a disservice for everyone. In the U.S., our best and brightest are held back (and frequently frustrated out of their minds) as teachers teach to the lowest common denominator trying to pull everyone forward together. In an AE or Honors class, they can introduce concepts that the class can quickly grab and move forward - keeping students with higher aptitudes engaged and training their minds. We waste precious years of learning - and a lot of their time - trying to level the playing field.</p> <p>After we raised our own kids, we took in some ethnically diverse kids and I have now had the opportunity to see what the "flattened" playing field does to them too. In the leveled classes (CP1) they had the support they needed to be successful and feel good about themselves and their progress - and they were being taught at a level where they COULD learn and progress. When they participated in unleveled classes, they received a LOT of support (which was incredible - you did a fantastic job as a school), but finding success was a LOT more difficult, and they were much more aware that they were less capable than classmates, and were frequently frustrated and discouraged.</p> <p>I do not believe that taking this school to a two level system does anyone a</p>	<p>Test scores. I found it interesting that for both the CP1 learners and the general school population, you reported an overall decrease in grade percentages - if I understood your presentation correctly. It wasn't a drastic change - a 1% drop for each group if I remember correctly, but a drop none-the-less. If you read my comments above, I think that is what you are going to see - you will see a drop in learning for both groups. Please continue to</p>		

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3/25/2023 7:47:24						<p>It is obvious that the administration has put a LOT of thought, research, effort and energy into this proposal. I appreciate the fact that you are asking for community feedback, but it feels like you are trying to sell a decision already made more than you are truly considering feedback. After you have made your presentations to parents, students &amp; teachers, would you be willing to put it to a simple vote to all three groups? Listening to questions and answers, it didn't sound to me like anyone was saying they thought this was a positive change - parents, teachers or alum.</p> <p>There are advantages and disadvantages to any approach to education. I feel you are addressing some of the problems - like greater flexibility for movement between levels, which would be a welcome change from some of inflexibility of the past - but are creating new ones that overall will result in worse outcomes for more students than it will benefit.</p> <p>I think if you put these changes to a simple vote with parents, teachers and students, none of those groups would vote to make the changes you are proposing. Are you truly listening?</p> <p>Thank you for asking - please listen to the responses you are getting from the communities you serve.</p>
3/26/2023 10:57:54	Roughly to which level would the new curriculum match with the existing levels? For example, will the new level be matched to the current curriculum's CP1, CP or to AE?	The current levelling system gives the kids much more opportunities than the new leveling system. So I feel there is lower opportunity in the new system.	The new levelling appears to put more pressure on the kids who want to take more higher level courses. Previously, there was AE level course to fall back to. Now they have to fall back to a much lower level course than AE. Will the second level match up to the current AE?	You mentioned that some colleges gave you feedback on the new leveling and some did not. While it is great that the school district is open to modifying as you learn more about the new leveling, my child would be in the phase of experimentation, which is not ideal when they graduate. How are You planning on helping these batches in the interim. It is important that it their batches dont become and experient for the school district. Multiple levels have been there for years now. The main reason given for the change seems to be help CP1/CP level kids move up, which is fair. But the multiple levels have been present all the years, why has the school district not helped the CP1 level kids move up and how are you ensuring that the new leveling scheme helps this?	I am worried about weighted GPA. Only after a few years of watching graduating class, would we know how really colleges view the new levels - because colleges re-calculate weighted GPA based on the way they see the levels. I am afraid that this change could negatively impact my child and I might be navigating the hard college admission process without good previous data that the previous graduating classes had, about the school district.	
3/26/2023 11:51:57	Disappointed that lowering the academic standards is being considered.	None	Hoping that this "plan" will not be implemented	The people whontvo implement lowering academic standards should be looking for a new job,.	This is a very poor proposal.	Very disappointed the "leadership" is seriously considering lowering academic standards at AB. AB will become less relevant. Future students will seek a more challenging private school or charter school. A decline in the quality of life in the town of Acton will continue. Acton should be a beacon and magnet for excellence not become just another place where mediocracy is taught.

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3/26/2023 14:34:40	I understand the thought process of trying to create a more inclusive academic environment at the school however, removing the AE level (and only offering 2 levels in some departments) is going to create an EVEN bigger divide between the students. It is going to create even more pressure as the kids already know that in order to show colleges you took a rigorous course load, the will feel pressured to take an AP class. I do not feel a 9th grader should be allowed to take an AP science class. You should only be able to take an AP class once you have proven your self AT the HS level. Removing the AE level is a mistake.	I see opportunities for more stress and self imposed pressure. My student feels like if they take an un-leveled class they will be in class with kids who learn at a slower pace, which will impact their learning. They also feel that colleges will think they didn't challenge themselves. So if they try to push themselves and take all higher level classes, it is also harder to manage all Honors and AP classes.	In un-leveled classes how will teachers teach to the many different levels of learning that are in their class room? This burden should not fall on the student mentors, THEY ARE STUDENTS WITH NO TEACHING BACKGROUNDS! Will you have multiple teachers in the un-leveled classrooms to help with the different styles. What will happen to those students who would flourish in the AE level, they will either be held back if they stay in the "signature" level class or they will take an honors/AP class that they may not be able to handle and if this student drops down, will there be room for them to get into the lower level class? How will this impact a weighted GPA? if you only take 1 or 2 honors classes, your weighted GPA would be grossly mis-interpreted as it would only encompass 2 classes vs the un-weighted GPA which does not give any higher weight or credit to taking a higher level class. I know you all say that colleges re-calculate GPA but what does that say to the students about the classes they are taking at AB	Mental health of the students, the amount of HOURS spent on work outside of the class room on school work. Varsity athletes have very demanding schedules and some take heavy course loads. How will they manage the workload. Lots of sports have multiple games a week, and travel, and get home pretty late, Basketball being one of them, Baseball games can go pretty long just as track meets. Volleyball all travels on 1 bus so you have all those kids staying for all away games. Coaches make demands that you stay and support the entire program at both home and away games. They don't care how much homework a student has. They tell them to figure it out, this is preparing you for the real world. Perhaps you should allow varsity sports to opt out of Gym if they are earning a letter, which would allow for a free period during the day. I know other schools do not have a PE requirement for varsity players. PC and Marching Band are also very demanding schedules as well.	I have no comment as I do not have an 8th grader but I feel badly as if you do not take an Honors AP class your gpa will not be reflected, but you will be inflating GPA's by having all "specialized" or un-leveled classes have the weight of the current AE classes so good for AB!	I think that change is hard for all involved but I also think that AB already being an academic pressure cooker, this change is just adding more DIVISION and more fuel to the fire. If an honors class is now the middle level class, say for science, you now have AP, H, and un-leveled, is the honors level now going to be run at an AE pace/level and be dumbed down? I am thinking probably not Is the un-leveled class going to be made harder - how can it be because you will have CP learners in this class. How will 1 teacher be able to teach to the different levels of learning styles in their classroom. I also find it interesting that AB now is going to force all kids to take Calc by 12th grade with making all kids in 8th grade take Algebra 1. I am thinking that you realize that colleges are looking for all kids to take Calc in 12th grade. I know that this path is decided at the end of 7th grade, which is so sad...but when my 7th grader was being recommended for their 8th grade math class the teacher did not recommend them for Algebra 1 so they lost out on that opportunity, because the way around is to now DOUBLE up and take 2 math classes, which is extremely challenging and not something I want for my students mental health.
3/26/2023 18:01:23	I think the changes in the leveling is an embarrassment to the Acton school district.	I do not see opportunities in the changes besides added stress.	Students are being forced to choose between just two or three levels, meanwhile the school contains almost 2,000 kids. If you think 2,000 children with different needs and choices are able to fit in just two levels, you are mistaken and should reconsider your voice making decisions on the behalf of others.	The high school needs to watch peoples reactions. I have yet to meet one person (who is actually affected) that is happy with this change.	Again, an embarrassment to the school district. People come to Acton for education, including its diversity in levels so their children can get the help and work load healthy for them.	I think it's quite rich that the school directors are making hasty, harmful, and unwanted decisions based on this so-called equity issue, then go back to their million dollar homes. I genuinely think administrators are over their heads and simply want to be a savior for poor people. We don't need you.
3/27/2023 9:27:30	I don't agree with it.	To be honest, I don't see any opportunities only downsides.	I really dislike the idea that you seem to be encouraging the idea that a student's first attempt at a course should be at the AP level (eg Env science, chem, bio etc.). AP stands for Advanced Placement and therefore should be taken as a follow-up course to an intro course. I understand that you want to increase the number of students taking AP courses, or at least claim on official stats that you are doing so, but this will inevitably lead to higher drop out rates and/or less students able to get 4's or 5's because they don't have time to do all the material at the necessary depth. As a college science educator who sees the results of these types of policies this is a very bad idea, and it does not set up students for success in college-level science.		As the college's recalculate this anyway it doesn't seem like a big deal.	

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3/27/2023 10:28:56	It	Students are given opportunities to do AP level courses earlier than it's now	All science AP level classes are only taught 1 year . Concerned if the science curriculum can be covered in one year	Because it's only 2 levels the students might want to take higher level course and might have mental stress issues	Does this overall improve WGPA for all students??	Do colleges will have understanding of the changes happening in AB and it's impact in a positive way ??
3/27/2023 14:56:36	<p>I am concerned about several features of the changes described. I attentively listened and participated in the Zoom webinar and reviewed the FAQs and slides later. First, it is disturbing that community input was not sought earlier in this process. I think trying to merge a wider range of abilities in one classroom will be very difficult for teachers and within a class of 30 students, there will be a more pronounced range of abilities without in-class support. It seems like a 1-room schoolhouse idea, which will mean the students who are more challenged will get a greater fraction of the teacher's attention and better students will need to be more self-motivated to avoid being "bored with school." More importantly, I think it is a HUGE mistake to set up a system where students are even offered an "ADVANCED" course in a discipline they have never studied, at even a basic level, so the science curriculum is especially problematic. Encouraging a student to take an AP class before he/she has had a survey course sets them up for increased stress and problems. Moreover, when a class consists of a mix of students who have had the survey course, and some who have not, the pace of teaching is inherently divided. A (partially) mitigating strategy may be to have several smaller sections of courses with the same course title (perhaps adding the current AE sections to H sections under the new "H" system, perhaps - which "levels up"), but that doesn't entirely solve the issue. Perhaps using a placement exam at the beginning of the year (or end of the prior one - like a final exam) could help objectively sort students to create sections that are more homogeneous according to ability (rather than the demographic groups or unintentional bias created by prior class levels). In each year of 400 or so students, it is of course highly unlikely that any 1 student will be friends with, or even know, many of their classmates, "regardless" of their academic level, so I don't think that type of student feedback is instructive.</p>	<p>Frankly, I don't see many academic opportunities for either of my students. There is absolutely no way I would encourage either one to take an AP science without a survey course first (with the possible exception of environmental science since it is inherently more interdisciplinary). As long as there are enough H sections every year, (that is, if the number of H sections is increased to accommodate the loss of the AE level), I think my students will be in mostly H sections for the core subjects.</p>	<p>One of my students needed to transition after 1 quarter of an honors math to the AE version of that course. That was JUST the right "downgrade" for her - it kept her challenged at a good pace for her. She went from a C in the honors to an A+ in the AE section. Without that gentle decrease in level, she would have dropped to the CP level, where she still would most likely have been in the A+ zone but with a huge drop in pace and content. With fewer levels, there will be less shuffling around after quarter 1, and I think that's a problem. If you really want to encourage students to "push themselves" by trying a higher level class, they need to know there is a place to fall back on that is still a challenge. I foresee class sizes optimized at the beginning of a year, the after the realization that students are struggling, they will need to move to a lower level, and that will now be more frowned upon, since it will result in class sizes in lower level classes that are too large.</p>	<p>1-Rates of early dropping to a lower level, 2-grades and external test results across sections of a level (ie have all teachers of a level draft exams and quizzes TOGETHER, then give the single exam/assessment to all sections and respond to differences in performance according to section/teacher), 3-AP exam performance (not just class enrollment), 4-maintaining cross-grade elective offerings (that is REALLY where cross-level, cross-cultural, and cross-academic social development happens!!). 5-Seek parent feedback directly and frequently and the metric could be parent-reported student behavior or mood outside of school. Student evaluations are not very useful, because they can't put content pacing into context.</p>	<p>Even the current weighting system works against students who are focused on the arts - what AP options are there for them? There are 3 available AP exams in the arts and ABRHS offers none of them. They will be the "other" category in either system. Core-level classes in the "special" departments (English, Math, Science, Social Studies, &amp; World Languages) are given greater weight than a core-level class in any of the arts. It's not clear to me who you're trying to compare the ABRHS students against in the new weighting system - across or within a district? Are you trying to say that a core class at AB (4.5 for an A) is worth more than a core class from another school system (4 for an A)? It only comes across to me as showing that a core class in one of the 5 departments above is worth more than a core class in the arts within the school. If the whole point of the leveling exercise is to decrease levels to 2, then why do you have 3 levels for weighting? Just make the H/AP A worth 5 (and use that column) and make an A in anything else worth 4 (and down that column).</p>	<p>If you must "offer" AP science classes to students without a survey course, I hope you strongly discourage anyone (regardless of year) from taking them without a placement exam. You can level out performance by offering students in the same level, regardless of the teaching section, the same exam. That is "real world" right there.</p>
3/27/2023 21:48:59						
3/27/2023 23:37:10	Anything to take away the stress. I think you have created undue stress with your Hons/AE programs	I see a fairer approach.	It's too late for us. I have a junior.	I think your weighting has been 'off' for years. A B in Hons is seen as failure.	Again, too late for us. Meanwhile our students miss out on universities because of your unfair weighting to date.	I think I've said everything. The horrible academic pressure with very little or no focus on community spirit means ABRHS is where fun (and learning actually) goes to die. Where are your spring dances? Grade level FUN (non academic) get togethers? Travel opportunities (now we have a bit more flexibility with Covid)? Field trips (even local ones)? etc.?

