



Acton-Boxborough Regional School District

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

Acton-Boxborough Regional School Committee Meeting

May 4, 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) - *Tessa McKinley*
 - 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. NEW BUSINESS (7:15)
 - a. New School Building Committee membership - **VOTE** - *Tessa McKinley*

3. ONGOING BUSINESS (7:20)
 - a. Finance Update - *David Verdolino*
 - i. Third Quarter Financial Report
 - b. Superintendent Annual Evaluation - *Adam Klein (Addendum)*
 - i. Final Report on Status of FY23 District & Superintendent Goals - *Peter Light*
 - ii. Invitation for Public Input by June 1, 2023
(to aklein@abschools.org and jlalumiere@abschools.org)
 - c. Subcommittee and Members' Report
 - i. Community Engagement - *Andrew Schwartz*
 - ii. Budget Subcommittee - *Adam Klein*
 - iii. Leadership Coalition to Combat Hate and Bias Speech - *Liz Fowlks*
 - d. Consent Agenda/Action Items - **VOTE** - *Tessa McKinley*
 - i. Approval of ABRSC Meeting Minutes of 4/13/23
 - e. Statement of Warrants and Recommendation to Approve - **VOTE** - *Tessa McKinley*

FYI

- Proposed ABRSC Meetings for 2023-2024
- CASE Annual Report III

4. ADJOURN (8:45)

Posted on April 28, 2023 at 4:00 p.m.

NEXT MEETINGS: May 18 and June 8 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

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|---------------------|----------|---------------------------|----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 1. |
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| AGENDA ITEM TITLE | Chairperson's Welcome |
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| PRESENTER(S) | Tessa McKinley |
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| SUMMARY OF TOPIC | <p>The Chair welcomes members and the public to the meeting. The Chair is also required to state if the meeting is being taped. Acton TV tapes and broadcasts most School Committee meetings.</p> <p>Individuals who wish to view the meeting, but do not wish to speak may do so by using the YouTube Link posted on the agenda.</p> |
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

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| <input checked="" type="checkbox"/> | No action requested - this is a short update or presentation of information |
| | Request input and questions from the School Committee, but no vote required |
| | Request formal action with a specific vote: |
| | If formal action is requested, is this item being presented: |
| | 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.

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| APPROX AGENDA TIME | 5 min |
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| FOLLOW-UP | |
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

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|--------------------------|--|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 1.a |
| AGENDA ITEM TITLE | ABRHS Student Representative Update | | |
| PRESENTER(S) | Rohan Ravindran, Harshini Magesh, Molly Norris, Diksha Mhatre, Julia Zhou | | |
| SUMMARY OF TOPIC | Our reps report at the first meeting each month and share some student perspective on current events at the High School. | | |

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

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

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| SUGGESTED MOTION | |
| FOLLOW-UP | |
| APPROX. TIME FOR THE AGENDA ITEM (MIN.) | 3-5 min. |
| ATTACHMENTS | none |

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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

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|--------------------------|--|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 1.b |
| AGENDA ITEM TITLE | Public Participation | | |
| PRESENTER(S) | Tessa McKinley | | |
| SUMMARY OF TOPIC | Policy BEDH , permits members of the public to speak for up to 3 minutes on items not included on the agenda. Comments regarding items on the agenda would be made during that part of the meeting. The Committee/Administration typically does not respond to comments during public participation. | | |

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

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

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| SUGGESTED MOTION | |
| APPROX. AGENDA TIME | 5 min. |
| ATTACHMENTS | none |



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

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|---------------------|----------|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 1.c |
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| AGENDA ITEM TITLE | Superintendent's Update |
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| PRESENTER(S) | Peter Light |
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| SUMMARY OF TOPIC | Bi-weekly Superintendent's Update. This is brought to the meeting and posted to our website for families and the community the following day. |
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WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?

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| <input checked="" type="checkbox"/> | No action requested - this is a short update or presentation of information |
| | Request input and questions from the School Committee, but no vote required |
| | Request formal action with a specific vote: |
| | If formal action is requested, is this item being presented: |
| | 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.

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| SUGGESTED MOTION | |
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| APPROX. TIME FOR THE AGENDA ITEM (MIN.) | 5 min. |
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| ATTACHMENTS | Brought to meeting |
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Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

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| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 2.a |
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| AGENDA ITEM TITLE | New Business |
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| PRESENTER(S) | Peter Light |
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| SUMMARY OF TOPIC | New School Building Committee membership |
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| WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE? | |
| | No action requested - this is a short update or presentation of information |
| | Request input and questions from the School Committee, but no vote required |
| <input checked="" 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 checked="" type="checkbox"/> | with the request that the School Committee take action immediately |

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

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| APPROX AGENDA TIME | 2 mins. |
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| ATTACHMENTS | School Building Committee Membership List |
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Acton-Boxborough School Building Committee Members
Effective July 1, 2023
Pending School Committee Vote May 4, 2023

Acton-Boxborough Regional School District Staff

Peter Light, Superintendent

~~Marie Altieri, Deputy Superintendent (retiring)~~

~~Dave Verdolino, Director of Finance and Operations (retiring)~~

Alison Warren, Gates Principal

~~Lucia Sullivan, Douglas Principal (leaving district)~~

Sheri Matthews, Director of Finance and Operations (added)

Acton-Boxborough Regional School Committee

~~Amy Krishnamurthy, Acton (leaving School Committee and SBC)~~

Adam Klein, Boxborough

Town Leaders

Jason Cole, Acton Finance Committee

Gary Kushner, Boxborough Finance Committee

David Martin, Acton Select Board

Community Members

Mary Brolin, Boxborough, Chair

Peter Berry, Acton

Dennis Bruce, Acton

Bob Evans, Acton

Bill Hart, Acton

Katie Raymond, Acton

Mac Reid, Boxborough



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

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|---------------------|----------|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 3.a |
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| AGENDA ITEM TITLE | Ongoing Business |
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| PRESENTER(S) | David Verdolino |
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| SUMMARY OF TOPIC | Third Quarter Financial Report |
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| WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE? | |
|---|---|
| <input checked="" type="checkbox"/> | No action requested - this is a short update or presentation of information |
| <input type="checkbox"/> | Request input and questions from the School Committee, but no vote required |
| <input type="checkbox"/> | Request formal action with a specific vote: |
| | If formal action is requested, is this item being presented: |
| | <input type="checkbox"/> for the first time, with a request that the School Committee vote at a subsequent meeting or |
| | <input type="checkbox"/> with the request that the School Committee take action immediately |

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

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| APPROX AGENDA TIME | 20 mins. |
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| FOLLOW-UP | |
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| ATTACHMENTS | Presentation |
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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

To: Superintendent, School Committee
From: Dave Verdolino
Re: Q3 Financial Report for FY2023
Date: May 4, 2023

Peter, Members –

This memo provides a companion summary to the third quarter financial reports and explanation of selected FY2023 results of operating budget and special fund activities.