Timestamp	Please share your thoughts about the High School Course Leveling Plan.	What opportunities do you see in this plan for your student?	What concerns do you see in this plan for your student?	As the high school evaluates and assesses this plan over time, what do you think we should watch carefully?	What are your thoughts about the proposed GPA and WPGA scales for the Class of 2027 and after?	Please share any additional thoughts you have.
3/27/2023 23:50:48	<p>When I first heard the presentation, I liked it, especially if it instills the confidence kids need to succeed, but the more we talked about it over as a family, the more we disliked it. I think a better approach might be to keep the different levels, placing children accordingly, but to offer more ways to move in/out of a level, and mid-year. Perhaps CP classes should be smaller in size, with more adults to assist the teacher. This could ensure kids could move up when they have mastered the material or mastered great study habits. In the long run, Though the intention is great, I don't believe kids will feel good for very long, if they are placed in a class where they can't keep up. I think it will actually slow down their learning and the desired love of learning.</p>	None.	<p>My kids take their studies very seriously. They work through weekends, vacations, etc. It can be unfair to ask hard working students to carry group work or group projects when others are not interested in the desired outcome or grade. Also, it can be difficult for a teacher to manage such a wide range of learning. You'll have some kids struggling to keep up, while others will be bored and getting themselves in trouble. Overall, I believe the outcome will result in very disruptive classes that will not be able to move in unison, whatever the level. I foresee a lot of unnecessary mental stress on the teachers, which will inevitably spew over onto the very children you are trying to make feel better about themselves.</p>	<p>Group projects should be supervised. It's not like an office environment full of adults, where bonuses depend on group work. If unsupervised, these can lead to a lot of conflict between teens, because as no two people have the same ambitions in life and grades may not be as important to some as others. (2) The mental stress it will put on teachers teaching to such a wide range, and (3) survey the kids often, to see if (a) they can keep up or (b) they are bored and would prefer to go at a faster pace.</p>	<p>Seems OK. If we were to be honest, it's probably easier to get a 4.0 anywhere in the country besides MA, so why not?</p>	<p>While I admire what you are working on, it seems to be too little, too late. I think the education of GPA, SAT, CP, AP, leveling, etc should start for parents when their kids are in elementary school. I don't believe that pressure should be put on kids at that age, but it's pretty hard on minorities, underrepresented groups, immigrants and any other group who have not been through the American College system to learn later on that the math track their kid gets placed on after 7th grade, determines their college outlook. If you took the time to educate parents and kids of what lies ahead, I believe you would not need to find ways help kids deal with the emotions of being in a CP class later on. From personal experience, finding out how all of these levels play out for college in 11th grade is too late. Educate parents that Engineering needs Calculus, as does Business, Computer Science, etc., then offer the catch up support needed (in elementary and middle schools).</p> <p>The math classes offered by the HS kids is a great idea. If this could be expanded, and made available over zoom, with an option to stay anonymous for those who are too embarrassed to seek out help, it might have a greater reach: Kids who might benefits of a nightly monitored email address or zoom address: (1) kids who's parents are working late (2) kids who's late bus stop is too far away, especially in winter (3) those who are embarrassed to show up for help (4) those who get stuck with just one question during homework and need only 5 minutes of help. Providing a zoom service to parents of elementary students would also help as many parents cannot afford the RSM, and others do not understand Common Core math. If you can help kids earlier, I believe you will have the desired outcome of making lifelong learners feel great about their accomplishments.</p>
3/28/2023 15:47:39			<p>Had to take all Hon classes for all subjects. There is only one other choice left for students</p>	<p>Colleges asks and opportunities given to the students</p>	<p>Just 2 levels(Hon and all others) is not the best idea.</p>	
3/29/2023 16:08:40	<p>I don't think research supports this. I read some of the research links you provided and look for more information myself. I don't believe that a school district similar to ours has implemented this and found it to be successful. I believe it will be harmful to our neediest students. And not help any students.</p>	<p>There are no new opportunities for my student.</p>	<p>I am concerned that my student will not be appropriately challenged. And if they reach to be more challenged in an honors course, I am worried that they will be overwhelmed.</p>	<p>If this is actually helping any students. I am also curious what you are doing to encourage more white students to take honors courses. I understand those students are disproportionately Asian. So we need more white students, along with those other students that you have targeted with this intervention to join those courses.</p>	<p>My child will be a freshman next year and is currently registered for an AE geometry. I can see that there will also be an honors geometry course and a CP geometry course. So if my child is receiving 4.5 GPA credits for this course, then they will be getting the same as someone in the CP course. Which is not fair. I imagine they will get 4.75... But that is not listed in your proposal. If this is the case, then they may choose to move down. So I hope you clarify this.</p>	<p>I believe you should put this plan on hold. And gain learning from other districts, and from our first years of doing this before you push it through the other grades.</p>
4/1/2023 5:19:01				<p>burn out and mental health struggles</p>		

Timestamp	Please share your thoughts about the High School Course Leveling Plan.	What opportunities do you see in this plan for your student?	What concerns do you see in this plan for your student?	As the high school evaluates and assesses this plan over time, what do you think we should watch carefully?	What are your thoughts about the proposed GPA and WPGA scales for the Class of 2027 and after?	Please share any additional thoughts you have.
4/1/2023 16:55:38	<p>I want to express my strong opposition to the proposed changes in the high school course levels. As a concerned citizen and a parent of a student attending Acton-Boxborough Regional High School, I strongly believe that the proposed changes will have a negative impact on the education and future of our students. The proposed changes aim to reduce the advanced level courses and replace them with fewer single level courses for all students. While this may seem like a fair and equal approach, it fails to recognize the different abilities, skills, and interests of students. The advanced level courses provide an opportunity for high-achieving students to challenge themselves, learn at a faster pace, and prepare for college-level courses. Removing these courses will limit the opportunities for these students and may lead to disinterest and disengagement from learning. Additionally, students who struggle with certain subjects may find the new coursework too challenging and become discouraged, leading to decreased motivation and potential dropouts. Furthermore, the proposed changes may also negatively impact the college admission process for our students. College admission officers look for rigorous and challenging courses on a student's transcript, and eliminating advanced level courses may put our students at a disadvantage compared to students from other schools who have taken these courses. I urge you to reconsider the proposed changes and take into account the impact they will have on the education and future of our students. Instead of reducing the advanced level courses, we should focus on improving access and equity to these courses and provide additional support to students who need it. Thank you for your attention to this important matter.</p>	<p>I do not see opportunities at all. This approach is a disservice to our students who have worked hard to achieve academic excellence and are looking for opportunities to challenge themselves.</p>	<p>The proposed changes aim to reduce the advanced level courses and replace them with fewer single level courses for all students. While this may seem like a fair and equal approach, it fails to recognize the different abilities, skills, and interests of students. The advanced level courses provide an opportunity for high-achieving students to challenge themselves, learn at a faster pace, and prepare for college-level courses. Removing these courses will limit the opportunities for these students and may lead to disinterest and disengagement from learning. Additionally, students who struggle with certain subjects may find the new coursework too challenging and become discouraged, leading to decreased motivation and potential dropouts.</p> <p>Furthermore, the proposed changes may also negatively impact the college admission process for our students. College admission officers look for rigorous and challenging courses on a student's transcript, and eliminating advanced level courses may put our students at a disadvantage compared to students from other schools who have taken these courses.</p>	<p>1. To recognize the different abilities, skills, and interests of students. 2. impact the college admission process for our students.</p>		<p>While this proposed changes may seem like a fair and equal approach, it fails to recognize the different abilities, skills, and interests of students.</p>
4/3/2023 10:51:06	<p>Keeping additional levels (AE) provide choice to students, especially for students who fall in the middle of the spectrum</p>	<p>Fewer choices, can't try out levels without pressure</p>	<p>New plan will narrow choices and force kids to either choose higher or lower</p>	<p>Students doing considerably well in CP and/or not so well in H/AP</p>	<p>N/A</p>	<p>Overall taking away choices doesn't bridge the gap, but increases it. Also, forces students to make hard choices, especially if they fall in the middle of the spectrum</p>



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	4.a
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<b>AGENDA ITEM TITLE</b>	FY24 Budget & Staffing Update
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<b>PRESENTER(S)</b>	Peter Light
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<b>SUMMARY OF TOPIC</b>	<p>FY Budget Update: The administration will present an update on the FY24 budget. The administration requests that the committee consider adding 2 additional sections of kindergarten based on enrollment to date. The administration is also requesting consideration for an Assistant Director of Special Education to be funded through Circuit Breaker offset. These requests would increase the previously voted FY24 budget, but would require the committee to revoke the line item budget to account for these changes.</p>
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<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	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
<b>X</b>	with the request that the School Committee take action immediately

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

<b>APPROX AGENDA TIME</b>	15 mins.
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<b>FOLLOW-UP</b>	
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<b>ATTACHMENTS</b>	<p>Memo from Peter Light,          Memo from Jennifer Truslow,          Executive Summary of Program Evaluation,          Draft Job Description,          Revised Line Item Budget (posted separately on website)</p>
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# Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

Peter J. Light  
Superintendent of Schools

To: Acton Boxborough Regional School Committee  
From: Peter Light, Superintendent of Schools  
Date: April 7, 2023  
RE: FY24 Budget, Staffing Update and Request

The school committee voted to adopt its final budget on March 16, 2023. The purpose of this memo is to update you on staffing with respect to Kindergarten and to seek approval for an additional position in special education to be funded outside of the budget. We are requesting the school committee revoke the line item budget as presented. The changes described below have been incorporated into this revised line item budget. Should the committee not wish to proceed with any of the proposed positions, the committee could consider amending the motion to approve the line item budget reduced by the requests below. In that case, any additional funds would be added to the substitute budget.

*Suggested Motion: To approve the line item budget as presented in the packet with the stipulation that the total budget and assessments remain unchanged from the committee final budget vote on March 16, 2023.*

## **Two (2) Additional Kindergarten Sections**

Since the adoption of the final budget for FY24, the district has completed the Kindergarten registration process. Upon closing of registration prior to the school placement lottery, we have seen an increase in the number of K students beyond what was anticipated. In our budget, we planned for 15 sections of Kindergarten classrooms. To date, we have 319 students registered for Kindergarten. Maintaining only 15 sections of K would result in Kindergarten classes that average 21.2 students, which is beyond school committee guidelines. We also anticipate that we will continue to add students throughout the summer and believe it is necessary at this time to add two additional sections of Kindergarten for FY24. Adding this position now will allow us to ensure we have high quality educators in classrooms. These classrooms will be added to the McCarthy-Towne and Conant schools to allow them to each have three sections of Kindergarten.

The NET budgetary impact of this addition is \$132K, but does not increase the total district budget. This includes the cost of the teachers and full time assistants. These positions are benefits eligible and the district would incur possible additional costs for health insurance. These costs are partially offset by ADK tuition. Because the district cannot increase its operating budget once the school committee votes on its final budget for Town Meetings, the cost of these additional staff has been incorporated into the existing budget and other line items have been adjusted accordingly. The positions are funded through attrition of veteran staff who have notified us since our last meeting that they will be leaving the district. Because the NET cost of this

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position has been included in the FY24 Budget, there is no impact to the FY25 Budget beyond the increased challenge of funding tuition-free ADK.

We are seeking your approval of the additional staff positions as part of the requested revote of the FY24 line item budget.

### **Assistant Director of Special Education**

This year, the district conducted a program review of special education leadership over concerns that our current structure could not adequately support the number of new special education programs created to allow students to continue to be served in our district. The executive summary of the program review is included in the packet along with a memorandum from Jennifer Truslow, Director of Special Education.

The program review identified additional leadership needed in the area of special education. Recommendations included an additional coordinator at the elementary level focused on the autism programs, as well as additional leadership support in both the junior high school and high school. After discussions with the consultants and our leadership team, I am requesting the School Committee approve an Assistant Director of Special Education for the FY24 school year.

If approved, the Assistant Director will support a variety of functions within the special education department and will have two major areas of responsibility:

- Supporting effective program development across the elementary schools including Pathways (Blanchard), Connections (Conant), Compass (McCarty-Towne) and the LABB (Douglas) programs.
- Support the management of complex student cases at the elementary level.
- Helping to improve special education processes and consistency of services across all elementary schools.

After much discussion, I believe that adding the Assistant Director position focused on elementary levels will allow Ms. Truslow increased opportunity to support district-wide needs as well as the junior high school and high school programs.

The estimated cost for this position is \$120,000 plus benefits. We are proposing that this position be funded without increasing the operating budget for either one or possibly two years through the use of additional circuit breaker reserve to offset additional out-of-district tuition. By funding this position through an appropriate Circuit Breaker offset, we will not impact either the FY25 and possibly the FY26 budgets.

Attached, please find a memorandum from Jennifer Truslow, Director of Special Education with additional details about the position, as well as a job description for this new role.

We are seeking your approval to add this position without increasing the FY24 Operating Budget by using Circuit Breaker funds .

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**Summary of Changes to the Line Item Budget (since March 16, 2023):**

- There are no changes to the final FY24 Operating Budget, Revenues, or Assessments.
- Incorporated 2 additional Kindergarten teaching positions and 2 Kindergarten assistant positions into the personnel budget. These positions were funded through a combination of anticipated ADK tuition and staff attrition realized between March 16, 2023 and present.
- Incorporated the request for an Assistant Director of Special Education into the personnel budget by reducing special education OOD tuitions that will now be funded through increased use of Circuit Breaker Reserve.
- We also made one technical change. Historically, we have used the federal aid for special education known as the IDEA grant to fund special education assistants. For accounting purposes, we will budget that grant to pay for special education transportation instead of staff, because it is easier to track. As a result, the CASE transportation line item has gone down by \$1.3 million, and the support staff line item previously budgeted through the grant, has gone up by \$1.3 million. There is no net effect to the bottom line of the budget. This increases the NET FTE paid for through the operating budget, but there is no actual change to the number of staff in the district.

*Suggested Motion: To approve the line item budget as presented in the packet with the stipulation that the total budget and assessments remain unchanged from the committee final budget vote on March 16, 2023.*



**Acton-Boxborough Regional School District**

***Special Education Department***

15 Charter Road Acton, MA 01720

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

TO: Peter Light, Superintendent  
FROM: Jennifer Truslow, Director of Special Education  
DATE: April 6, 2023  
RE: Assistant Director of Special Education proposal

Acton-Boxborough Regional School District has experienced significant changes in Special Education Administration over the past six years, which has impacted students, faculty and families. To look deeper into this, the District contracted with a consultant team to complete a review related to the administrative structure of the Special Education Department. The guiding questions for the review included:

- To what extent does the current organizational structure provide adequate support to special education administrators and direct service staff at the building and central office levels?
- To what extent does the current organizational structure provide efficient and effective flow of information and decision-making processes?
- To what extent does the current organizational structure provide effective collaboration with general education administrators at the building and central office level?

Results of their work indicated the need for additional Special Education Administrator support, especially at the elementary level to support consistency in processes and programming. The district has seen a significant increase in students experiencing emotional and behavioral regulation challenges and elementary schools have needed frequent case consultations to support faculty and families. Acton-Boxborough has also created a number of specialized programs to support students with autism, social/emotional and language based learning disabilities. These programs are still relatively new at the elementary level and require significant program oversight and management.

Although the consultants recommended adding an additional elementary Special Education Coordinator, I am proposing the district create a new position of Assistant Director of Special Education. The Assistant Director of Special Education would primarily focus on the elementary level, for case consultation/coordination with schools as well as improved consistency of processes for elementary specialized programs. The Assistant Director will also support administrators by supervising and evaluating teachers, as well as support special education student transitions from preK-K and 6th-7th grade. With this added position, I would be able to focus on District-wide Special Education and Related Services needs, as well as support the junior high and high schools' special education programming.

We received the Program Review report after the budget process had been completed. As a result, I am proposing using reserve funds from our Circuit Breaker account to offset this position for the next two years. During this time we will continuously assess the viability of the Assistant Director position.

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**WELLNESS    ○    EQUITY    ○    ENGAGEMENT**

Below I have attached the consultants' executive summary of their findings and the proposed job description for the Assistant Director position. Please let me know what additional information I can provide.

[Executive Summary](#)

[Ass't Director Job Description](#)



**Acton-Boxborough Regional School District**  
**Special Education Program Review**  
**Executive Summary**  
**December 2022**

In the fall of 2022, the Director of Special Education and the Superintendent of the Acton-Boxborough Regional School District engaged a consultant team to complete a review related to selected aspects of the district's special education programs. The purpose of this review was to analyze and make recommendations related to two key areas: the administrative structure of the Special Education Department and the use of special education paraprofessional staff. The review was informed by a set of guiding questions developed with the administration which will be discussed at the end of this summary.

The process for the review included gathering information from three sources: interviews, surveys, and data analysis. In October and November 2022, the reviewers conducted thirty interviews and focus groups which included approximately 170 participants. Stakeholder groups included Central Office staff, building principals and assistant principals, special education coordinators and related therapy chairs, special education professional staff including teachers and related therapy staff, special education teaching assistants and ABA tutors, and the SEPAC leadership. Many stakeholders described the overall strengths of the special education department as the skillful and committed staff as well as the development of within-district programs for students with more intensive needs, with the additional comment that many of these programs are relatively new and still need refinement. The need for a clearly articulated vision, a cohesive and collaborative culture related to special education, and shared ownership of students with disabilities between general and special education staff, all of which were viewed as due in part to the recent leadership turnover, were identified as key challenges. In addition, many stakeholders identified a concern about the lack of consistency and alignment of procedures, programs and services across buildings and levels. Finally, comments related to the use of teaching assistants included concerns that the process for identifying the need for a teaching assistant was not clearly understood by many stakeholders and that teaching assistants' schedules seemed to be developed primarily to comply with IEP service delivery grids rather than through a more structured approach to creating collaborative teams based upon student learning needs.

Data analysis included the review of publicly available data that allowed comparison to like communities and the review of district specific data that allowed for comparison among and between schools and levels. Overall, the data analysis showed that the Acton-Boxborough programs perform as well as comparable communities on a variety of measures, including identification rate, placement patterns and MCAS performance. Within district data showed discrepancies in placement patterns and disability identification patterns, as well as the caseload responsibilities and roles of the special education coordinators, across schools. Survey data also supported the need for developing a stronger collaborative culture between the general and special education staff at all levels.

A strategic planning process which focuses on establishing a vision of the department in five years and then determining short term and longer-term action steps would be helpful in determining the most effective administrative structure for the department. This activity may be especially useful given the turnover in leadership in both special education and general education administration and could serve as an anchor activity in the establishment of stronger patterns and structures for district-wide communication and procedures.

Currently, the role of coordinator varies greatly from school to school, due to the presence of specialized programs at selected elementary schools and the scope of the work at the secondary level. In the short term, clarifying the roles of the special education coordinators and restructuring to create comparable roles across schools and levels could begin the process of improving the collaborative culture as well creating more consistent practice. One potential model includes adding a coordinator to oversee the elementary programs for students on the autism spectrum and reassigning current coordinators to

create full-time building-based support with equitable roles and responsibilities. In addition, redefining

1

the role of some Unit A staff at the Junior High and High School levels to include Team Chair responsibilities would allow the secondary directors to be more available to address issues related to both programs and collaboration.

In relation to the use of paraprofessional staff, survey feedback and data analysis supported the finding that there was little shared understanding of when and how teaching assistants were deployed to meet student needs. In addition, there was a lack of shared understanding of how to determine the level of staffing needed at each building, including how to determine an unanticipated need after the completion of the budget process. All stakeholders identified the lack of performance evaluation as an area of concern. As a first step in clarifying both the need for and role of teaching assistants, it would be necessary to develop a shared understanding of the models of service delivery, including both in-class and pull-out service provided by professional and paraprofessional staff, and the profiles of students who require the various models. With this information, IEP's can be written with more specificity in terms of service delivery and the amount of needed service, and this information can be used to determine class placements and meaningful groupings of students to be supported by either a special educator or a teaching assistant. This process should make the staffing need more predictable on an annual basis as well as make the role of the teaching assistant more consistent and effective.

### **Summary and Recommendations**

The Acton-Boxborough Regional School District is to be commended for its skillful staff and their commitment to the students with disabilities in the district. There are several recommended steps for continued improvement which will be further discussed below in the response to the guiding questions of the review. Specifically, these recommendations include:

- address the need for alignment and support for the programs for students on the autism spectrum by creating an elementary program coordinator for these programs
- address the disparity of the roles of the Special Education Coordinators across schools and levels by reallocating the current special education coordinator positions to create more equitable and manageable building-based positions and creating clear job descriptions for these roles
- continue to improve structures and practices to support district-wide communication and collaboration
- develop a process for reviewing the FTE need for special education teaching assistants based upon a shared understanding of student learning profiles and models of service delivery

The following responses to the guiding questions for this review reflect a synthesis of the information gathered from all data sources and incorporate the above recommendations.

#### ***1. To what extent does the current organizational structure provide adequate support to special education administrators and direct service staff at the building and central office levels?***

Currently, there is broad variation in terms of the scope of responsibility of the building-based Special Education Coordinators, given the variations in size and programming by school. Feedback from all stakeholders indicated concerns about the vertical and horizontal alignment of services and consistency of practice across buildings and levels, as well as the need to create more robust collaborative relationships between general education and special education staff. The addition of one elementary program coordinator to support students on the autism spectrum could allow for the reconfiguration of the current staff to address these issues, including the vertical articulation of the autism programs as well as the development of better collaborative cultures and consistent practice.

#### ***2. To what extent does the current organizational structure provide efficient and effective flow of information and decision-making processes?***

Acton-Boxborough has invested in a building-based model of support for special education

which aligns with its culture of unique schools; however, feedback from stakeholders expressed concern about the need for more effective information sharing and decision making between the schools and the Central Office. Continuing to improve clear structures for collaboration and

2

communication should become a priority for the Director and the Coordinators. It will also be important to continue to seek feedback from all stakeholders regarding communication and collaboration to determine if additional administrative support is warranted in the future.

*3. To what extent does the current organizational structure provide effective collaboration with general education administrators at the building and central office level?*

Many stakeholders report that there is not a strong sense of shared ownership of students with disabilities among classroom teachers and special education staff. Additionally, in schools where the special education coordinator is split between two schools, this collaboration is not consistent. Defining the role of the coordinator as a building-based administrator who collaborates regularly with the principals and assistant principals will help build a greater culture of collaboration and shared ownership among staff. In addition, the deliberate attention of the Director of Special Education to supporting effective communication and building-based collaboration will help address these issues.

*4. What are the key variables related to student profile and performance that indicate the need for a teaching assistant to be included on a student's IEP?*

A review of students' IEP's indicates that in most cases, service providers are identified interchangeably between professional staff and paraprofessional staff, making it very difficult to determine any key variables related to student profiles that would indicate a particular model of support. Fundamental to the assignment of teaching assistants is the development of a shared understanding among general education teachers regarding the use of accommodations and modifications in support of students with disabilities in the classroom. Better understanding about the role of specially designed instruction provided by special education staff, including various models of service delivery and the profiles of students supported by those models, will help in the decision making regarding the use of teaching assistants in the classroom setting.

*5. To what extent are teaching assistants used effectively and efficiently to support the progress of students with disabilities?*

Currently, it seems that the deployment of teaching assistants is determined more by scheduling needs rather than service delivery models. This can result in teaching assistants working across grades and disciplines as well as with teachers who do not have a shared understanding of their role.

*6. To what extent is there a shared understanding of the process for determining the number of teaching assistants at each building necessary to meet the IEP requirements and for asking for more teaching assistants if the need exceeds the budgeted number?*

Most stakeholders reported that there is currently no agreed upon process for determining the level of need for teaching assistants year by year or for asking for additional teaching assistants after the budget has been set. Addressing these issues requires reframing the discussion related to teaching assistants based upon models of service delivery and student profiles. This is a systemic process which requires careful planning with both special education and general education administrators. However, the focus of this work could lead both to greater collaboration and to greater consistency of practice and procedures across the district, and therefore is an effort that has the potential for significant reward.

We appreciate the responsiveness of the Acton-Boxborough faculty and we have greatly enjoyed our work in the district. We look forward to learning of the district's continued success.



Respectfully submitted,  
Dorsey Yearley  
Christine Brumbach  
Educational Consultants

**Assistant Director of Special Education  
Job Description  
DRAFT**

The Assistant Director of Special Education will work in collaboration with the Director of Special Education to ensure that all services and supports are provided to students within the least restrictive environment.

**Essential Responsibilities:**

- Assist the Director in the ongoing development, supervision and evaluation of special education services at the elementary level, including specialized programs.
- Contributes to the supervision and evaluation of special education staff.
- Works with building-based teams to develop and implement efficient, effective service delivery models reflecting best practice.
- Ensures IEPs are written to reflect best practice, meeting all regulatory and district standards.
- Manages complex and challenging cases by maintaining effective contact with school staff, families and other involved parties.
- Assists in data collection, analysis, and completion of state and federal forms regarding all special service programs.
- Plan for and contribute to effective transitions for students and families.
- Assists in conducting staff meetings, school improvement planning efforts, curriculum development, designing professional development opportunities and related services.
- Collaborates with any legal proceedings, including mediations and hearings.
- Supports completion of DESE mandated compliance requirements.
- Assists in the screening, interviewing, and hiring of special education staff in collaboration with the Director of Special Education and building administrators.
- Supports the planning and the coordination of extended year services to meet student needs.
- Assists the Director of Special Education in maintaining appropriate records, attending meetings as necessary, to perform such other duties as may be required.
- Assists in preparation of budget for special education, related services, contracted services, transportation and placements.
- Supports the planning and the coordination of extended year services to meet student needs.
- Participate in SEPAC meetings and other community events as needed



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	4.b
<b>AGENDA ITEM TITLE</b>	Ongoing Business		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	Superintendent Evaluation Process Reminder		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<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.*

<b>APPROX AGENDA TIME</b>	10 mins.
<b>FOLLOW-UP</b>	5/4/23 Superintendent Presentation Goal Update 5/18/23 Individual Evaluations due to SC Chairperson 6/8/23 Evaluation of Superintendent Presented/Voted
<b>ATTACHMENTS</b>	Superintendent Evaluation Form Superintendent Rubric District Goals Superintendent Goals Presentation from October 20, 2022 Evaluation Process Slides from October 20, 2022

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Peter Light, 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

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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	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Student Learning Goal</b> <b>District Goal #2</b>	I-A: Curriculum I-B: Instruction I-C: Assessment I-E: Data-Informed Decision Making I-F: Student Learning	<b>Goal:</b> Increase the number of students on a pathway to proficiency in Literacy and Mathematics through implementation of a multi-tiered system of supports (MTSS).  <b>Outcome:</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal</b>	III-A: Engagement III-B: Sharing Responsibility III-C: Communication III-D: Family Concerns	<b>Goal:</b> 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  <b>Outcome:</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Goal #1</b>	II-A: Environment IV-B: Cultural Proficiency	<b>Goal:</b> 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.  <b>Outcomes:</b> → 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>District Goal #3</b>	<b>IV-B. Cultural Proficiency</b>	<p><b>Goal:</b> 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.</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>→ To Improve students', families' and staff sense of belonging and engagement through:</li> <li>→ Continuation and expansion of existing DEI initiatives as noted above.</li> <li>→ Establishment of Culturally Responsive Teacher Leaders at each school.</li> <li>→ 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.</li> <li>→ Coordinated professional learning opportunities for culturally responsive practices at each school.</li> <li>→ Explore the development of a community welcome center in partnership with community organizations.</li> <li>→ Continuation of DEI Family Advisory Committee</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Standards and Indicators for Effective Administrative Leadership**  
*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

<b>I. Instructional Leadership</b>	<b>II. Management &amp; Operations</b>	<b>III. Family &amp; Community Engagement</b>	<b>IV. Professional Culture</b>
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision 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
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-F. Student Learning:</b> 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. <input type="checkbox"/> Focus Indicator (check if yes)				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.
<b>OVERALL Rating for Standard I: Instructional Leadership</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				



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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-A. Environment:</b> 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"/>
<b>II-B. Human Resources Management and Development:</b> 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"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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"/>
<b>II-D. Law, Ethics, and Policies:</b> 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"/>
<b>II-E. Fiscal Systems:</b> 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"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> 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



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

	U	NI	P	E
<b>III-A. Engagement:</b> 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"/>
<b>III-B. Sharing Responsibility:</b> 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"/>
<b>III-C. Communication:</b> 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"/>
<b>III-D. Family Concerns:</b> 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"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> 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



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

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> 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"/>
<b>IV-B. Cultural Proficiency:</b> 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"/>
<b>IV-C. Communication:</b> 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"/>
<b>IV-D. Continuous Learning:</b> 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"/>

<b>IV-E. Shared Vision:</b> 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)	□	□	□	□
<b>IV-F. Managing Conflict:</b> 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)	□	□	□	□
<b>OVERALL Rating for Standard IV: Professional Culture</b> 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.	□	□	□	□
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>          				

## DRAFT Indicator Rubric for Superintendent Evaluation

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The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

**The 2019-2020 Rubric Pilot.** DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*



- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at [cabbott@doe.mass.edu](mailto:cabbott@doe.mass.edu).

**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.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A: Curriculum</b>	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas <b>to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
<b>I-B: Instruction</b>	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that instructional 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.</b>	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.



<p>I-C: Assessment</p>	<p>Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.</p>	<p>Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.</p>	<p>Monitors and supports principals and instructional staff through observations and feedback to <b>ensure 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.</b></p>	<p>Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student’s learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators’ efforts and successes in this area. Models this practice for others.</p>
<p>I-D: Evaluation</p>	<p>Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that:</p> <ul style="list-style-type: none"> <li>● Administrators’ goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>● Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>● Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul>	<p>Supervises and evaluates administrators in alignment with state regulations and contract provisions, but:</p> <ul style="list-style-type: none"> <li>● Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>● Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>● Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul>	<p><b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>● Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>● Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>● Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul>	<p>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</p> <ul style="list-style-type: none"> <li>● Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</li> <li>● Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>● Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul> <p>Models this process through the superintendent’s own evaluation process and goals.</p>



<p><b>I-E: Data-Informed Decision Making</b></p>	<p>Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.</p>	<p>Identifies multiple sources of evidence related to student learning to assess the district’s strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.</p>	<p><b>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning.</b> Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.</p>	<p>Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district’s strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.</p>
<p><b>I-F: Student Learning</b></p>	<p><b>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.</b></p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

**STANDARD II: Management and Operations**



*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.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment</b>	<p>Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.</p>	<p>Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.</p>	<p><b>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul>	<p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> <li>orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>safe and supportive learning environments for all students.</li> </ul> <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>
<b>II-B. Human Resources Management &amp; Development</b>	<p>Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to</p>	<p>Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and</p>	<p>Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice,</b> as evidenced by</p>	<p>Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning</p>



	educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	districtwide systems that support: <ul style="list-style-type: none"> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support educator career growth.</li> </ul>	needs of all students, as evidenced by: <ul style="list-style-type: none"> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> </ul> Empowers all administrators to implement these systems consistently.
<b>II-C. Scheduling and Management Information Systems</b>	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	<b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</b> <ul style="list-style-type: none"> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.
<b>II-D. Laws, Ethics and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	<b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.</b>	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.

<p><b>II-E. Fiscal Systems</b></p>	<p>Develops a budget that does not align with the district’s goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.</p>	<p>Develops a budget that loosely aligns with the district’s vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.</p>	<p><b>Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources;</b> and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.</p>	<p>Leads the administrator team to develop a district budget aligned with the district’s vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.</p>
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**STANDARD III: Family and Community Engagement**

*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 school and district.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement</b>	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	<b>Invites families to participate in the classroom and school community</b> , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
<b>III-B. Sharing Responsibility</b>	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul>	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.