I – Operating Budget

| | | |
|-------------------|--|-----------------------------|
| REVENUES – | Projected Yearend Variance as of Q3 | \$ 1,025,854 (1.01%) |
| | Projected Yearend Variance as of Q2 | \$ 771,282 |

As discussed in more detail below, the primary two categories responsible for improved revenue surplus projection (from the second quarter report) are Earnings on Investments and Regional Transportation Aid. Projected budget-to-actual variances for all revenue components follow.

1. Chapter 70 (State Education Aid); projected surplus = \$149K (1.0%)

The Student Opportunity Act (SOA) mandated that all districts receive a baseline increase in Chapter 70 Aid (Minimum Aid) of \$30 per student, an increase for which the District budgeted in FY2023. The final FY23 state budget, voted in a financially robust climate, unexpectedly doubled the increase to Minimum Aid districts to \$60 per student, resulting in the District's projected surplus.

2. Regional Transportation Aid; projected surplus = \$14K (0.6%)

The final state regional transportation aid reimbursement rate, and final payment, will not be determined until the end of June; the District's first half payment (received in January, 2023) reflected a projected increase in total FY23 aid from our second quarter estimate. The Q3 projection extrapolates the January payment by assuming, at a minimum, that an equal payment will be received at yearend. Note that, in the House Ways & Means Committee's recently released FY2024 budget proposal, the state is considering a 100% reimbursement rate for next year; it is therefore possible that the final FY23 rate could see a further increase.

3. Charter Reimbursement Aid; projected surplus = \$138K (budget \$100K)

Reimbursements and assessments relating to the Charter School program are subject to fluctuation during the year, as student data are processed. While A-B is projected to receive much more FY23 Charter Aid than budgeted, this was (as in previous years) more than offset by a greater increased assessment; see EXPENDITURES below in this section of the report.

4. Regional Assessments; projected revenue equal to budget

Both Acton and Boxborough are current with payments through nine months of FY2023.

5. Medicaid Reimbursement; projected surplus = \$77K (budget \$200K)

In FY2022, the federal government significantly changed cost reimbursement guidelines to reflect the impact of the pandemic on providing eligible medical services. While this is expected to be a one-year phenomenon, due to the timing of reimbursement payments, there has been a modest residual effect in FY2023 of those guideline changes.

6. Investment Income; projected surplus = \$633K* (budget \$150K)

* - not a typo

For two years, including through the FY2023 budget development cycle, investment interest rates continued to be depressed, at times below 0.1% (1/10th of 1%). Inflationary pressure, and responsive actions taken by the Federal Reserve have resulted in investment rates recently exceeding 5%. The projected FY2023 surplus reflects actual investment earnings thorough March 31, 2023, extrapolated through yearend.

7. Rental Income; projected surplus = \$15K (not budgeted)

Rental income represents the use by CASE Collaborative, at its standard member rate of \$7,500 each, of two classrooms at the Boardwalk Campus for its special needs programs. Use of space at the BWC by CASE was not anticipated in developing the FY2023 budget.

8. Miscellaneous Income; projected surplus = \$130 (budget \$10K)

This reflects various refunds and otherwise uncategorized revenues, the most significant of which in FY2023 (as is customarily so) are funds received from the E-Rate program, a federal subsidy for technology purchases. As specific miscellaneous revenues are not planned, the yearend variance reflects funds received through the third quarter.

In summary, the total revenue surplus for FY2023 could exceed the amount noted above by up to \$100K, the difference most likely relating to the final Transportation Aid reimbursement rate, continued increases in investment interest rates, or a combination of the two

EXPENDITURES - Projected Yearend Variance as of Q3 (per report) <\$ 1,026,808>

Projected Yearend Variance as of Q3 (reclassified) <\$30,000>

Reclassification adjustments discussed below

The District may not, by law, spend in excess of its FY2023 appropriated budget, \$102,899,440. As of the end of the third quarter, several budget categories are projected with significant yearend deficits as explained below. The District expects these projected deficits to be closed by yearend through a combination of two unrelated events: (1) normal operation of the closeout process, which identifies budget line items that had been over-encumbered during the year, and (2) reclassification of certain costs to other funding sources (e.g., ESSER, ARPA, capital and revolving funds). By doing so, it is anticipated that the District will close FY2023 with a positive budget surplus (turnback), most likely not exceeding \$200K.

Significant components of the currently projected yearend expenditure variance are discussed below, beginning on the following page; the discussion tracks to administrative areas, with line item data used as applicable for explanatory purposes.

Admin 01 – Superintendent/School Committee; projected variance (deficit) <\$59K>

The budget was exceeded due to furnishing and outfitting the executive assistant's office, costs of the ribbon cutting ceremony for the Boardwalk Campus project, and consultants' fees (\$24K), for assistance in strategic planning, which will be reclassified to ARPA funds receivable from Acton. After closing of encumbrances, the resulting deficit is expected to be <\$30K>.

Admin 02 – Teaching & Learning; projected variance (deficit) <\$39K>

The budget was exceeded due to extensive acquisition of literacy and math curriculum materials, much of which offset by state grants. There remains a large balance of encumbered funds, a portion of which should be reduced during the yearend closing. As a result, the final deficit for this category is expected to be between <\$10-20K> without need for reclassifications.

Admin 03 – Finance Department; projected variance (surplus) \$122K (+0.5%)

This department's budget consists overwhelmingly of non-discretionary costs, such as: debt service; employee health insurance premiums; retirement-related costs (Middlesex County Retirement System assessments, premiums for workers compensation, Medicare and retiree health insurance, and contributions to the district's OPEB Trust); and, assessments by the state's Charter School program and Minuteman Tech's program, in its last year at R.J. Grey Junior High School.

Significant projected yearend budget variances within this category are as follows:

1. Health insurance premiums; total (employees and retirees) variance \$114K (+1.0%)

The FY2023 budget very closely anticipated actual costs for the year. Some of the positive variance is due to reclassification of a share of insurance premium costs to Food Services, where that program's employees work. Since premiums are collected in advance, this variance is not expected to vary between now and yearend.

2. State Assessments; net variance (deficit) <\$51K> (-7.0%)

As of March, 2023, the state's FY2023 Charter School Tuition assessment (\$676K) was higher than had been budgeted (\$593K), a variance (deficit) of <\$83K>. *When combined with state Charter Aid (see REVENUES, item 3), the net variance (receipts minus assessment) was \$55K to the good.* This variance may change by yearend, but not materially.

Similar to the Charter program, a final accounting for participation in the School Choice program (as a receiving and sending district in FY23) is not available until student enrollment data are confirmed by the state. Due to more conservative forecasting, the district's FY23 budgeted School Choice assessment (\$135K) exceeded the final assessment (\$103K, including special education students) by \$32K.

3. Other Insurance and Fringes; total (net) variance \$91K (+1.6%)

Through taking advantage of prepayment discounts (county retirement assessment and liability insurance), and mixed, but overall favorable, insurance claims experience (workers compensation and property & casualty), the district had favorable budget variances in these areas which, individually, are of less financial significance to the overall appropriation.