<p><b>III-C. Communication</b></p>	<p>Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.</p>	<p>May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.</p>	<p><b>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance</b>, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.</p>	<p>Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.</p>
<p><b>III-D. Family Concerns</b></p>	<p>Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.</p>	<p>Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.</p>	<p><b>Addresses family concerns in an equitable, effective, and efficient manner</b>, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.</p>	<p>Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.</p>



**STANDARD IV: Professional Culture**

*Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards</b>	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. a failure to develop or articulate the district’s mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ol>	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ol>	<p><b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</b></p> <ol style="list-style-type: none"> <li>1. <b>Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</b></li> <li>2. <b>Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</b></li> </ol>	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> <li>1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making.</li> <li>2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues.</li> </ol> <p>Models this practice for others.</p>
<b>IV-B. Cultural Proficiency</b>	<p>Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that</p>	<p>Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of</p>	<p><b>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,</b> as evidenced by the</p>	<p>Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time,</p>

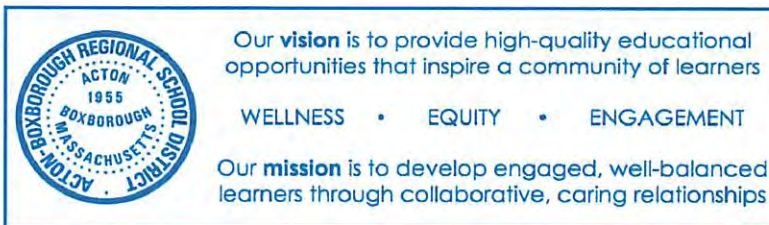


	minimizes the importance of individual differences.	responsive learning environments and school culture that affirms individual differences.	supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
<b>IV-C. Communications</b>	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	<b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.
<b>IV-D. Continuous Learning</b>	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<b>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 instruction and achieve improved results</b> , as evidenced by: <ul style="list-style-type: none"> <li>Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> </ul> <b>Models these behaviors in their own practice.</b>	Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: <ul style="list-style-type: none"> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul>



<p><b>IV-E. Shared Vision</b></p>	<p>Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.</p>	<p>Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.</p>	<p><b>Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.<sup>1</sup></p>	<p>Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.</p>
<p><b>IV-F. Managing Conflict</b></p>	<p>Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.</p>	<p>Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.</p>	<p><b>Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities,</b> while maintaining a commitment to decisions that are in the best interest of all students.</p>	<p>Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.</p>

<sup>1</sup> The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives for all students.



## District and Superintendent's Goals 2022-23

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Acton-Boxborough Regional School Committee  
October 20, 2022

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### Notes

- 3 District Goals
  - ◆ Continuation of prior work aligned with District Strategy
- Begin gradual shift to **outcome-oriented** (vs. output-oriented) goals
- 3 Overarching areas
  - ◆ SEL/ Mental and Behavioral Health
  - ◆ Multi-Tiered Systems of Support to improve Literacy/Math outcomes
  - ◆ Culturally Responsive Practices
- 1 additional Professional Practice Goal (for Superintendent only)

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## 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

## 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.

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		

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## 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

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## Other Initiatives & Planning

### Evaluate course levels at the high school

Evaluate the appropriateness of the current course leveling structure at the high school, examine student course selection pattern and students' success current environments, and articulate a plan moving forward.

### STEAM visioning

Engage students, educators, families, professionals and university partners in creating a Vision for STEAM education that capitalizes on prior work and continues to articulate a vision for STEAM engagement through grade 12.

### NEASC/ Portrait of a Graduate

Use the STEAM Visioning process to launch a broader community-wide visioning process for the District to articulate a vision for a Portrait of a Graduate.

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## Superintendent's Goals

1. Student Learning → District Goal #2
2. District Goal #1
3. District Goal #3
4. Professional Practice →

**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.

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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:



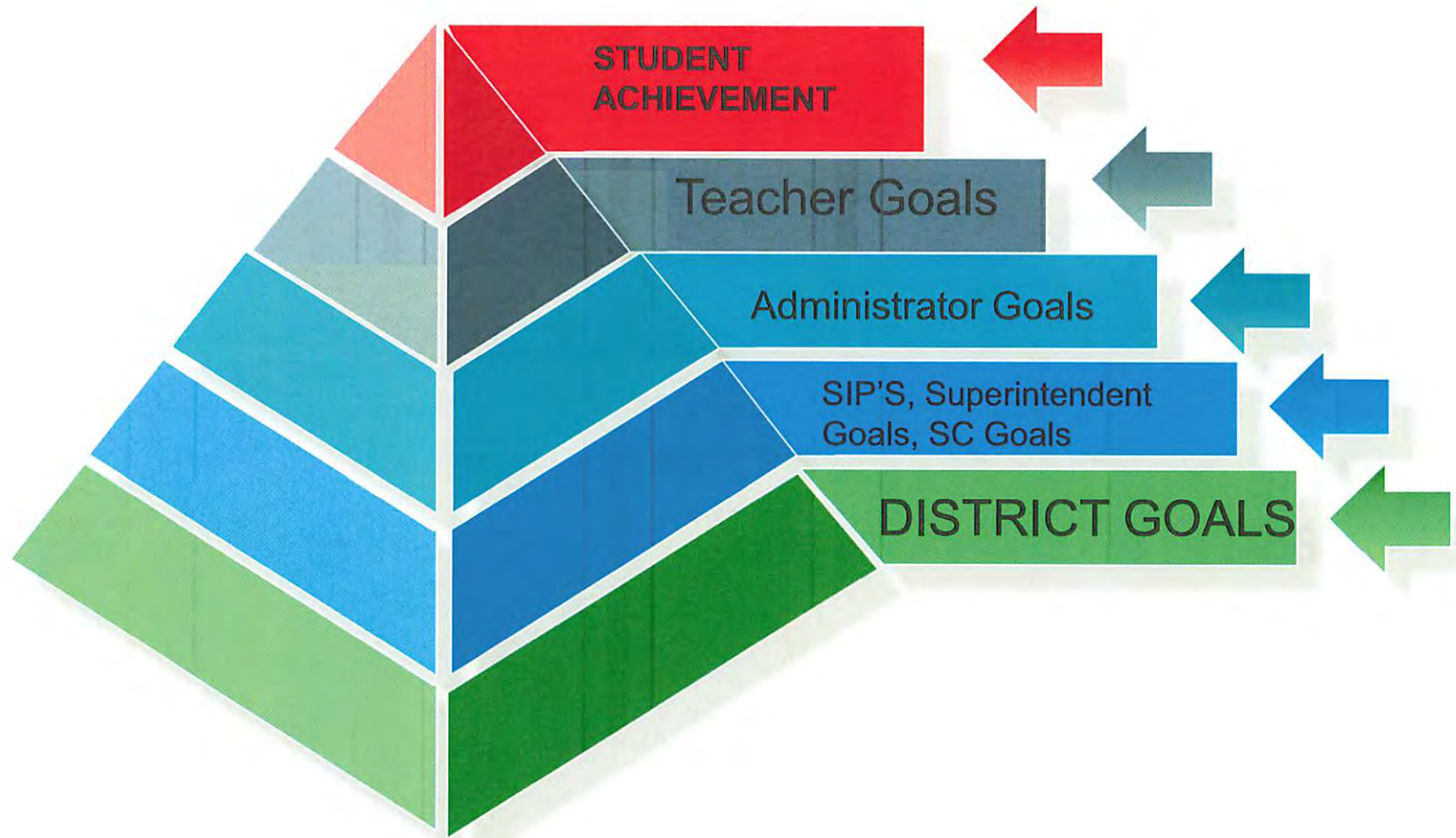
## **Educator Evaluation in Massachusetts**

Objectives

Background information

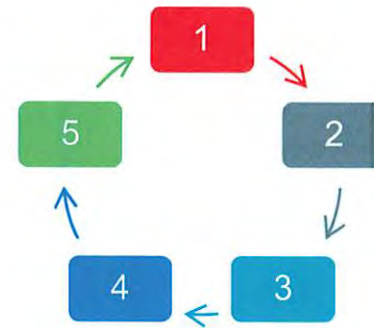


# Overview: Goal Alignment



# Three Key Components

1. Five step cycle



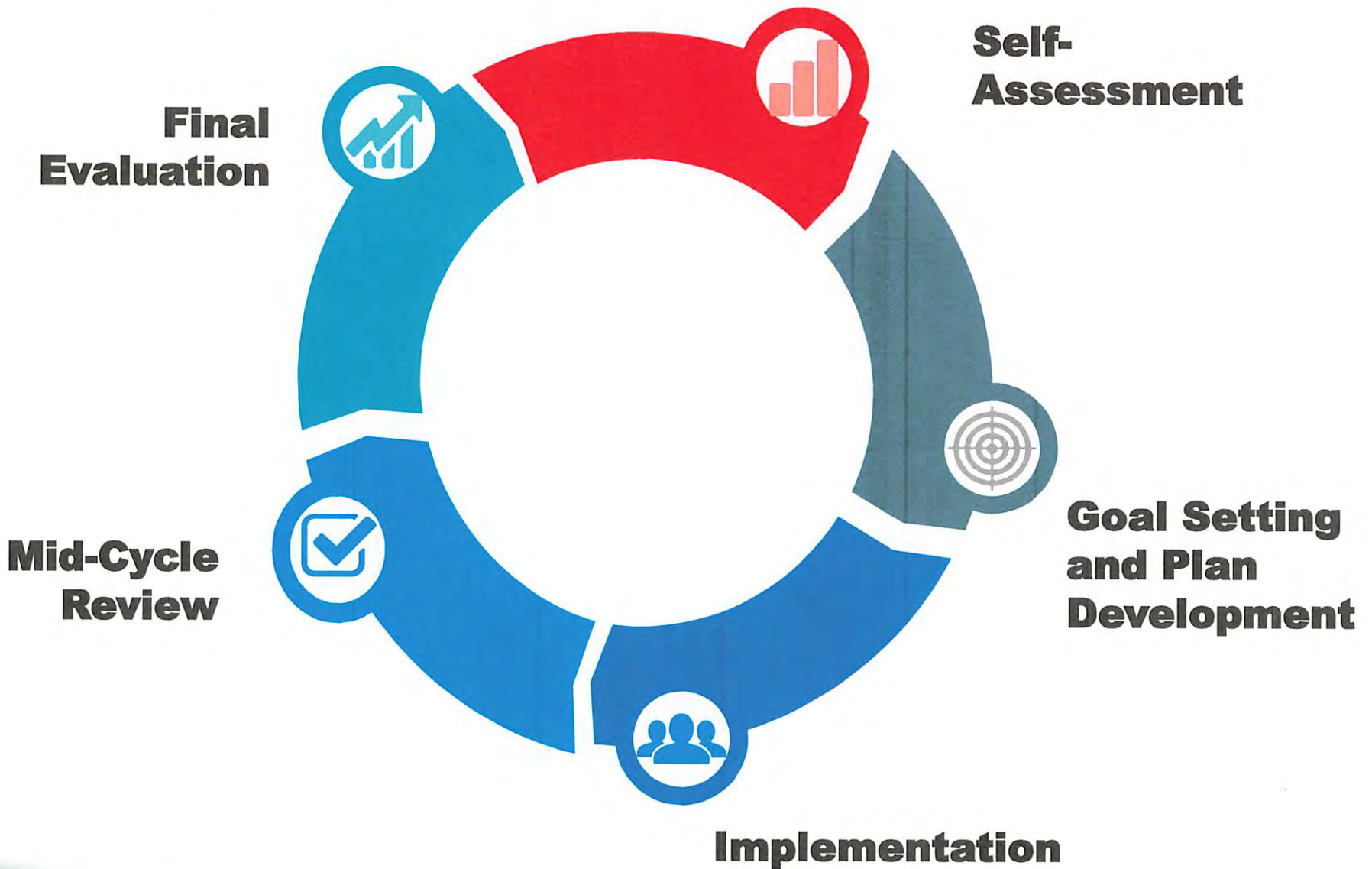
2. Two part tool



3. Multi-part Rating System



# 5 Step Cycle





# The Model Process

## Evaluation Tool: Part 1

### SMART Goals

- ✓ **S**pecific \* Strategic
- ✓ **M**easurable
- ✓ **A**ction-oriented
- ✓ **R**igorous, Realistic & Result-focused
- ✓ **T**imed & 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*

### STANDARDS:

- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

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

# How Does It Work?





# Goal Setting and Plan Development

Work with Superintendent to draft goals

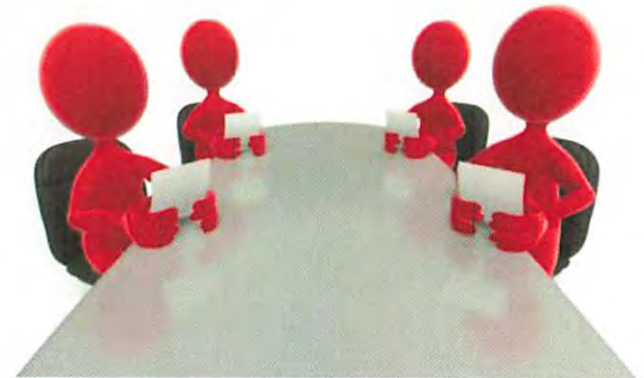
- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards, Indicators from Rubric

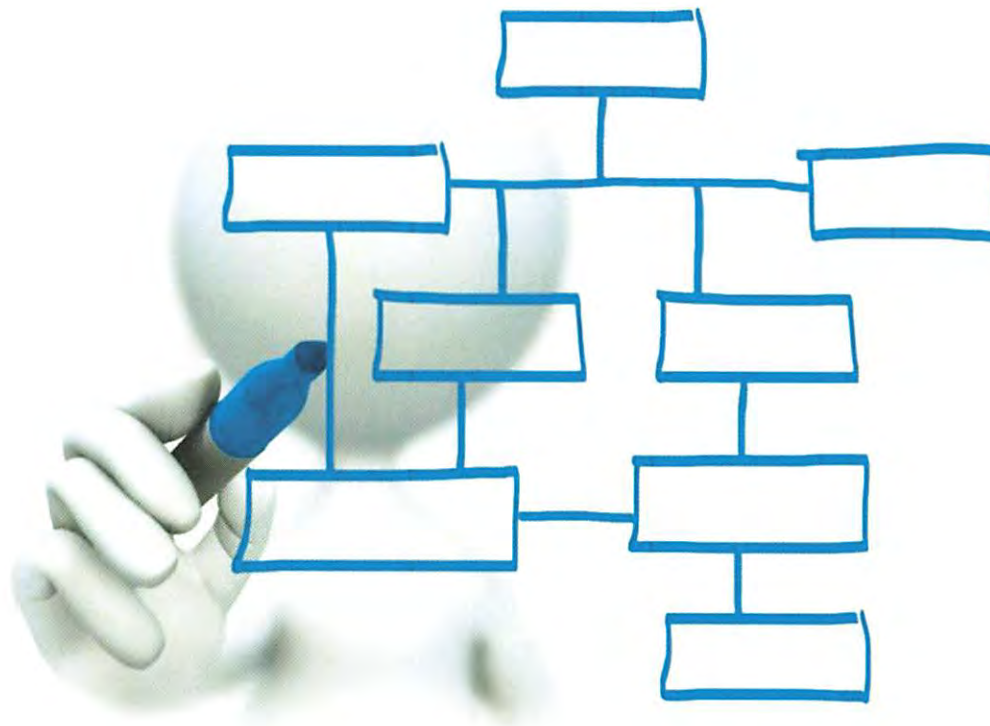
- ✓ All Standards must be evaluated

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?











## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	4.c
<b>AGENDA ITEM TITLE</b>	Subcommittee and Member Reports		
<b>PRESENTER(S)</b>	various		
<b>SUMMARY OF TOPIC</b>	Customary updates from the Subcommittees, ALG, BLF if they have met since the last School Committee meeting		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	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
<b>X</b>	with the request that the School Committee take action immediately

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

<b>SUGGESTED MOTION</b>	
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	10 min.
<b>ATTACHMENTS</b>	



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	4.d
<b>AGENDA ITEM TITLE</b>	CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	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.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	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
<b>X</b>	with the request that the School Committee take action immediately

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

<b>SUGGESTED MOTION</b>	"Move that the ABRSC approve the consent agenda as proposed/amended."
<b>FOLLOW-UP</b>	
<b>APPROX. TIME FOR THE AGENDA ITEM (MIN.)</b>	5 min.
<b>ATTACHMENTS</b>	Draft minutes, donations



## Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

[www.abschools.org](http://www.abschools.org)

**Acton-Boxborough Regional School Committee Meeting**

**March 2, 2023**

**Executive Session at 6:15 p.m. / Open Meeting at 7:00 p.m.**

**Annual Budget Hearing at 7:05 p.m.**

**Return to Business Meeting at 7:20 p.m. (approximately)**

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

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### Draft Minutes

Members Present: Evelyn Abayaah-Issah (6:40 p.m.), Ben Bloomenthal, Kyra Cook, Liz Fowlks (6:18 p.m.), Adam Klein, Ginny Kremer (6:58 p.m.), Amy Krishnamurthy, Tessa McKinley, Andrew Schwartz (6:18 p.m.), Yebin Wang (7:00 p.m.), Rebecca Wilson

Members Absent: none

Others: Marie Altieri, Deborah Bookis (7:00 p.m.), Peter Light, Beth Petr, Dave Verdolino (7:00 p.m.)

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#### 1. **CALL TO ORDER (6:15)**

The Acton Boxborough Regional School Committee was called to order at 6:15 p.m. by Chairperson Kyra Cook. She stated that the Open Meeting (not the executive session) would be recorded by Acton TV.

Kyra stated the need to meet in Executive Session pursuant to 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.

She stated that the Committee expected to return to open session at approximately 7:00.

Adam Klein moved, Ben Bloomenthal seconded and it was anonymously,

**VOTED by roll call:** to meet in Executive Session pursuant to 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. (YES: Bloomenthal, Cook, Klein, Krishnamurthy, McKinley, Wilson)

#### **EXECUTIVE SESSION**

#### **RETURN TO OPEN MEETING (7:00)**

2. CHAIRPERSON'S WELCOME - *Kyra Cook*

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

### **FY24 BUDGET HEARING** (7:05)

1. **Call to Order**

The FY24 Budget Hearing was called to order at 7:05 p.m. by Chairperson Kyra Cook.

2. **Chairperson's Introduction** - Kyra Cook

Please see detailed budget material posted with the February 16, 2023 School Committee meeting materials on the abschools.org website.

<https://sites.google.com/abschools.org/fy2024recommendedbudget/home>

3. **ABRSC FY24 Budget Overview** - Peter Light

Mr. Light presented an overview including a recap on slide 14 of the \$105.8M Budget:

Continued increase in volume & complexity of student needs

- Post-pandemic learning
- Multilingual students
- Students with IEPs

2-Year NET Reduction of 36.0 FTE

- 20.6 FTE FY23 (mostly non-certified)
- 15.4 FTE FY24 (mostly certified)

Reductions to the District budget over the last two years will continue to strain the system and its ability to provide high-quality programs and services to students

4. **Budget Feedback and Public Participation**

There were no comments or questions from the Committee or the public. As noted on the agenda, the FY24 Final Budget and Assessments vote will be taken at the next School Committee meeting on 3/16/23.

5. **Budget Hearing is Adjourned (approx 7:20)**

Glnny Kremer moved, Ben Bloomenthal seconded and it was unanimously,

**VOTED**: to adjourn the Budget Hearing at 7:20 p.m.

### **BUSINESS MEETING** (approximately 7:20)

3. Discussion of the ABRSD FY24 Preliminary Budget - *Dave Verdolino*

Dave reviewed slides 16 and 17 re AB's Chapter 70 calculation change from FY23 - FY24.

DESE said it was a fairly common mistake that we made based on the number of full time students we used. The blue numbers are Dave's estimates. In response to a question, Dave said if our enrollment goes up we would get out of hold harmless more quickly. He is starting to



look at All Day Kindergarten data and how it could affect the budget, but at this time, it's preliminary and there's a long state budget process that still has to happen. Decisions should not be made based on this preliminary information.

4. CHAIRPERSON'S WELCOME (7:30) - *Kyra Cook*

a. Public Participation

John Petersen spoke regarding ABPIP (Parent Involvement Project). He met with Principal Joanie Dean to discuss creating a new vision for PIP Stem. People can express interest or send questions to [actonpip@gmail.com](mailto:actonpip@gmail.com).

b. Superintendent's Update - *Peter Light*

Mr. Light gave a shout out to all of the grounds people and custodians for their efforts, especially on Tuesday after the snow when school stayed open. He also mentioned: Congratulations! AB's Regeneron Science Talent Search Scholar, Budget Update, Out of Darkness Walk for the American Foundation for Suicide Prevention, Upcoming Cartwheel Care Webinars - Positive Relationships with Screen-Based Technology, and upcoming Community Coffees. Lastly, he invited any School Committee candidates to meet with him to answer any questions.

5. NEW BUSINESS

- a. Recommend to appoint Melissa Andrew as District Treasurer - **VOTE** - *Peter Light*  
Dave Verdolino thanked Margaret Dennehy for all of her hard work as our District Treasurer. She is retiring after seven years working for the district. Margaret oversaw one of the most favorable bond issues ever for the District and will be missed.

Melissa Andrew has worked for the District for 18 years. She is currently the full time Assistant Treasurer but would like to go part time as the Treasurer. Mr. Light stated that he is very pleased to recommend Melissa for this position. He asked the Committee to vote this now instead of in June so they can post the Assistant Treasurer position.

Amy Krishnamurthy moved, Tessa McKinley seconded and it was unanimously, **VOTED**: to appoint Melissa Andrew as the District Treasurer effective 7/1/23 with gratitude.

b. Negotiations Update – Amy Krishnamurthy and Marie Altieri

- i. Recommendation to Approve the Acton-Boxborough Education Association (ABEA) Contract – **VOTE**

The proposed contract and MOA was recently ratified by the ABEA and was brought forward to the School Committee for their approval. A copy was handed out and will be posted to the website. Marie explained the very collaborative process that was used. This began last Spring. Several Executive Sessions were held with Amy Krishnamurthy chairing the Negotiations Subcommittee. Per the Regional Agreement, the Acton Town Manager (or Boxborough Town

Administrator) has a vote in this decision. John Magiaratti was in attendance. Marie reviewed the proposed changes to the contract. Increased paid parental leave for non birth parents was a change giving parity for parents. Mr. Light noted that per slide 10, our educators are keenly aware of maintaining our services for kids and the balance of responding to inflation and the kids. He was grateful to our educators for this.

Committee members thanked all involved for their hard work and many meetings. Amy stated that this was her third round of negotiations with the ABEA and she appreciated their unique relationship with a very collaborative group that wants to do what's best for kids. It was confirmed that the budget presented at the last meeting covers the costs for this new contract. An assessment that is at the levy limit is possible with this agreement.

Tessa McKinley moved, Amy Krishnamurthy seconded and it was unanimously **VOTED**: To approve the proposed Acton Boxborough Education Association (ABEA) Contract for the period from July 1, 2023 through June 30, 2026, as set forth in the Memorandum of Agreement between the bargaining committees for the ABEA and the School Committee.

ABEA President Mike Balulescu spoke about the union leaders across the state currently in the news. When they strike it is because their negotiations failed. He really appreciates working so collaboratively with the School Committee.

c. Discussion of School Committee Temporary Reorganization after Acton & Boxborough Town Meetings - *Kyra Cook*

Mr. Light reviewed his memo regarding School Committee reorganization subsequent to Town Meetings. With five School Committee members retiring, including the Chair and both Vice Chairs, the Committee is in a unique position. The last meeting for the three Acton members is April 13th and the first for the new members will be May 4th. The last meeting for the two Boxborough members will be May 4th and the first for the new members will be May 18th. Annual organization of the Committee is governed by policy BDA and procedures BDA-R. While the current policy was created to allow a current chair to stay in that position until August 1st, Mr. Light recommended that the original version of the policy might be beneficial in this case. The reorganization meeting was held at the first meeting after both Town Meetings were held and all new members were in place. This would mean that Tessa McKinley (as Vice Chair) would chair the meeting on May 4th (in current Chair, Kyra's, absence). At the next meeting (May 18), all of the new members would be in place and the reorganization could take place. The Committee would have to vote to waive the current policy to do this.

Members discussed the pros and cons. Comments included:

- With many new members, this could be an opportunity for a new person to try chairing temporarily before having to commit to a full year.
- The previous way can be hard for a new member. Chairing is a lot of work and the behind the scenes work can be stressful. People have to be managed. Adam and Ginny will be the most senior members.
- Other members respectfully disagreed and wanted to keep the process on the 18th. Mentors could be set up. Someone stepping in for two temporary weeks and then voting on someone could be awkward.
- The public also needs to be managed. The real work is behind the scenes and being able to articulate the message. Look for someone with the time to communicate the district strategy.
- Members should try this out. This big turnover is an opportunity and relationships with our community can be established.
- New members were asked what they think. A comment was made that with all of the most senior members leaving, this is the year to mentor new ones. It would be exciting to step up.
- There is something to be said for stability. A two week stint doesn't cut it. This is not the time to do it so briefly.
- The real work of the chair happens throughout the summer and beyond, not so much in May. There will have to be a collaboration because the summer session must be planned.
- It is only three meetings or a month and a half. It does include the superintendent's evaluation.

Members agreed to put this on the agenda for discussion at the next meeting.

## 6. ONGOING BUSINESS

### a. Subcommittee and Members' Reports

- i. Budget Subcommittee - *Adam Klein (2/13/23)*  
The budget dominated the discussions. The Administration was commended for their hard work. Planning is starting for the Town Meeting presentations. All members should plan to attend both Meetings.
- ii. Capital Subcommittee - *Ben Bloomenthal (2/13/23)*  
Hypothetical Restructuring Plans for FY23 - FY31 are being looked at regarding additional borrowing for capital needs.
- iii. Policy Subcommittee - *Ginny Kremer (2/14/23)*  
Discussion of the Facilities Use policy and the fees being charged is starting to wrap up. It is complicated for various reasons. A First Read will be done soon. They are starting to look at the reporting to families of assessments/testing policy (in conjunction with Amand Bailey from the SEPAC).
- iv. Community Engagement - *Andrew Schwartz*  
They have not met since the last meeting. Preparing for Town Meeting is on the next agenda.
- V. School Resource Officer subcommittee - *Rebecca Wilson (2/28/23)*

Good cross section of people on the subcommittee. Next steps include further data gathering. They will meet again on March 21.

- b. Consent Agenda/Action Items - **VOTE** - *Kyra Cook*
- i. Approval of ABRSC Meeting Minutes of 2/02/23, 2/13/23 (open), and 2/16/23
  - ii. Recommendation to approve Carol Huebner Early Childhood Program Parent Teacher Association Budget
  - iii. Recommendation to approve McCarthy-Towne PTSO donations to Art Display Shelving (\$3536) and fifth grade field trip (\$1000)
  - iv. Recommendation to approve Conant Garden Grant (\$3000)  
Adam Klein moved, Ginny Kremer seconded and it was unanimously, **VOTED**: to approve the consent agenda with gratitude.
- c. Statement of Warrants and Recommendation to Approve - **VOTE** - *Kyra Cook*  
Liz Fowlks moved, Amy Krishnamurthy seconded and it was unanimously, **VOTED**: to approve the warrants as presented. See memo for language.

FYI

- Student Enrollment - 2/1/23
- Boxborough Bill Celebration - 3/10/23
- Community Coffee 3/22/23 (virtual)
- Acton and Boxborough Town Election Calendars

4. ADJOURN

Tessa McKinley moved, Ginny Kremer seconded and it was unanimously, **VOTED**: to adjourn the ABRSC at 8:49 p.m.

Respectfully submitted,  
Beth Petr

List of Documents Used: agenda, agenda item summary sheets, FY24 Budget Hearing slides and files, ABEA Memorandum of Agreement slides and draft 2023-2026, resume from M. Andrew, School Committee Reorganization Meeting subsequent to Town Elections memo from P. Light 2/24/23, Draft minutes of ABRSC meeting on 2/2/23, 2/13/23 and 2/16/23 from B. Petr, Carol Huebner Early Childhood Program PTA FY23 Budget, Request for Approval of Donations over \$1,000 from C. Nealon McT Principal 2/3/23, Conant Garden Grant check 3/2/23, Warrant memo from D. Verdolino 2/17/23, Monthly Student Enrollment 2/1/23, Boxborough Bill Flyer, Acton and Boxborough Election Calendars

NEXT MEETINGS: March 16 & ~~March 30~~ at ABRSC at 7:00 p.m. in the Admin. Building Auditorium





## Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

**Acton-Boxborough Regional School Committee Meeting**  
**March 16, 2023 at 7:00 p.m.**

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

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### DRAFT MINUTES

- Members Present: Ben Bloomenthal, Kyra Cook, Liz Fowlks, Adam Klein (8:06 p.m.), Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Andrew Schwartz, Yebin Wang, Rebecca Wilson
- Members Absent: Evelyn Abayaah-Issah
- Others: Marie Altieri, Deborah Bookis, Peter Light, Beth Petr, Dave Verdolino
- 

1. CALL TO ORDER (7:00)

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

Members of the public were invited to watch the meeting online using Acton tv's youtube channel. The Chair stated that the meeting was being recorded and would be posted on Acton TV's website at [actontv.org](http://actontv.org).

2. CHAIRPERSON'S WELCOME - *Kyra Cook*

Kyra thanked the music department and students for the "extraordinary" all-school band concert last night. She and her family were very impressed, especially with the jazz band.

Noting that six Acton residents are running for School Committee in the April 25th election, Kyra invited any in attendance to say hello. Jason Fitzgerald and Leela Gangolli Ramachandran introduced themselves. Kyra invited the other candidates to say hello at future meetings. March 28th is the last day for Boxborough residents to file nomination papers for the two open Boxborough seats. Their election is on May 16th.

a. ABRHS Student Representative Update - *Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou*

Molly spoke about MCAS testing is coming up for 10th graders. The Interact Club auction is coming up and benefits Boston Children's Hospital. Rohan spoke about the budget cuts and teachers that will have to be let go. He shared some of his experiences with those teachers highlighting that they are "incredible people" whose work is very important to students.

b. Public Participation - none

c. Superintendent's Update - *Peter Light*

Mr. Light spoke about the High School Course Levels Presentation, Leadership Coalition to Combat Hate and Bias in Schools, 20 Year Chair Ceremony, World Cultures Week, Literacy Week, Project Graduation, Out of Darkness Walk for the American Foundation for Suicide Prevention, and the Upcoming Cartwheel Care Webinars - Positive Relationships with Screen-Based Technology.

3. GUESTS AND PRESENTATIONS

- a. Regeneron Talent Search Top 300 Scholar- *Advay Goel: The Geometry and Limits of Young Partition Flow Polytopes*  
ABRHS student Advay Goel gave a fascinating presentation on his winning project.

4. ONGOING BUSINESS

- a. Recommendation to Approve Superintendent's FY24 Final Budget and Assessments - **VOTE** - *Peter Light*

Mr. Light reminded the Committee that a 2/3 weighted vote of the full Committee is required for approval. The Governor's recently released initial budget proposal provides an additional \$150K in revenue to the district. This revenue has been incorporated into the district budget and allows us to:

- restore a junior high school health and physical education teacher,
- include an additional English Language Educator (High School), and
- increase our budget for substitute teachers, an area of critical need in our schools.

Members briefly discussed the addition of two English Language Educators in light of cutting other staff. Deborah Bookis explained that the Administration evaluates this area each year. They consider students who move in as well as those coming to the High School from younger grades. Speaking in strong support of adding another ELL teacher at the High School due to the language intensive curriculum, a Committee member stated, "This is exactly where we should be putting our money."