4. Debt Service; projected expenditures equal to budget (\$6.2 million)

Debt service schedules are prescribed when bonds are issued; therefore, budgeting for future debt service is a generally uncomplicated exercise. The District's debt service consists of remaining bond payments for JH and SH refinancing (maturing in 2025), lower fields construction (2028), CIP program (2030) and the Boardwalk Campus schools (2050).

Admin 04 – Human Resources Department; projected variance (deficit) <\$401K> (0.6%)

Personnel costs have been projected to be over budget from early on this fiscal year, with the addition of special education assistants to provide specialized services to additional students on individual education plans. The resulting deficit (\$275K) was determined to be a more educationally appropriate – and cost-effective – use of resources than recommending those students for out-of-district placements. Because of the nature of these additional costs, they will be offset in the budget by additional use of Circuit Breaker reserve funds.

There had been hope that the decision to not replace certain positions, either included in the FY2023 budget or vacated during this year, would result in overall budget savings, since personnel costs generally finish under budget at yearend due to leaves of absences, and other vacancies and adjustments.

But savings from such attrition was more than offset by a significant increase in substitutes in virtually all personnel categories. Because of the variability of substitute costs between pay periods, the projected yearend deficit for substitutes has ranged between a high of <\$300K> and, more recently, around <\$200K>.

Certain personnel costs were reclassified to Food Services, taking advantage of that program’s financial strength to more appropriately account for the indirect cost of non-program employee services.

By yearend, continued positive actual results are expected to lower the nominal variance noted above; combined with the above reclassifications, and any others as may be necessary, actual spending for personnel is expected to be at or near budget.

Admin 05 – Special Education Department; projected variance (deficit) <\$132K> (-2.2%)

90% of this department’s budget consists of two categories: out-of-district tuition and special needs transportation. The yearend variance is likewise overwhelmingly reflective of the same categories.

1. Tuition, including Circuit Breaker (CB) offset; total (net) variance \$16K

Despite the apparent dire outcome shown above, the district continued its favorable trend of under spending its gross tuition budget, as shown in the following table of FY2023 results:

| <u>Type of Program</u> | <u>Budget</u> | <u>Projected</u> | <u>Variance</u> |
|---------------------------------|-----------------------|-----------------------|-----------------|
| Public & Private Day | \$3,879K | \$3,443K | \$ 436K |
| Residential (12 students) | 1,424K | 1,747K | <364K> |
| CASE & other collaboratives | 1,424K | 1,488K | <64K> |
| Extended Year (summer) Services | <u>151K</u> | <u>142K</u> | <u>9K</u> |
| Gross Tuition cost | \$6,837K | \$6,821K | \$ 16K (0.2%) |
| Less – Circuit Breaker offset* | <u><3,305K></u> | <u><3,305K></u> | <u>-</u> |
| Net Tuition expenditure | \$3,532K | \$3,516K | \$ 16K |

* - Actual CB used (to offset tuition costs) represents the total received under that program during FY2022; districts must spend all funds received by the end of the subsequent FY.

2. Special Needs Transportation; total (net) variance (deficit) <\$220K>

Several students requiring commencement of transportation services during FY2023 were not able to be served by CASE Collaborative, due mainly to a shortage of drivers. The District faced a similar challenge with its own transportation program. As a result, the District contracted with private providers to obtain these mandated services, resulting in the significant, unplanned budget variance noted above.

It should be noted that special needs services are now eligible for CB reimbursement in the following year; therefore, a significant portion of these unbudgeted FY2023 costs will become part of the District's FY2024 CB revenue.

Admin 06 – Education Technology Department; projected variance (deficit) <\$49K>

The District's and individual buildings' needs for technology purchases exceeded the department's available means, despite the FY2023 budget being increased by \$100K. By deferring certain planned purchases, it is expected that the yearend deficit can be lowered to between <\$10-20K>.

Admin 07 – Facilities and Operations Department; projected variance (deficit) <\$468K>

Nominally, the overall budget for Facilities and Operations consists of the following categories:

| <u>Category/Description</u> | <u>FY2023 Budget</u> | <u>Projected Variance</u> |
|---|--------------------------|-------------------------------|
| Utilities (Gas, Electric, Water, Sewer) | \$1,336K | \$ 54K |
| Transportation | 1,043K | <222K> |
| Supplies | 170K | <19K> |
| Maintenance Services | 839K | <377K> |
| Capital Outlay | <u>568K</u> | <u>96K</u> |
| Total Department | \$3,967K | \$<468K> |

Three actions will eliminate the above currently-projected deficit by yearend:

1. Reclassifying \$141K of crossing guard costs (versus \$1,500 budgeted in Transportation line item) and up to \$89K of questioned sewer costs to ARPA funds receivable from Acton.
2. Reclassification of \$200K (estimated amount) of maintenance service costs to Fund 4003 (Capital Projects) – see further below.
3. Similar to Personnel costs, reclassifying up to \$50K to Food Services, as an appropriate means of cost allocation.

This year, there were a number of projects undertaken on an emergency basis, including: (1) repairs to Leary Field (\$78K) to rectify a sink hole that had developed, not covered by insurance; (2) construction of a replacement deck at Conant (\$40K) to provide accessible access/egress (a condition of legal building occupancy); (3) equipment and repairs to address hazardous/unsafe conditions on playing fields (\$52K); (4) installation of a safety fence along Charter Road (\$14K); previously unaddressed issues (total \$65K) relating to fire safety, elevator inspections and AHERA (asbestos inspection and management); extensive repairs to failing HVAC and boiler equipment, in excess of budget (\$52K). The Finance department will reclassify capital expenditures, initially charged to the operating budget, to Fond 4003 as appropriate.

As a result of the above reclassifications, the final budget for Facilities and Operations is expected to reflect a modest surplus.

Instructional Programs (Buildings and Departments); variance summary as follows:

| | <u>FY2023</u> <u>Budget</u> | <u>Encumb.</u> | <u>Projected</u> <u>Variance</u> |
|------------------------------------|--------------------------------|----------------|-------------------------------------|
| Admin 15 – Senior High | \$ 482K | \$158K | - |
| Admin 16 – Junior High | 234K | 36K | - |
| Admin 17 – Blanchard | 70K | 2K | - |
| Admin 18 – Conant | 64K | 2K | - |
| Admin 19 – Douglas | 63K | 6K | - |
| Admin 20 – Gates | 62K | 4K | - |
| Admin 21 – McC/Towne | 67K | 9K | - |
| Admin 22 – Merriam | 67K | 7K | - |
| Admin 08 – Performing Arts | 89K | 24K | - |
| Admin 09 – Visual Arts | 133K | 7K | - |
| Admin 10 – DEI | 34K | 1K | - |
| Admin 13 – Athletics | 116K | 7K | - |
| Admin 39 – Health/Phys. Ed. | <u>31K</u> | <u>6K</u> | - |
| Totals (FYI) | \$1,512K | \$269K | |

Building and department budgets have experienced cuts each of the previous two fiscal years. As a result, actual spending much more closely tracks budgeted amounts than in previous years, when net turnbacks from these cost centers could be in the \$100-200K range. While this analysis shows an expectation of zero projected variance, because the yearend closing process may result in liquidation of some encumbrances, there may ultimately be a modest net turnback ranging between \$20-30K.