Ginny Kremer moved, Ben Bloomenthal seconded and it was unanimously,

**VOTED by Roll Call:**

That the Committee adopt the budget of the Acton-Boxborough Regional School District for the fiscal year July 1, 2023 through June 30, 2024 as presented in the amount of \$105,897,586;

Which is reduced by estimated receipts and available funds in the following amounts:

- Anticipated Chapter 70 Aid in the amount of \$15,792,511;
- Anticipated State Transportation Aid in the amount of \$2,241,018;
- Anticipated State Charter School Aid in the amount of \$150,000;
- Anticipated Medicaid Reimbursement of \$250,000;
- Anticipated Investment Earnings of \$300,000;
- Estimated Miscellaneous Revenues of \$25,000;

And transfers from the following District reserves:

- Excess & Deficiency Fund in the amount of \$1,375,000;
- Capital Stabilization Fund in the amount of \$150,000.

For a net amount to be assessed to member towns in accordance with the Education Reform Law and the terms of the Regional Agreement and amendments thereto as follows:

**Acton \$71,669,758 (consisting of a Capital Assessment of \$5,766,655 and an Operating Assessment of \$65,903,103); and**

**Boxborough \$13,944,299 (consisting of a Capital Assessment of \$1,026,900 and an Operating Assessment of \$12,917,399);**  
(YES: Bloomenthal, Cook, Fowlks, Kremer, Krishnamurthy, McKinley, Schwartz, Wang, Wilson)

- b. Recommendation to Authorize the Superintendent to Submit to the MA School Building Authority the Statement of Interest Form for the Conant School - **VOTE** - *D. Verdolino*  
Mr. Light explained that this submission is to get AB in the pipeline for the future but we are not expecting to be accepted into this round. There are no emergencies at Conant.

Tessa McKinley moved, Ben Bloomenthal seconded and it was unanimously, **VOTED**: Resolved: Having convened in an open meeting on March 16, 2023 , prior to the SOI submission closing date, the Acton-Boxborough Regional School Committee of the Acton-Boxborough Regional School District in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 16, 2023 for the Luther Conant Elementary School located at 80 Taylor Road, Acton MA which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future for the following Priorities:

- *Priority 2 - Elimination of severe overcrowding* – the building lacks the space to operate as a 3 section school while also accommodating other necessary programs to meet the needs of all students.
- *Priority 5 – Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy efficiency and conservation, and decrease energy related costs in a school facility.* – Based on a facilities study, the building was identified to be in need of over \$22 million in capital needs and code upgrades, and additional funds to remediate hazardous materials contained within the building.
- *Priority 7 – Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.* The building is well over 50 years old, having been constructed in 1970, with the only updates being a roof in 1986 and boilers in 2007. “Temporary” modular classrooms were added in 1995 to address overcrowding; they are still in use 28 years later.

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Acton-Boxborough Regional School District to filing an application for funding with the Massachusetts School Building Authority.

- c. **Superintendent's Mid-Cycle Goal Review (Discussion) - *Peter Light***  
Mr. Light provided mid-cycle remarks on his Annual School Improvement Plan and Goals. He thanked the staff for all of their efforts. Overall, we are making reasonable progress, with some minor adjustments. Even though three goals don't seem like a lot, the amount of effort it takes to move things forward can be very significant. The work that has to happen every day in every classroom also needs to be done.

The Administration is looking hard at the number of goals and reasonable action steps being expected of elementary staff to try to take some of the burden off of educators and create a level of sustainability for everyone. We can't try to do everything. Sometimes we need to scale back a little to prioritize and have a deeper impact. The MTSS roll out is a significant piece of work for the district and multi-year. We are seeing our kids meeting growth targets. The Administration is very pleased with Cartwheel Care and how extraordinarily responsive they have been.

Members were asked to let the Superintendent know if any adjustments need to be made to his goals.

A member asked how teachers feel about everything going on in our schools. She wants to make sure that teachers feel supported. Mr. Light responded that there are always things that derail progress, including finding enough substitutes when staff are out. This affects planned classwork. He noted that "Improvement is not linear." Staff are still seeing challenging student behaviors coming out of the pandemic. The administration hopes to have some of the last ready data in time to include in the end of year reports.

- d. **Discussion of School Committee Reorganization - Policy BDA, BDA-R, BGF**  
Adam Klein asked members who will continue next year for their thoughts about Committee leadership. (Kyra, Amy, Yebin, Tessa and Evelyn are retiring.)  
At the previous meeting, members discussed extending the chance for someone to temporarily Chair the Committee for about three meetings, but in talking with the Superintendent, Adam realized that there is a lot of discussion about planning the summer so it might be better to not have a temporary position. Vice chairs are also needed. Adam liked the idea of giving one of the newer members a chance to get some leadership experience. That said, Adam offered to take the temporary leadership position if members wanted him to do that.

Comments from the Committee included:

- A "guest host" is not a good idea because there's no consistency. The Committee is still at a transition point. If we can have someone do it for the rest of the year, it would be better instead of giving people a chance to just try it out. Two members agreed.
- Ben offered to step up for three months if no one else wanted to do it. He has chair experience and knows Robert's Rules of Order.



- No matter what, the Committee has to vote to bypass some of their policies. If they wait for the first meeting after the Committee reorganizes, that person could finish this year's term and serve next year, or they could vote someone to do the next three meetings and then at the same time, or at a later meeting, they could vote for next year's Chair.
- If they vote at the five new members' first meeting, they know nothing about being a member and it is not a wise way to choose a leader. If a temporary Chair leads the Committee through the summer meetings, then all eleven members would be more aware of their roles and responsibilities and informed decisions could be made in September. Adam and Ben have volunteered to be an interim chair.

The Annual Organization Meeting policy BDA was reviewed a few years ago because this transition was awkward. Marie Altieri described it as a "shared leadership" with a chair and two vice chairs to split up the work and provide a succession plan process. Because the next meeting is the last meeting that the retiring Acton members will be in their seats, she suggested that there are three important leadership roles to be filled. A chair could be voted on at the April 13th meeting that carries through for the next year and then decide when to vote the vice chairs. The chair decision could be separated from the vice chairs'. A member noted that dividing the work and the vice chairs' responsibilities have not been clearly defined in the past.

Adam summed up the discussion and suggested the Committee revert to the Superintendent's original recommendation, that at the first meeting with all of the new Committee members, the election is run with the new Committee members to elect someone to chair for the rest of the year and the next year. Perhaps at the first meeting, the chair can then facilitate a discussion with the Committee about when the vice chairs would be voted on. A vote would be needed to suspend policy BDA when the new committee is seated. This would prevent a sense of an outgoing committee voting on a new chair. The new committee would decide on their leadership.

A member of the public suggested inviting the vice chairs to run a meeting to give them some practical experience. They could also do some job shadowing of the chair to develop leadership.

There was consensus that the Committee would take Adam's suggestion.

e. Subcommittee and Members' Report

- i. Budget Subcommittee - *Adam Klein*  
In addition to the Budget, the Town Meeting presentations were discussed.
- ii. Policy Subcommittee - *Ginny Kremer*
  1. Proposed Use of School Facilities, Policy KF - First Read  
Director of Community Education (CE) Erin Bettez joined Ginny for the First Read. She attended several policy sub meetings and explained the cost challenges involved. Our Facilities Use policy for outside groups

needs to reflect the increased cost of energy and the ability to shut down parts of our buildings when not in use. We are much more energy efficient than in the past and want to ensure that the district doesn't lose money when charging rent. The School Committee is also moving toward more equitable policies and procedures because there have been certain groups that had favored status in terms of paying to use the facilities. Many wonderful groups do great work that enrich our community and our children, but we want to treat the groups equitably. Scheduling and tracking staff time has not been included in rent calculations in the past. There are now three classes on the rental chart.

The proposed changes came from the direction of leadership regarding equity and tightening up the budget. Energy fees have risen significantly since 2016 when the current fees were set. Also in 2016 the buildings were busy all the time, in part because we did not have the ability to turn on and off different parts of the building like we do now. Groups were not charged energy fees because the lights would all be on for a group so it didn't matter if another group used another room. Now we power down if a room or section is not occupied. Regarding the equity issue, Erin looked at groups that don't fit neatly into the three categories. Scouts and travel basketball are examples that have caps on their rentals.

Comments from the Committee included:

- A letter was received from travel basketball. It's important to consider how increases affect the groups. It's hard to never be charged an energy fee but now to be charged per hour of use. Erin has met with some of these groups and is trying to work with them, suggesting that there could be ways they could lower their costs and meet in the middle. Other groups' fees would not be as impactful. The Superintendent added that the Administration doesn't want to devalue any group, but we can't put a higher or lower charge on different groups as we move forward, there are new groups. We need to be consistent.
- Is there any discussion about grandfathering or staggering the increases? The policy sub discussed this.
- This is a struggle because it's an expense for the district and during this type of budget year we have to protect our revenue sources. Should the community pay for energy or the groups who use it? Was there some ability or discussion about giving the Director of CE the authority to grant extra time to a group or to grandfather one? It was discussed but it's hard to explain why some groups have paid full price all this time and others have not. All of the groups do valuable things.

Many members of the public wanted to voice their opinions. Erin explained that the fees go into the Revolving Account to be used for things like the marquis sign and other needs. Youth groups are unique because most of the fields they use, they have paid for with the District.

Several people spoke in support of the scouts. They explained how increasing the participation fees that the young people pay would mean that some would not join. They cannot absorb much higher fees. It was suggested that to balance that situation the District should look at what the organizations are giving back to the schools. Equity is really hard. If costs increase, some people will miss the opportunity. The District was urged to look at the totality of the groups before deciding. Consider how many scout troops do their projects on school property. That donation of time and equity should be quantified for the discussion.

Ginny stressed that this was a First Read to gather input. Two members asked for the Second Read to include a slow ramp up of fees or special status for certain groups. There are some organizations that do a lot for the community and the schools could partner with them. A member noted that we've provided quality not equity. Some groups run larger organizations and can pay more, and some cannot. Several members felt that there should be more than three fee groups, including dividing those with larger financial bases.

- f. Consent Agenda/Action Items - **VOTE** - *Kyra Cook*
- i. ~~Approval of ABRSC Meeting Minutes of 3/2/23 (at next meeting)~~
  - ii. Recommendation to approve Merriam PTSO \$7300 donation to Merriam educators to purchase diverse and culturally responsive books
  - iii. Recommendation to approve \$25000 check for the thirteenth installment from Dragonfly Theater to Acton-Boxborough Regional School District

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

- g. 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 for vote language.

FYI

- Student Enrollment - 3/1/23
- Community Coffee 3/22/23 (virtual)
- Acton and Boxborough Town Election Calendars
- Bill to Increase State Share of Foundation Budget
- CASE Collaborative newsletter (<https://casecollaborative.wordpress.com>)

5. ADJOURN

At 9:33 p.m., Adam Klein moved, Amy Krishnamurthy seconded and it was unanimously, **VOTED**: to adjourn the ABRSC.

Respectfully submitted,  
Beth Petr

List of Documents used; agenda, agenda item summary pages, Conant Statement of Interest, ABRSD District Strategy 2021-2026 Mid-Year Update: Annual District Improvement Plan School Year 2022-23, Mid-Year Update slides, School Committee Annual Organizational Meeting policy BDA and procedures BDA-R, Suspension of Policies policy BDF, Proposed Updates to Use of Facilities procedures KF memo from E. Bettez and A. Shen 3/10/23, Donation Letter from B. Haan 2/22/23, Warrant memo from D. Verdolino, Monthly Student Enrollment 3/1/23, Acton Annual Election Calendar, Boxborough Election Calendar, Bill to increase state share of Foundation Budget, CASE Collaborative Newsletter.

The meeting scheduled for March 30 was canceled.

NEXT MEETINGS: April 13 & May 4 at ABRSC at 7:00 p.m. in the Admin. Building Auditorium



## Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

<b>MEETING DATE</b>		<b>AGENDA ITEM NUMBER</b>	
<b>AGENDA ITEM TITLE</b>	New JH Student Activity Club: Neurodiversity Club		
<b>PRESENTER(S)</b>	N/A		
<b>SUMMARY OF TOPIC</b>	New club paperwork is submitted for approval per Policy JJ-R. The Neurodiversity Club is a new club for RJ Grey JHS starting March/April 2022.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	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
	<b>X</b> with the request that the School Committee take action immediately

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

<b>APPROX AGENDA TIME</b>	One minute
<b>FOLLOW-UP</b>	
<b>ATTACHMENTS</b>	New Club/JH Student Activity Program Request paperwork along with memo of request from James Marcotte.





**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

Date: March 28, 2023

To: Peter Light, Superintendent of Schools  
Acton-Boxborough Regional School Committee

From: James Marcotte, RJ Grey Principal

Re: New RJ Grey JHS Club - Neurodiversity Club

-----

Dear Peter,

Enclosed is our Student Activity program request for our new Neurodiversity Club. Your approval is required along with a vote to approve by the School Committee.

Please let me know if you have any questions.

Regards,

James Marcotte  
Principal, RJ Grey JHS

/encl.

**JH Student Activity Program Request - Club/Team/Organizations Operating Guidelines SY23**

<b>Club/Team/Organization Name:</b>	<b>Neurodiversity Club</b>
<b>Advisor Name(s):</b>	Liza Levitksy
<b>Statement of purpose:</b>	To celebrate students who are neurodivergent - including students who are autistic, have a learning or intellectual disability, or another neurological, mental or cognitive condition. We celebrate all kinds of brains.
<b>Description of activities, including mid-year update:</b>	This is a space to make everyone feel supported and valued. The club is student lead and will provide a safe place for discussion and possibly organize accessible social events, advocacy projects, and ways to increase acceptance and accessibility within the RJ Grey community.
<b>Number of participants:</b>	15
<b>Estimate of expenses, including transportation and salary factors:</b>	Staff Stipend: \$355.00 (prorated) Cat 9, Step 1
<b>Use of facility description and availability:</b>	Room 321
<b>Schedule of meetings:</b>	Every other Tuesday, 2:45-3:45 PM
<b>Statement of availability of competitions if appropriate:</b>	N/A
<b>Financial support from Principal for supplies? If yes, please indicate amount:</b>	\$50.00
<b>Statement of Fundraising:</b>	N/A
<b>Cost to students for transportation, fees and materials?</b>	N/A

(over)

<b>Club/Team/Organization Name:</b>	<b>Neurodiversity Club</b>	
School Year:	SY23	
Staff Stipend:	\$350.00	
Operating expenses:	\$50.00	
<b>Total Costs for school year:</b>	<b>\$400.00</b>	
<i>Financial Support:</i>	<i>\$400.00</i>	
<i>Student Activity Funds available:</i>	<i>\$0.00</i>	



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	4.e
<b>AGENDA ITEM TITLE</b>	Statement of Warrants and Recommendation to Approve		
<b>PRESENTER(S)</b>	Kyra Cook		
<b>SUMMARY OF TOPIC</b>	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.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
<b>X</b>	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
<b>X</b>	with the request that the School Committee take action immediately

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

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





# 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

April 5, 2023

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 4/13/2023.

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.





# 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

## Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$10,346,013.41.

### AP Vendor warrant(s) as follows -

23-019	dated	3/16/2023	in the amount of	\$	737,184.07
23-020	dated	3/30/2023	in the amount of	\$	1,884,975.43
23-020A	dated	3/30/2023	in the amount of	\$	7,176.08

### Payroll Vendor warrant(s) as follows -

23-019PR	dated	3/23/2023	in the amount of	\$	1,238,037.02
23-020PR	dated	4/6/2023	in the amount of	\$	594,151.20

### Payroll warrant(s) as follows -

P2319	dated	3/23/2023	in the amount of	\$	2,911,632.11
P2320	dated	4/6/2023	in the amount of	\$	2,972,857.50



## Acton-Boxborough Regional School Committee

### Meeting Agenda Item Summary

<b>MEETING DATE</b>	4-13-2023	<b>AGENDA ITEM NUMBER</b>	FYI
<b>AGENDA ITEM TITLE</b>	For Your Information (FYI)		
<b>PRESENTER(S)</b>	The Chairperson and/or Superintendent may highlight individual items		
<b>SUMMARY OF TOPIC</b>	A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion.		

<b>WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?</b>	
<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.*

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

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS  
2023-2024

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All meetings begin at 6:30 or 7:00 p.m. and will be held in the Auditorium at the Administration Building, 15 Charter Road, Acton

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**Meeting Date**

Summer Workshop: TBD during week of July 17, 2023 (9:00 am-5:00 pm breakfast and lunch provided optional dinner after the meeting)

Summer Business Meeting: August 17 or August 24

September 7, 2022

September 21, 2023

October 5, 2023

October 19, 2023

October 30, 2023 Monday due to MASC conference

November 16, 2023

December 7, 2023

January 4, 2024

January 18, 2024

February 1, 2024

February 15, 2024 FY25 Budget Meeting at 6:00 pm

\*March 7, 2024 Open Budget Hearing

\*March 21, 2024 Final Budget vote not later than 45 days prior to Town Meeting

April 4, 2024

April 25, 2024

May 2, 2024

May 16, 2024

June 6, 2024

\*Dates subject to change due to Annual Town Meeting dates





**Building a school-community  
partnership to expand mental  
health services for students**

March 31, 2023

[abschools.org](http://abschools.org) | [cartwheelcare.org](http://cartwheelcare.org)



**Peter Light**

**Superintendent**

Acton-Boxborough  
Regional School District



**Juliana Chen, MD**

**Psychiatrist & Medical Director**

Cartwheel Care



**Joe English**

**Founder and CEO**

Cartwheel Care

## What we'll cover today

- **1. Context:** What challenges are districts facing with student mental health?
- **2. Case Study:** How did Acton-Boxborough build a school-community telehealth partnership to meet these needs?
- + **3. Lessons Learned:** What did we learn in Year 1, and what lies ahead? How might this work in other districts?

**What else would you like us to explore today?**

3

## 1. Context

**What challenges are districts facing with student mental health?**



4



## Turn and talk



What student mental health challenges are you facing in your district?

How are you tackling them?



5

## Mental health needs are enormous and growing

**1 in 5** youth has a mental health disorder<sup>1</sup>

**70%** of schools reporting a rise in number of children seeking mental health services over the past two years<sup>2</sup>

**2 in 3** teens look to schools for education on mental health, including where and how to seek treatment<sup>2</sup>

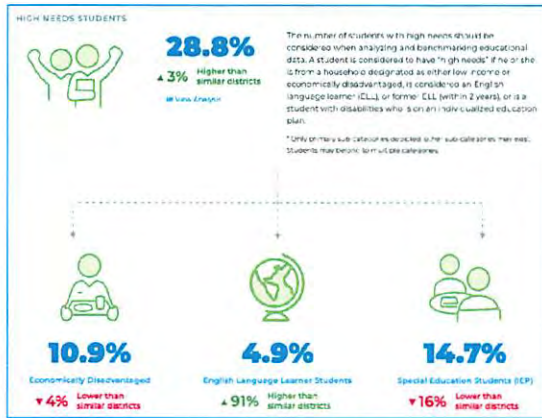
**12%** of district leaders “strongly agree” that their district can effectively provide mental health services to all students<sup>3</sup>

1. CDC, June 2022 ([link](#))  
2. National Alliance on Mental Illness / IPSOS, August 2022 ([link](#))  
3. Department of Education, 2022 School Pulse Panel, September 2022 ([link](#))

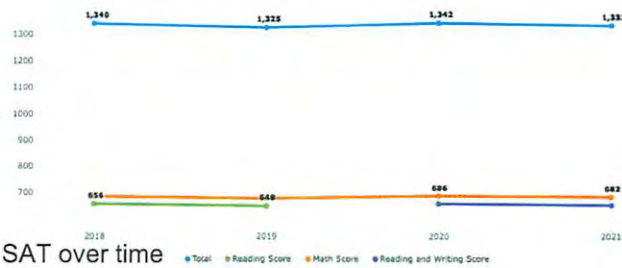
6



## ACTON-BOXBOROUGH REVOLUTION



Source: [Cleargov.com](#)

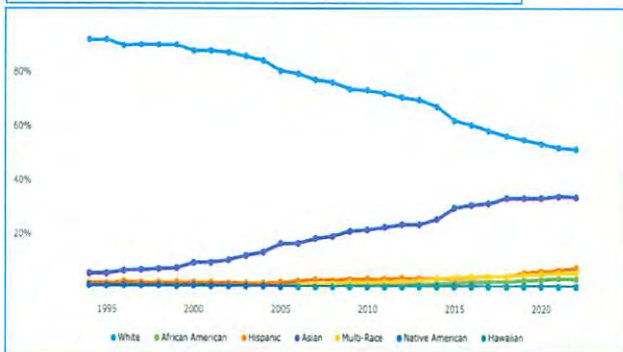


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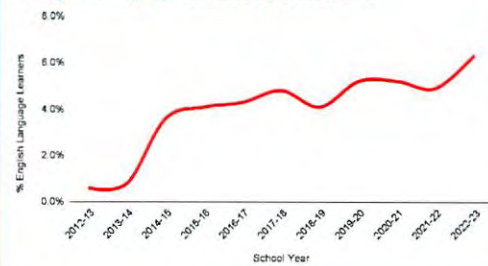


## Evolving Student Population

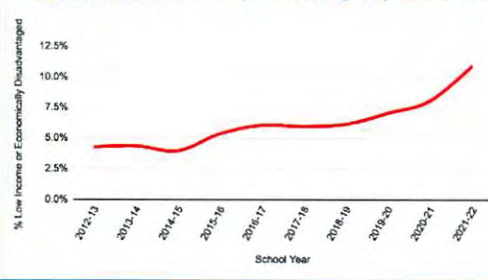
### 20 Year Change by Race/Ethnicity



### % English Language Learners by School Year

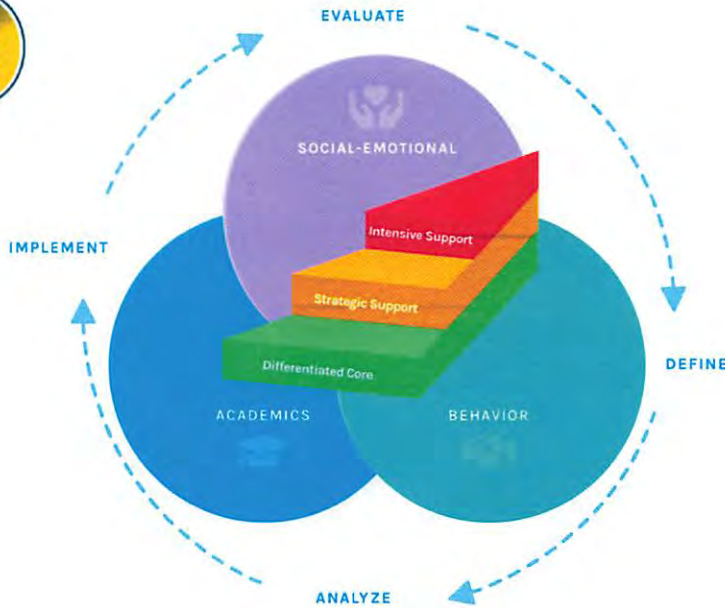


### % Low Income or Economically Disadvantaged by School Year



Source: [Cleargov.com](#), Internal Data

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### Goals 2022-23

**Outcome:** 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.

**Output:** Aligned supports across a multi-tier system, focused on the provision of resources, structures, and instruction to meet the range of social-emotional, behavioral, and mental health needs of all students.



### TIER 1: DIFFERENTIATED CORE SUPPORTS



<p><b>FOR STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Responsive Classroom (K-6)</li> <li>• Advisories (7-12)</li> <li>• <b>Trauma-sensitive approaches &amp; strategies</b></li> <li>• Signs of Suicide Program (7-12)</li> <li>• Student education series on depression (9-12)</li> </ul>
<p><b>FOR STAFF:</b></p> <ul style="list-style-type: none"> <li>• Having clear and consistent behavioral expectations and responses</li> <li>• School psych/counselor consultation &amp; coaching</li> <li>• <b>Lesley Institute for Trauma Sensitivity (LIFTS) PL</b></li> </ul>
<p><b>FOR FAMILIES:</b></p> <ul style="list-style-type: none"> <li>• Having clear and consistent behavioral expectations and responses</li> <li>• Lynne Lyons webinar (anxiety)</li> <li>• <b>Cartwheel Care workshop series</b></li> </ul>





## TIER 2: STRATEGIC SUPPORTS



### FOR STUDENTS:

- Small group/individual short-term, solution-focused counseling
- Targeted classroom lessons (may be supported by district mental health staff)
- Restorative Disciplinary Practices
- Collaboration between district mental health staff and community based providers

### FOR STAFF:

- Consultation and coaching (e.g., mental health staff, OT, BCBA)
- IST consult with Jessica Minahan
- Cartwheel Care team consult
- Lynn Lyons PL (mental health staff)

### FOR FAMILIES:

- School psych/counselor consult

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## TIER 2: INTENSIVE SUPPORTS



### FOR STUDENTS:

- Small group/individual targeted interventions (data-driven and evidence-based with counselors, psychologists, BCBAs, OTs)
- **Assabet Valley Wraparound**
- **Cartwheel Care direct service**
- STAR Program (9-12)

### FOR STAFF:

- Consultation and coaching (e.g., mental health staff, OT, BCBA)
- Assabet Valley Wraparound
- **LIFTS coursework (Trauma Sensitive Schools)**

### FOR FAMILIES:

- School psych/counselor consult
- **Assabet Valley Wraparound**
- **Cartwheel Care consult**

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## **“Tier III” intensive support has been an ongoing gap**

- Kids waiting months to see a therapist and sliding into crisis
- Local providers not accepting insurance (especially Medicaid)
- Very limited access to psychiatrists or any medication support
- Families burnt out and looking to the school to fill the gaps
- School staff feeling stretched and seeing increase in concerning student behaviors, including at younger and younger ages

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## **Turn and talk**

In your system of tiered mental health supports, what are the strengths?

What are the gaps?

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## 2. Case study

### How did Acton-Boxborough build a school-community telehealth partnership to meet these needs?



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## Goals for partnership

### Rapid access

Ensure students access quality mental health care without a waitlist

### Collaboration across MTSS tiers

Support existing district strategies, provide parent education, and collaborate as one team



### Equity

Create access for low-income families, English language learners, and other high-need communities

### Continuity of care

Connect students to longer-term care where needed to ensure care continuity

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## Preview of results from our first 6 months

**125**

students received care from a Cartwheel clinician

**5-7**

days from school referral to first teletherapy session

**>90%**

attendance rate for therapy sessions

**>25%**

of students needed connection to long-term, specialized, or in-person care after Cartwheel (100% were connected)



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### WHO WE ARE

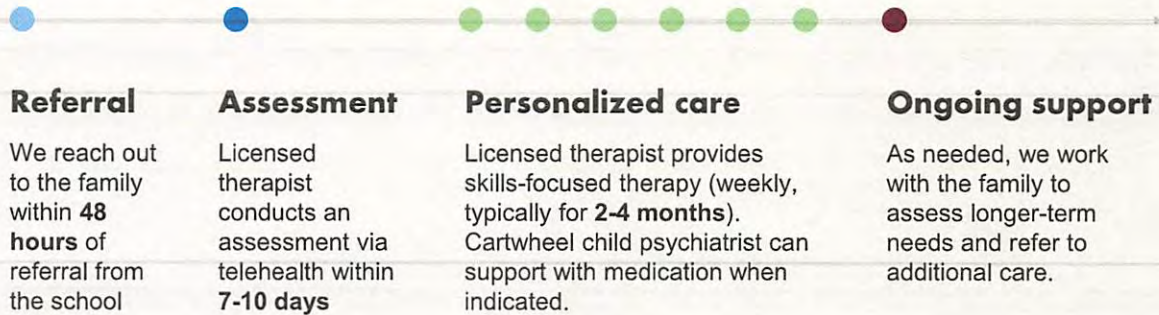
**Cartwheel as a trusted mental health partner to Acton-Boxborough students, families, and staff**

### WHAT WE DESIGNED TOGETHER

- **Rapid access to therapy** within 1 week
- **Medication support and parent guidance**
- **100% telehealth**, available 8am-8pm
- **Bill insurance** to lower district cost and provide free access for students with Medicaid
- **Care in multiple languages**, including Spanish and Portuguese
- **Consistent Care Team** throughout the year
- **Care coordination** for families
- **Mental health education workshops** for parents and family members

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## Example care journey for a student



Cartwheel clinicians and school-based staff collaborate closely throughout treatment

19

## Financial sustainability

### Health Insurance Reimbursement

Free for students on Medicaid plans

In-network deductible / copayment for students on commercial plans

### School District Contract

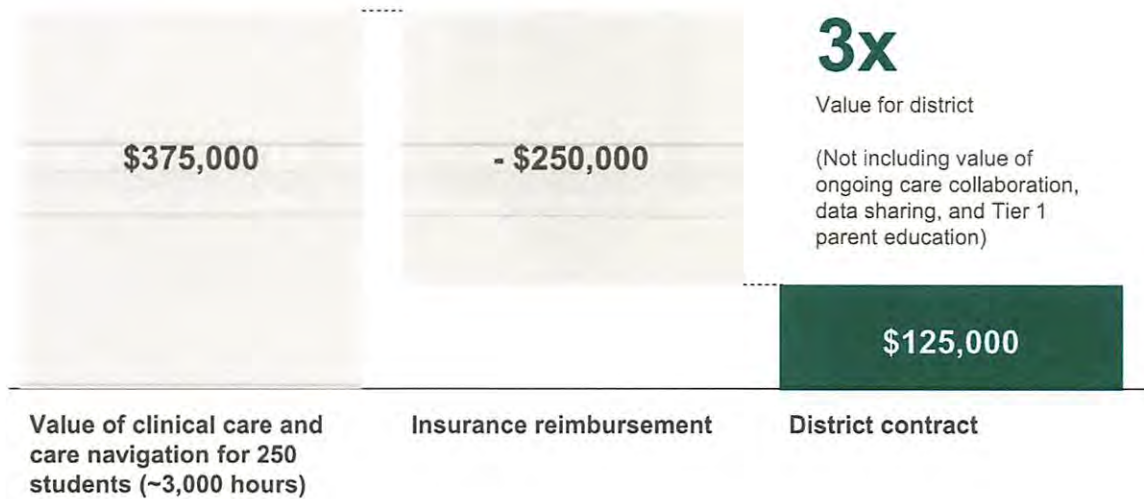
Reserves rapid access to care for students

Supports care coordination and ongoing district partnership

20



## Example partnership for up to 250 students



Assumption: 250 students x 12 sessions per student = 3,000 hours x \$125 per clinical hour (includes clinical and admin time, care coordination, and district collaboration costs).

21

## How we launched the partnership



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# 3. Lessons learned

What did we learn in Year 1, and what lies ahead? How might this work in other districts?