GENERAL (OPERATING) FUND PROJECTED SUMMARY -

Summarizing the above information, as of Q3 the yearend FY2023 net turnback/surplus (revenues plus expenditures) should wind up between \$1.0 and \$1.3 million. This would closely reflect the amount (\$1.375 million) of E&D reserve voted to offset the District's FY2024 budget appropriation.

II – Revolving Fund Accounts – Summary of Major Programs

| <u>Dept./Fund</u> | <u>Program</u> | <u>Balance 7/1/22</u> | <u>---FY2023 to Date---</u> | | <u>Balance 3/31/23</u> |
|----------------------------------|----------------------|---------------------------|-----------------------------|-----------------|----------------------------|
| | | | <u>Revenue</u> | <u>Expended</u> | |
| Food Services – | | | | | |
| 3201 | Nutrition | \$1,020K | \$2,891K | \$2,212K | \$1,683K |
| Community Education Department – | | | | | |
| 3402 | Adult Education | \$ 165K | \$1,213K | \$ 849K | \$ 529K |
| 3403,31 | Use of Facilities | 157K | 122K | 84K | 195K |
| 3404 | Driver Education | 116K | 206K | 133K | 188K |
| 3407 | Extended Day | 956K | 1,384K | 1,136K | 1,205K |
| Other Departments - | | | | | |
| 3405 | Athletics | \$ 1K | \$ 297K | \$ 303K | \$ <5K> |
| 3406 | All-Day Kindergarten | 197K | 573K | 403K | 367K |
| 3416 | Circuit Breaker | 2,403K | 1,713K | 3,305K | 811K |
| 3428 | Occ. Development | 147K | 88K | 47K | 187K |
| 3429 | Integrated Pre-K | 43K | 296K | 178K | 133K |

| Acton-Boxborough Regional School District | | | | | | | | |
|--|---|--------------------|------------|-----------------|------------|-------------------|--------------------------|---|
| FY2023 Budget Q3 Update - Revenue by Type | | | | | | | | |
| Presentation to SC May 4, 2023 | | | | | | | | |
| Source: Munis Year-to-Date Budget Report through (3/31/2023) | | | | | | | | |
| | | (B) | | (P) | (P) - (B) | (FYI) | | |
| | FY2022 | FY2023 | FY2023 | FY2023 | PROJECTED | FY2024 | Notes re | |
| ACCOUNT DESCRIPTION | ACTUAL | BUDGET | ACTUAL YTD | PROJECTED | VARIANCE | BUDGET | FY23 Projected | |
| STATE AID - | | | | | | | | |
| Foundation Aid (Chapter 70) | 15,338,911 | 15,492,511 | 11,731,302 | 15,641,731 | 149,220 | 15,792,511 | Final Cherry Sheet | |
| Regional Transportation (Chapter 71) | 2,105,961 | 2,200,000 | 1,106,834 | 2,213,668 | 13,668 | 2,241,018 | 1st half pmt in Jan. | |
| Charter School Reimbursement Aid | 190,293 | 100,000 | 172,620 | 237,599 | 137,599 | 150,000 | Final Cherry Sheet | |
| REGIONAL ASSESSMENTS - | | | | | | | | |
| Acton (FY22 - 84.19%; FY23 - 84.02%) | 67,543,928 | 69,689,255 | 52,266,941 | 69,689,255 | - | 71,669,758 | Table at right | Regional Split - P/Y 84.20% C/Y 84.02% |
| Boxborough (FY21 - 15.81%; FY22 - 15.98%) | 12,676,080 | 13,257,674 | 9,943,256 | 13,257,674 | - | 13,944,299 | for parentheses | 15.80% 15.98% |
| OTHER REVENUES - | | | | | | | | |
| Medicaid Reimbursement | 610,090 | 200,000 | 169,491 | 277,429 | 77,429 | 250,000 | Per Tom B analysis | |
| Earnings on Investments | 89,156 | 150,000 | 560,358 | 782,808 | 632,808 | 300,000 | Extrapolate Q3 increment | |
| Rental Income | 0 | 0 | 15,000 | 15,000 | 15,000 | 15,000 | Received | |
| Miscellaneous - Operations | 7,018 | 10,000 | 10,130 | 10,130 | 130 | 10,000 | Level YTD | |
| Revenue Total | 98,561,437 | 101,099,440 | 75,975,932 | 102,125,294 | 1,025,854 | 104,372,586 | | |
| % of FY Budget | 102.9% | | 75.1% | | 1.0% | | | |
| APPROPRIATED FROM E&D | \$ 1,245,000 | \$ 1,500,000 | | | | 1,375,000 | | |
| OTHER RESERVE USAGE | \$ - | \$ 300,000 | | | | 150,000 | | |
| Total Budget Sources | \$ 99,806,438 | \$ 102,899,440 | | Variance per Q2 | \$ 771,282 | \$ 105,897,586 | | |
| | | FY23 Appropriation | | | | FY24 Voted Budget | | |
| Notes re Items of significance - | | | | | | | | |
| Chapter 70 (Foundation Aid) | Minimum Aid (by law \$30 pp), was increased (to \$60 pp) in the final FY23 budget. | | | | | | | |
| Chapter 71 (Regional Trans Aid) | First half reimbursement was received in January; projection extrapolates total at yearend. | | | | | | | |
| Charter Reimbursement | Reflects final FY23 budget amount. | | | | | | | |
| Medicaid Reimbursement | Projected total reimbursement revenue, estimated by consultant. | | | | | | | |
| Earnings on Investments | Projected total based on extrapolated YTD receipts. | | | | | | | |
| Rental Income | Represents credit from CASE Collaborative for use of two classrooms at Boardwalk Campus. | | | | | | | |

| | | | | |
|--|------------------|----------------|--|---|
| Acton-Boxborough Regional School District | | | | |
| FY2023 Budget Q3 Update - OVERVIEW | | | | |
| Presentation to SC May 4, 2023 | | | | |
| | | | | |
| <u>FY2023 Projected Financial Results -</u> | | | | <u>Projected Variance at Y/E</u> |
| Budgeted FY2023 Revenues | | \$ 101,099,440 | | |
| Projected FY2023 Revenues (per summary) | | 102,125,294 | | 1,025,854 |
| | | | | |
| Budgeted FY2023 Expenditures (Total Appropriation) | | \$ 102,899,440 | | |
| Projected FY2023 Expenditures (per summary) | | 102,929,440 | | (30,000) |
| | | | | |
| Projected Estimated Net Budget Surplus - | Q3 Report | | | \$ 995,854 |
| | Q2 Report | | | \$ 457,870 |
| | Q1 Report | | | \$ 314,969 |
| | | | | |
| | | | | |
| <u>FY2022 E&D Reserve Analysis -</u> | | | | <u>Fund Balance</u> |
| Certified E&D Balance, July 1, 2021 | | | | \$ 3,245,055 |
| | | | | 3.2% |
| Net FY22 Turnback (before Certification adjustments) | | \$ 1,311,467 | | |
| Certification adjustments, net (Prepaid expenses) | | \$ (69,888) | | |
| Budgeted Use for FY2023 Assessments | | \$ (1,500,000) | | |
| | | | | |
| Certified E&D Balance, July 1, 2022 | | | | \$ 2,986,634 |
| | | | | 2.90% |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| SUPERINTENDENT/SCHOOL COMM. | | | | | | | | |
| 34 - Other, Legal Service | 50,000 | 47,536 | 50,000 | 39,105 | 50,000 | 18,744 | | |
| 35 - Other, Admin Supplies | 57,250 | 47,566 | 49,500 | 102,694 | 49,500 | 119,489 | | |
| 40 - Other, Travel / Conferences | - | 1,349 | 33,600 | 47,297 | 33,600 | 17,146 | | |
| TOTAL SUPERINTENDENT (01) | 107,250 | 96,451 | 133,100 | 189,096 | 133,100 | 155,379 | (59,102) | (30,000) |
| | | | | | | 117% | < % expended | |
| CURRICULUM & INSTRUCTION | | | | | | | | |
| 12 - Salaries, Substitutes - Instructional | 10,000 | - | 5,000 | - | 12,000 | 10,600 | | |
| 14 - Stipends, Curriculum & Instruction | 135,000 | 113,093 | 119,000 | 112,376 | 124,000 | 55,226 | | |
| 24 - Instruction Supplies | 80,000 | 73,438 | 13,500 | 47,727 | 161,361 | 153,883 | | |
| 25 - Instruction Textbooks | - | - | 77,033 | 137,729 | 100,000 | 6,000 | | |
| 26 - Instructional Services | 56,500 | 77,429 | 56,500 | 54,437 | 132,500 | 125,094 | | |
| 32 - Other, Maintenance of Equipment | - | - | - | 97 | - | - | | |
| 35 - Other, Admin Supplies | 37,500 | 24,331 | 15,000 | 19,533 | 21,950 | 37,165 | | |
| 40 - Other, Travel / Conferences | 36,500 | 8,895 | 21,500 | 9,179 | 22,000 | 7,774 | | |
| TOTAL CURR & INSTRUCTION (02) | 355,500 | 297,186 | 307,533 | 381,078 | 573,811 | 395,742 | (39,131) | (20,000) |
| | | | | | | 69% | < % expended | |
| FINANCE | | | | | | | | |
| 16 - Fringe, Health Insurance | 7,910,233 | 8,183,332 | 8,596,603 | 8,711,624 | 9,592,784 | 9,362,915 | | |
| 17 - Fringe, Health Insurance - Retirees | 1,098,823 | 1,107,763 | 1,186,423 | 1,227,660 | 1,319,688 | 1,221,436 | 114,600 | |
| 18 - Fringe, Life / Disability Insurance | 45,856 | 42,243 | 46,841 | 42,473 | 46,841 | 38,303 | | |
| 20 - Fringe, Worker's Compensation | 443,290 | 392,371 | 453,290 | 375,005 | 450,000 | 389,900 | | |
| 21 - Fringe, Middlesex County Retirement | 2,845,329 | 2,794,347 | 3,179,811 | 3,124,290 | 3,379,486 | 3,320,479 | | |
| 22 - Fringe, Medicare | 934,500 | 908,687 | 955,000 | 953,297 | 988,425 | 701,185 | | |
| 23 - Contributions, OPEB Trust Fund | 900,000 | 900,000 | 771,511 | 771,511 | 789,159 | 591,869 | | |
| 24 - Instruction Supplies | 55,000 | 27,453 | 55,000 | 6,201 | - | - | | |
| 27 - Other, Capital Outlay | - | 26,834 | - | 35,011 | - | - | | |
| 29 - Other, Debt Service | 6,204,109 | 6,255,606 | 6,236,606 | 6,236,605 | 6,202,906 | 6,202,905 | | |
| 30 - Other, Property Casualty Insurance | 276,125 | 257,434 | 231,125 | 252,147 | 260,000 | 281,127 | | |
| 32 - Other, Maintenance of Equipment | - | 12,203 | 3,643 | 2,099 | 3,643 | 710 | | |
| 35 - Other, Admin Supplies | 150,300 | 127,190 | 150,300 | 137,087 | 150,300 | 125,337 | | |
| 39 - Other, Student Transportation | - | - | 45,000 | 39,401 | 45,000 | 36,228 | | |
| 40 - Other, Travel / Conferences | 4,700 | 1,140 | 4,700 | 374 | 4,700 | 779 | | |
| 43 - Other, Telephone | 37,999 | 31,348 | - | - | - | - | | |
| 44 - Other, Sewer | 183,333 | 183,401 | 183,400 | 183,400 | 183,400 | 183,400 | | |
| 48 - Assessments | 634,750 | 826,989 | 790,873 | 898,399 | 957,426 | 831,911 | | |
| 49-Other | 500 | 14 | 500 | - | 500 | - | | |
| TOTAL FINANCE (03) | 21,724,847 | 22,078,355 | 22,890,626 | 22,996,584 | 24,374,258 | 23,288,484 | 121,551 | 122,000 |
| | | | | | | 96% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| PERSONNEL | | | | | | | | |
| 01 - Salaries, Teaching | 40,119,639 | 41,620,079 | 41,857,225 | 41,727,509 | 43,782,463 | 29,909,891 | | |
| 02 - Salaries, Principals | 2,564,667 | 2,621,088 | 2,570,551 | 2,615,292 | 2,612,285 | 2,113,034 | | |
| 03 - Salaries, Central Administration | 1,354,186 | 1,355,249 | 1,596,132 | 1,590,954 | 1,596,213 | 1,214,077 | | |