## Outcomes from Year 1 of the partnership Data as of 3/23/23

### Access

125 students referred for therapy and 8 parents for parent guidance support

<1 day between referral and outreach to family

5-7 days from school referral to first session

>25% needed longer-term care (100% so far matched to a provider)

Care available in 6 languages

### Engagement

>90% of students referred begin services

10-12 therapy sessions for the average student completing Cartwheel

>90% of weekly sessions attended

~10% also receiving medication support from a psychiatrist

### Effectiveness

75% students say therapy is helpful or very helpful

100 Net Promoter Score from parents so far

32 students completed Cartwheel so far

Trends for student anxiety and depression scores over time to be analyzed this summer

## Feedback from school counselors

"[Cartwheel therapist] worked with one of my students this year and she was phenomenal! She went above and beyond keeping me in the loop. She also worked very hard to connect with the parents of the student. I really hope the [district] continue[s] the contract with Cartwheel. Your program has been a great resource."

"It's been a great resource for so many of my students. The quick turnaround from referral to appointment time has been such a refreshing change compared to wait times & waitlists at other local agencies."

"Schools can't always provide the level of mental health support that is needed for students. That's why outside support that collaborates with the school is so important."

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## Sustainable funding strategies

### 1. ARPA / ESSER with transition to General Operating budget

- ESSER funds must be obligated by 9/30/24
- Can be used to support multi-year partnerships
- Can be spent for 18 months beyond the deadline

### 2. Title Funds

- Title I: Any behavioral health services
- Title II: Staff PD, workshops, clinical consultations
- Title IV: Services that support Student Support and Academic Enrichment

### 3. IDEA

- Any services contracted as related services
- Services benefiting students under Coordinated Early Intervening Services (CEIS)

### 4. Grant funding

- Supplemental funding at state and local levels with requirements that vary by grant

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## Some lessons learned

- Importance of joint goal-setting and trust-building
- ▣ More sessions per student (flexibility to go up to 24)
- + Expanded age range (to grades 3-12 for individual therapy)
- Strong interest in parent guidance support (K-12)
- ▣ Support for un- and under-insured families
- + Positive response to virtual care (but not a fit for all families)
- Importance of care coordination (especially for ELLs)



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## Discussion, reactions, Q&A

What appeals to you about this partnership model? What gives you pause?

Questions? Reactions?

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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	C	Tot
*Preschool Services	10	1	0	11	10	1	0	11	11	1	0	12	11	1	0	12	11	1	0	12
Preschool	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115
Preschool Total	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115
K	238	55	5	298	238	55	5	298	240	54	5	299	242	51	5	298	241	52	5	298
1	276	58	7	341	275	58	7	340	278	58	7	343	279	58	7	344	280	58	7	345
2	255	61	9	325	255	62	9	326	258	61	8	327	258	61	8	327	258	62	8	328
3	305	59	4	368	303	58	4	365	305	58	4	367	308	58	4	370	309	57	4	370
4	305	74	6	385	304	74	6	384	307	75	6	388	309	75	6	390	309	76	6	391
5	317	86	4	407	315	86	4	405	317	86	4	407	319	86	4	409	318	86	4	408
6	339	53	7	399	340	53	7	400	340	53	7	400	338	53	7	398	340	52	7	399
Elem Sub Total	2035	446	42	2523	2030	446	42	2518	2045	445	41	2531	2053	442	41	2536	2055	443	41	2539
OOD Presch-6	12	1	0	13	11	1	0	12	12	1	0	13	12	1	0	13	12	1	0	13
Elem Total	2047	447	42	2536	2041	447	42	2530	2057	446	41	2544	2065	443	41	2549	2067	444	41	2552
7	326	78	8	412	325	78	8	411	325	78	8	411	323	78	8	409	322	78	9	409
8	342	70	5	417	340	70	5	415	341	68	5	414	340	69	5	414	341	69	5	415
JHS Sub Total	668	148	13	829	665	148	13	826	666	146	13	825	663	147	13	823	663	147	14	824
9	346	61	7	414	349	61	7	417	348	62	7	417	348	62	7	417	348	62	7	417
10	320	66	10	396	321	66	10	397	321	65	10	396	321	66	10	397	323	66	10	399
11	342	61	12	415	341	61	12	414	342	61	12	415	341	61	12	414	342	61	12	415
12	382	68	6	456	380	68	6	454	381	68	6	455	381	68	6	455	381	68	6	455
13	0	0	1	1	0	0	1	1	0	0	1	1	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	0	0	0	0
HS Sub Total	1390	256	36	1682	1391	256	36	1683	1392	256	36	1684	1391	257	36	1684	1394	257	36	1687
Secondary Sub Total	2058	404	49	2511	2056	404	49	2509	2058	402	49	2509	2054	404	49	2507	2057	404	50	2511
OOD 7-13	46	7	0	53	46	7	1	54	45	7	0	52	44	7	0	51	44	6	0	50
Secondary Total	2104	411	49	2564	2102	411	50	2563	2103	409	49	2561	2098	411	49	2558	2101	410	50	2561
Preschool Total	81	16	1	98	90	16	1	107	90	16	1	107	93	17	1	111	96	18	1	115
Elem Total	2047	447	42	2536	2041	447	42	2530	2057	446	41	2544	2065	443	41	2549	2067	444	41	2552
Secondary Total	2104	411	49	2564	2102	411	50	2563	2103	409	49	2561	2098	411	49	2558	2101	410	50	2561
Grand Total	4232	874	92	5198	4233	874	93	5200	4250	871	91	5212	4256	871	91	5218	4264	872	92	5228

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

A = ACTON Pre-School In D. = In District Distribution: P. Light D. Verdolino  
 B = BOXBOROUGH P.G. = Post Graduates M. Altieri A. Bisewicz  
 C = Choice/Staff/Tuit Ungr. = Ungraded 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: 4/3/2023



Levels	Feb. 1				Mar. 1				Apr. 1			
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool Services	14	1	0	15	14	1	0	15	15	2	0	17
Preschool	96	19	1	116	98	19	1	118	98	19	1	118
<b>Preschool Total</b>	<b>96</b>	<b>19</b>	<b>1</b>	<b>116</b>	<b>98</b>	<b>19</b>	<b>1</b>	<b>118</b>	<b>98</b>	<b>19</b>	<b>1</b>	<b>118</b>
K	240	52	5	297	242	52	5	299	243	53	5	301
1	279	59	7	345	280	59	7	346	281	58	7	346
2	259	62	8	329	258	62	9	329	259	62	8	329
3	310	57	4	371	309	57	4	370	311	57	4	372
4	309	76	6	391	309	76	6	391	310	76	6	392
5	317	86	4	407	317	87	4	408	317	87	4	408
6	341	52	7	400	341	52	7	400	341	52	7	400
<b>Elem Sub Total</b>	<b>2055</b>	<b>444</b>	<b>41</b>	<b>2540</b>	<b>2056</b>	<b>445</b>	<b>42</b>	<b>2543</b>	<b>2062</b>	<b>445</b>	<b>41</b>	<b>2548</b>
OOD Presch-6	13	1	0	14	12	1	0	13	13	1	0	14
<b>Elem Total</b>	<b>2068</b>	<b>445</b>	<b>41</b>	<b>2554</b>	<b>2068</b>	<b>446</b>	<b>42</b>	<b>2556</b>	<b>2075</b>	<b>446</b>	<b>41</b>	<b>2562</b>
7	322	78	9	409	323	78	9	410	322	78	9	409
8	341	68	5	414	339	68	5	412	341	67	5	413
<b>JHS Sub Total</b>	<b>663</b>	<b>146</b>	<b>14</b>	<b>823</b>	<b>662</b>	<b>146</b>	<b>14</b>	<b>822</b>	<b>663</b>	<b>145</b>	<b>14</b>	<b>822</b>
9	348	62	7	417	347	62	7	416	348	62	7	417
10	323	66	10	399	323	67	10	400	322	68	10	400
11	342	61	13	416	341	61	13	415	340	61	13	414
12	381	68	6	455	381	68	6	455	380	68	6	454
13	0	0	1	1	0	0	1	1	0	0	1	1
P.G.	0	0	0	0	0	0	0	0	0	0	0	0
<b>HS Sub Total</b>	<b>1394</b>	<b>257</b>	<b>37</b>	<b>1688</b>	<b>1392</b>	<b>258</b>	<b>37</b>	<b>1687</b>	<b>1390</b>	<b>259</b>	<b>37</b>	<b>1686</b>
<b>Secondary Sub Total</b>	<b>2057</b>	<b>403</b>	<b>51</b>	<b>2511</b>	<b>2054</b>	<b>404</b>	<b>51</b>	<b>2509</b>	<b>2053</b>	<b>404</b>	<b>51</b>	<b>2508</b>
OOD 7-13	43	6	0	49	43	6	0	49	42	6	0	48
<b>Secondary Total</b>	<b>2100</b>	<b>409</b>	<b>51</b>	<b>2560</b>	<b>2097</b>	<b>410</b>	<b>51</b>	<b>2558</b>	<b>2095</b>	<b>410</b>	<b>51</b>	<b>2556</b>
<b>Preschool Total</b>	<b>96</b>	<b>19</b>	<b>1</b>	<b>116</b>	<b>98</b>	<b>19</b>	<b>1</b>	<b>118</b>	<b>98</b>	<b>19</b>	<b>1</b>	<b>118</b>
<b>Elem Total</b>	<b>2068</b>	<b>445</b>	<b>41</b>	<b>2554</b>	<b>2068</b>	<b>446</b>	<b>42</b>	<b>2556</b>	<b>2075</b>	<b>446</b>	<b>41</b>	<b>2562</b>
<b>Secondary Total</b>	<b>2100</b>	<b>409</b>	<b>51</b>	<b>2560</b>	<b>2097</b>	<b>410</b>	<b>51</b>	<b>2558</b>	<b>2095</b>	<b>410</b>	<b>51</b>	<b>2556</b>
<b>Grand Total</b>	<b>4264</b>	<b>873</b>	<b>93</b>	<b>5230</b>	<b>4263</b>	<b>875</b>	<b>94</b>	<b>5232</b>	<b>4268</b>	<b>875</b>	<b>93</b>	<b>5236</b>

\*Preschool

Actual Acton-Boxborough Grade K-6

4/3/2023

Grade	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy			Total	Merriam			Total	Total #Secv. Size	
	ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM				ADK
K	20	19	20	59	19	18	37	57	19	20	18	57	17	18	19	54	18	19	19	56	19	19	38	301	16 18.8	
Gr. 1	20	21	16	60	18	20	21	59	21	21	22	64	19	18	20	57	21	21	21	42	20	22	64	346	17 20.4	
Gr. 2	18	18	19	74	18	20	38	60	20	21	19	60	18	20	38	2	20	20	19	59	20	20	60	329	16 20.6	
Gr. 3	21	21	22	64	21	21	21	63	22	22	23	67	23	21	44	1	23	22	21	66	22	23	68	372	17 21.9	
Gr. 4	22	20	23	91	23	22	22	67	23	25	25	48	22	22	44	2	23	23	24	70	24	24	72	392	17 23.1	
Gr. 5	22	24	24	94	23	23	24	70	22	23	23	45	23	22	45	2	21	20	21	83	23	24	71	408	17 24.0	
Gr. 6	21	22	23	66	22	24	25	71	23	22	22	45	23	24	70	3	25	25	25	75	25	24	73	400	17 23.5	
Total	24	21.2		508	19	21.3		405	18	21.4		386	17	20.7		352	21	21.5		451	20	21.3		446	2548	117 21.8

124 Acton residents attend school in Boxborough  
 65 Boxborough residents attend school in Acton



# Acton *Massachusetts*

## 2023 ANNUAL ELECTION CALENDAR

### Annual Town Election - Tuesday April 25, 2023

Nomination papers for the Annual Election are now available.  
Please email [clerk@actonma.gov](mailto:clerk@actonma.gov) to request Nomination Papers.

Last day to obtain nomination papers Friday March 3, 2023

Last day to file nomination papers with Board of Registrars Tuesday March 7, 2023

Last day to object/withdraw Thursday March 23, 2023

Last day to register voters Friday April 14, 2023

Last day to post town warrant Tuesday April 11, 2023

### TOWN OFFICIALS OFFICES TO BE ELECTED

#### Moderator

1 Member – 1 year term

#### Acton Board of Select Board

2 Members – 3 year term

#### School Committee

3 Members – 3 year term

#### Trustee- Memorial Library

1 Member – 3 year term

#### Water Supply District - Acton

1 Water District Commissioner – 3 year term  
1 Water District Clerk – 3 year term

Absentee / Vote by Mail Applications for the Election are available at the link below.  
Mail application to Town Clerk, 472 Main St, Acton Ma 01720  
[https://www.sec.state.ma.us/e/e/eleabsentee\\_absidx.htm](https://www.sec.state.ma.us/e/e/eleabsentee_absidx.htm)

### Annual Town Meeting - Monday, May 1, 2023

#### TRUSTEES - TO BE ELECTED AT ANNUAL TOWN MEETING MUST BE NOMINATED AT TOWN MEETING

#### Temporary Moderator

1 Member – 1 year term

#### Trustees, West Acton Citizen's Library

1 Member – 3 year term

#### Trustees, Charlotte Goodnow Fund

1 Member – 3 year term

#### Trustees, Elizabeth White Fund

1 Member – 3 year term

#### Trustees, New Fireman's Relief Fund Acton

1 Member - 3 year term





## BOXBOROUGH TOWN CLERK

29 Middle Road, Boxborough, Massachusetts 01719

Phone: (978) 264-1727 · Fax: (978) 264-3127

[rharris@boxborough-ma.org](mailto:rharris@boxborough-ma.org)

### ELECTION/TOWN MEETING CALENDAR 2023

**Annual Town Meeting: Monday, May 8; Tuesday, May 9; Wednesday, May 10; Thursday, May 11**

**Annual Town Election: Tuesday, May 16**

**Monday, January 9:** Last day to submit warrant articles for Annual Town Meeting. 10 signatures needed for citizens' petition.

**Tuesday, January 17:** Nomination papers for elected town offices available from town clerk's office. Offices to be on the 2023 town ballot are as follows:

- Select Board, three-year term: 2 seats
- Select Board, one-year term: 1 seat
- School Committee, three-year term: 2 seats
- Planning Board, three-year term: 2 seats
- Library Trustees, three-year term: 2 seats
- Board of Health, three-year term: 1 seat
- Town Moderator, one-year term: 1 seat

**Friday, March 24:** Last day to obtain nomination papers for Town Election (5:00PM)

**Tuesday, March 28:** Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 16 Town Election. Papers are due in the Town Clerk's office by 5:00PM. A minimum of 25 signatures is required. Must be certified by the Town Clerk by April 11.

**Thursday, April 13:** Last day to withdraw name from nomination for town office (5:00PM)

**Friday, April 28:** Last day to register to vote at Town Meeting/Town Election. Voter registration forms will be available at the Boxborough Police Station, 520 Mass. Ave. until 5:00P.M. Residents can also [register online](#) until midnight.

**Monday, April 24:** Last day for Constables to post Election/Town Meeting Warrant

**Monday, May 8:** Annual Town Meeting 7:00PM, Blanchard Memorial School. (May 9,10,11<sup>th</sup> additional nights if needed).

**Monday, May 15:** Last day for in person absentee voting, by noon at Town Hall.

**Tuesday, May 16:** Annual Town Election, Boxborough Town Hall, 29 Middle Road. Polls will be open from 7:00AM-8:00PM.