| 04 - Salaries, Support Staff | 12,711,004 | 10,949,329 | 12,710,700 | 12,038,207 | 12,664,426 | 9,600,539 | | |
| 05 - Salaries, Athletics | 695,099 | 674,187 | 717,861 | 680,809 | 741,441 | 612,059 | | |
| 06 - Salaries, Buildings | 933,741 | 908,004 | 987,230 | 907,967 | 822,877 | 716,651 | | |
| 07 - Salaries, Custodial | 1,574,089 | 1,635,997 | 1,703,681 | 1,641,056 | 1,774,818 | 1,442,265 | | |
| 11 - Salaries, Substitutes - Miscellaneous | - | 6,650 | 7,000 | 7,640 | 7,000 | 9,360 | | |
| 12 - Salaries, Substitutes - Instructional | 684,000 | 702,130 | 684,000 | 828,216 | 714,000 | 798,024 | | |
| 13 - Salaries, Overtime | 191,250 | 161,460 | 222,000 | 229,038 | 220,000 | 189,551 | | |
| 14 - Stipends, Curriculum & Instruction | 8,000 | 97,183 | 15,600 | 12,150 | 23,000 | 23,000 | | |
| 15 - Fringe, Course Reimbursement | 105,000 | 83,822 | 163,286 | 200,459 | 220,000 | 82,459 | | |
| 19 - Fringe Unemployment | 40,000 | 3,800 | 100,000 | 135,686 | 50,000 | 53,624 | | |
| 35 - Other, Admin Supplies | 71,000 | 64,235 | 76,000 | 87,404 | 86,500 | 89,037 | | |
| 40 - Other, Travel / Conferences | 3,500 | 1,049 | 3,500 | 2,468 | 3,500 | 1,543 | | |
| TOTAL PERSONNEL (04) | 61,055,175 | 60,884,262 | 63,414,766 | 62,704,853 | 65,318,523 | 46,855,114 | (400,811) | - |
| | | | | | | 72% | < % expended | |
| PUPIL SERVICES | | | | | | | | |
| 08 - Salaries, Home Instruction | 3,000 | - | 1,000 | - | 2,000 | 100 | | |
| 09 - Salaries, Miscellaneous Student Serv | 158,000 | 218,913 | 210,000 | 266,021 | 270,000 | 324,570 | | |
| 11 - Salaries, Substitutes - Miscellaneous | - | - | - | - | - | - | | |
| 12 - Salaries, Substitutes - Instructional | 5,000 | 357 | 3,500 | 1,797 | 3,500 | 281 | | |
| 14 - Stipends, Curriculum & Instruction | - | - | 10,000 | - | 5,000 | 5,873 | | |
| 24 - Instruction Supplies | 80,250 | 62,100 | 77,750 | 83,870 | 86,855 | 70,964 | | |
| 25 - Instruction Textbooks | 1,000 | - | - | - | - | - | | |
| 26 - Instructional Services | 417,500 | 341,874 | 377,500 | 371,801 | 436,000 | 145,036 | | |
| 27 - Other, Capital Outlay | - | - | - | - | - | - | | |
| 32 - Other, Maintenance of Equipment | - | - | 1,000 | - | 1,000 | - | | |
| 34 - Other, Legal Service | 65,000 | 112,045 | 65,000 | 59,679 | 70,000 | 20,535 | | |
| 35 - Other, Admin Supplies | 25,500 | 41,691 | 25,500 | 42,025 | 26,000 | 20,562 | | |
| 38 - Other, Sped Transportation | 1,869,463 | 1,802,865 | 1,751,981 | 1,605,761 | 1,723,981 | 1,583,726 | | |
| 40 - Other, Travel / Conferences | 13,000 | 12,988 | 23,000 | 18,670 | 24,800 | 14,810 | | |
| 41 - Other, Sped Tuition | 4,515,197 | 4,930,071 | 4,226,022 | 3,806,317 | 3,531,852 | 1,435,150 | 16,822 | |
| TOTAL PUPIL SERVICES (05) | 7,152,910 | 7,522,904 | 6,772,253 | 6,255,942 | 6,180,988 | 3,621,607 | (132,397) | (132,000) |
| | | | | | | 59% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| INFORMATION TECHNOLOGY | | | | | | | | |
| 14 - Stipends, Curriculum & Instruction | 6,200 | - | 3,000 | - | 1,000 | - | | |
| 24 - Instruction Supplies | 186,809 | 284,857 | 297,718 | 245,311 | 375,500 | 404,576 | | |
| 26 - Instructional Services | 4,000 | - | 2,000 | - | 2,000 | - | | |
| 27 - Other, Capital Outlay | - | - | - | - | - | 11,000 | | |
| 32 - Other, Maintenance of Equipment | 56,000 | 16,577 | 10,000 | 104,417 | 26,000 | 23,471 | | |
| 35 - Other, Admin Supplies | 187,800 | 168,858 | 217,745 | 330,256 | 267,500 | 303,161 | | |
| 39 - Other, Student Transportation | - | - | 2,300 | 2,208 | 2,300 | 1,876 | | |
| 40 - Other, Travel / Conferences | 9,000 | 2,800 | 5,600 | - | 4,700 | 933 | | |
| 43 - Other, Telephone | 49,000 | 22,170 | 78,799 | 62,434 | 114,000 | 43,297 | | |
| TOTAL INFORMATION TECH (06) | 498,809 | 495,262 | 617,162 | 744,626 | 793,000 | 788,314 | (48,761) | (20,000) |
| | | | | | | 99% | < % expended | |
| FACILITIES | | | | | | | | |
| 06 - Salaries, Buildings | 30,000 | 6,973 | 30,000 | 16,666 | 30,000 | 1,012 | | |
| 27 - Other, Capital Outlay | - | 109,205 | 66,890 | 90,141 | 66,890 | - | | |
| 28 - Other, Capital - CIP | 1,073 | - | 345,250 | 310,794 | 501,500 | 238,299 | | |
| 31 - Other, Maintenance Buildings & Gro | 720,300 | 752,939 | 735,300 | 763,294 | 735,300 | 851,425 | | |
| 32 - Other, Maintenance of Equipment | 72,250 | 96,570 | 74,000 | 93,976 | 74,000 | 93,359 | | |
| 35 - Other, Admin Supplies | 7,720 | 10,903 | 15,156 | 10,600 | 15,156 | 14,344 | | |
| 37 - Other, Custodial Supplies | 155,000 | 74,177 | 155,000 | 139,563 | 155,000 | 152,752 | | |
| 39 - Other, Student Transportation | 1,032,216 | 857,165 | 1,042,980 | 1,028,102 | 1,042,980 | 1,135,860 | | |
| 40 - Other, Travel / Conferences | 10,707 | 2,250 | 10,800 | 2,294 | 10,800 | 1,414 | | |
| 42 - Other, Utilities | 1,335,000 | 917,446 | 1,081,500 | 1,232,005 | 1,236,500 | 682,833 | | |
| 44 - Other, Sewer | 103,000 | 93,594 | 99,000 | 50,252 | 99,000 | - | | |
| TOTAL FACILITIES (07) | 3,467,266 | 2,921,222 | 3,655,876 | 3,737,687 | 3,967,126 | 3,171,298 | (468,157) | 50,000 |
| | | | | | | 80% | < % expended | |
| MUSIC | | | | | | | | |
| 04 - Salaries, Support Staff | 6,541 | - | 6,672 | - | 6,672 | 2,104 | | |
| 24 - Instruction Supplies | 60,598 | 34,082 | 60,020 | 41,515 | 44,520 | 32,537 | | |
| 26 - Instructional Services | - | 450 | - | - | - | 494 | | |
| 27 - Other, Capital Outlay | - | 17,043 | - | 14,290 | 15,500 | 4,169 | | |
| 32 - Other, Maintenance of Equipment | 13,325 | 3,560 | 13,592 | 7,455 | 13,592 | 6,250 | | |
| 35 - Other, Admin Supplies | - | - | - | 425 | - | 8,254 | | |
| 39 - Other, Student Transportation | 6,878 | - | 7,016 | 8,766 | 7,016 | 6,386 | | |
| 40 - Other, Travel / Conferences | 2,144 | - | 2,187 | 2,421 | 2,187 | 895 | | |
| TOTAL MUSIC (08) | 89,486 | 55,135 | 89,487 | 74,871 | 89,487 | 61,089 | - | - |
| | | | | | | 68% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| ART | | | | | | | | |
| 24 - Instruction Supplies | 118,958 | 81,344 | 118,958 | 122,679 | 126,158 | 122,072 | | |
| 26 - Instructional Services | 1,500 | - | 1,500 | - | - | - | | |
| 32 - Other, Maintenance of Equipment | 2,000 | 6,490 | 2,000 | 2,343 | 2,000 | 1,682 | | |
| 35 - Other, Admin Supplies | 1,000 | 748 | 1,000 | - | - | 210 | | |
| 40 - Other, Travel / Conferences | 4,500 | 960 | 4,500 | 2,496 | 4,800 | 1,455 | | |
| TOTAL ART (09) | 127,958 | 89,542 | 127,958 | 127,519 | 132,958 | 125,419 | - | - |
| | | | | | | 94% | < % expended | |
| DIVERSITY, EQUITY & INCLUSION | | | | | | | | |
| 09 - Salaries, Miscellaneous Student Serv | 76,000 | 40,681 | 67,000 | 32,970 | - | - | | |
| 11 - Salaries, Substitutes - Miscellaneous | 8,000 | 1,405 | 8,000 | 600 | - | - | | |
| 24 - Instruction Supplies | 19,200 | 1,673 | 9,000 | 24,301 | - | 2,615 | | |
| 25 - Instruction Textbooks | 5,000 | 3,336 | 5,000 | 1,827 | 5,000 | 1,309 | | |
| 26 - Instructional Services | 136,000 | 103,467 | 184,000 | 63,781 | 8,000 | - | | |
| 35 - Other, Admin Supplies | 52,140 | 39,129 | 63,000 | 63,949 | 16,400 | 13,889 | | |
| 38 - Other, Sped Transportation | 8,000 | 10,718 | 5,000 | 4,389 | - | - | | |
| 40 - Other, Travel / Conferences | 8,500 | 3,208 | 7,000 | 4,819 | 5,000 | 3,568 | | |
| TOTAL DEI (10) | 312,840 | 203,617 | 348,000 | 196,636 | 34,400 | 21,381 | - | - |
| | | | | | | 62% | < % expended | |
| ATHLETICS | | | | | | | | |
| 32 - Other, Maintenance of Equipment | 10,000 | 486 | 10,000 | 2,992 | 10,000 | 2,473 | | |
| 36 - Other, Athletic Supplies | 100,750 | 46,028 | 98,850 | 101,478 | 102,450 | 104,374 | | |
| 40 - Other, Travel / Conferences | 2,000 | 305 | 4,000 | 393 | 4,000 | 1,213 | | |
| TOTAL ATHLETICS (13) | 113,850 | 47,529 | 112,850 | 104,863 | 116,450 | 108,060 | - | - |
| | | | | | | 93% | < % expended | |
| SENIOR HIGH | | | | | | | | |
| 01 - Salaries, Teaching | 133,955 | 110,495 | 137,975 | 73,104 | 136,700 | 70,570 | | |
| 04 - Salaries, Support Staff | 5,500 | 987 | 5,500 | 819 | 4,600 | 9,441 | | |
| 14 - Stipends, Curriculum & Instruction | 19,000 | 16,894 | 19,000 | 16,484 | 17,480 | 29,795 | | |
| 24 - Instruction Supplies | 210,700 | 98,486 | 180,930 | 156,732 | 160,793 | 115,362 | | |
| 25 - Instruction Textbooks | 41,950 | 61,921 | 44,450 | 39,671 | 42,734 | 20,636 | | |
| 26 - Instructional Services | 9,000 | 6,200 | 10,000 | 14,900 | 11,217 | 5,275 | | |
| 31 - Other, Maintenance Buildings & Gro | 20,000 | 8,712 | 20,000 | 29,671 | 15,800 | 7,845 | | |
| 32 - Other, Maintenance of Equipment | 28,000 | 10,434 | 25,000 | 11,839 | 23,000 | 16,400 | | |
| 35 - Other, Admin Supplies | 58,000 | 39,092 | 56,500 | 122,145 | 53,084 | 42,098 | | |
| 39 - Other, Student Transportation | 250 | - | 250 | - | 230 | - | | |
| 40 - Other, Travel / Conferences | 20,600 | 6,315 | 20,500 | 4,888 | 16,560 | 4,602 | | |
| TOTAL SENIOR HIGH (15) | 546,955 | 389,081 | 520,105 | 470,253 | 482,198 | 322,024 | - | - |
| | | | | | | 67% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| JUNIOR HIGH | | | | | | | | |
| 01 - Salaries, Teaching | 45,537 | 45,379 | 46,031 | 73,762 | 47,182 | 33,654 | | |
| 14 - Stipends, Curriculum & Instruction | 5,500 | 3,406 | 5,500 | 5,672 | 5,500 | 4,090 | | |
| 24 - Instruction Supplies | 128,021 | 88,393 | 130,699 | 100,560 | 117,699 | 92,087 | | |
| 25 - Instruction Textbooks | 43,198 | 9,485 | 25,135 | 4,775 | 25,135 | 4,680 | | |
| 26 - Instructional Services | 10,000 | 2,160 | 10,000 | 2,100 | 10,000 | - | | |
| 32 - Other, Maintenance of Equipment | 1,000 | 2,577 | 3,500 | 3,043 | 3,500 | 3,188 | | |
| 35 - Other, Admin Supplies | 26,123 | 19,650 | 23,000 | 11,740 | 20,647 | 10,251 | | |
| 40 - Other, Travel / Conferences | 4,575 | 1,279 | 4,500 | 3,056 | 4,500 | 2,352 | | |
| TOTAL JUNIOR HIGH (16) | 263,954 | 172,726 | 248,365 | 208,263 | 234,163 | 150,452 | - | - |
| | | | | | | 64% | < % expended | |
| BLANCHARD | | | | | | | | |
| 24 - Instruction Supplies | 49,781 | 32,416 | 65,680 | 39,777 | 53,148 | 50,166 | | |
| 25 - Instruction Textbooks | 32,050 | 10,014 | - | 15,474 | - | 8,789 | | |
| 26 - Instructional Services | - | 100 | 6,000 | 7,550 | 10,000 | - | | |
| 31 - Other, Maintenance Buildings & Gro | - | 55 | 100 | 47 | 500 | - | | |
| 32 - Other, Maintenance of Equipment | 3,000 | 2,846 | 3,000 | 4,013 | 2,500 | 2,130 | | |
| 35 - Other, Admin Supplies | 4,500 | 2,141 | - | 4,383 | 1,500 | 2,790 | | |
| 40 - Other, Travel / Conferences | 6,000 | 150 | 6,000 | 417 | 2,000 | 1,638 | | |
| TOTAL BLANCHARD (17) | 95,831 | 47,722 | 80,780 | 71,661 | 69,648 | 66,762 | - | - |
| | | | | | | 96% | < % expended | |
| CONANT | | | | | | | | |
| 24 - Instruction Supplies | 49,400 | - | 40,688 | 32,116 | 38,392 | 35,375 | | |
| 25 - Instruction Textbooks | 23,100 | 24,501 | 8,535 | 13,151 | 6,209 | 11,302 | | |
| 26 - Instructional Services | 1,200 | 21,955 | 1,200 | 1,600 | 1,200 | 4,645 | | |
| 27 - Other, Capital Outlay | 2,000 | - | 4,000 | - | 4,000 | - | | |
| 32 - Other, Maintenance of Equipment | 5,000 | 18 | 4,000 | 1,825 | 3,000 | 1,904 | | |
| 35 - Other, Admin Supplies | 8,500 | 1,412 | 10,500 | 5,564 | 9,500 | 3,952 | | |
| 40 - Other, Travel / Conferences | 1,500 | 2,785 | 1,500 | 271 | 1,500 | - | | |
| TOTAL CONANT (18) | 91,200 | 50,671 | 70,923 | 54,620 | 64,301 | 57,202 | - | - |
| | | | | | | 89% | < % expended | |
| DOUGLAS | | | | | | | | |
| 24 - Instruction Supplies | 37,710 | 31,779 | 44,378 | 33,367 | 40,823 | 31,698 | | |
| 25 - Instruction Textbooks | 30,015 | 8,149 | 14,469 | 1,520 | 11,031 | 8,798 | | |
| 32 - Other, Maintenance of Equipment | 2,000 | 1,974 | 2,000 | 4,824 | 2,000 | 2,588 | | |
| 35 - Other, Admin Supplies | 8,500 | 1,917 | 3,500 | 4,007 | 3,500 | 1,845 | | |
| 40 - Other, Travel / Conferences | 5,673 | 727 | 5,738 | 1,615 | 5,738 | 4,004 | | |
| TOTAL DOUGLAS (19) | 83,898 | 44,655 | 70,085 | 45,333 | 63,092 | 48,933 | - | - |
| | | | | | | 78% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---------------------------|
| GATES | | | | | | | | |
| 24 - Instruction Supplies | 43,548 | 17,995 | 33,676 | 33,489 | 35,207 | 30,655 | | |
| 25 - Instruction Textbooks | 24,500 | 20,756 | 13,392 | 5,143 | 6,180 | 2,781 | | |
| 26 - Instructional Services | 2,000 | 200 | 2,000 | 1,959 | 10,000 | 2,000 | | |
| 31 - Other, Maintenance Buildings & Gro | 600 | 375 | 600 | - | 100 | 29 | | |
| 32 - Other, Maintenance of Equipment | 7,000 | 4,365 | 7,100 | 4,387 | 5,000 | 1,059 | | |
| 35 - Other, Admin Supplies | 3,000 | 2,682 | 4,000 | 1,427 | 4,300 | 4,632 | | |
| 40 - Other, Travel / Conferences | 3,000 | 729 | 2,000 | 3,020 | 1,500 | - | | |
| TOTAL GATES (20) | 83,648 | 47,102 | 62,768 | 49,425 | 62,287 | 41,156 | - | - |
| | | | | | | 66% | < % expended | |
| McCARTHY-TOWNE | | | | | | | | |
| 24 - Instruction Supplies | 55,303 | 48,435 | 46,206 | 48,035 | 42,303 | 35,199 | | |
| 25 - Instruction Textbooks | 25,500 | 8,660 | 16,917 | 7,178 | - | 3,444 | | |
| 26 - Instructional Services | 10,000 | 350 | 10,000 | 9,300 | 10,000 | - | | |
| 31 - Other, Maintenance Buildings & Gro | - | - | - | 1,934 | - | 853 | | |
| 32 - Other, Maintenance of Equipment | 1,300 | 2,455 | 1,200 | 2,765 | 1,200 | 1,157 | | |
| 35 - Other, Admin Supplies | 3,000 | 3,682 | 4,500 | 6,333 | 4,500 | 6,844 | | |
| 40 - Other, Travel / Conferences | 19,000 | 625 | 12,000 | 325 | 9,000 | 959 | | |
| TOTAL McCARTHY-TOWNE (21) | 114,103 | 64,207 | 90,823 | 75,870 | 67,003 | 48,456 | - | - |
| | | | | | | 72% | < % expended | |
| MERRIAM | | | | | | | | |
| 24 - Instruction Supplies | 43,500 | 20,924 | 40,215 | 43,894 | 50,175 | 35,555 | | |
| 25 - Instruction Textbooks | 33,500 | 23,173 | 1,575 | 12,244 | - | 14,613 | | |
| 26 - Instructional Services | 10,000 | - | 8,000 | - | 7,000 | - | | |
| 31 - Other, Maintenance Buildings & Gro | - | 4,183 | 9,000 | 2,032 | 4,500 | 582 | | |
| 32 - Other, Maintenance of Equipment | 4,000 | 2,297 | 2,000 | 2,442 | 2,000 | 1,928 | | |
| 35 - Other, Admin Supplies | 4,749 | 3,230 | 10,500 | 5,312 | 3,500 | 4,332 | | |
| 40 - Other, Travel / Conferences | - | - | 3,000 | 838 | - | - | | |
| TOTAL MERRIAM (22) | 95,749 | 53,807 | 74,290 | 66,762 | 67,175 | 57,010 | - | - |
| | | | | | | 85% | < % expended | |
| PHYSICAL EDUCATION | | | | | | | | |
| 24 - Instruction Supplies | 28,972 | 17,216 | 28,972 | 29,822 | 28,972 | 23,530 | | |
| 35 - Other, Admin Supplies | 1,000 | - | 1,000 | 40 | 1,000 | 139 | | |
| 40 - Other, Travel / Conferences | 1,500 | - | 1,500 | 325 | 1,500 | 300 | | |
| TOTAL PHYSICAL ED (37) | 31,472 | 17,216 | 31,472 | 30,187 | 31,472 | 23,969 | - | - |
| | | | | | | 76% | < % expended | |

| ADMIN BUDGET / Character Description | 2021 Final Budget | 2021 Final Actual | 2022 Final Budget | 2022 Final Actual | 2023 Final Budget | 2023 YTD Expended | 2023 Projected Y/E Balance | 2023 Projected (Per Memo) |
|---|-------------------|-------------------|-------------------|-------------------|--------------------|-------------------|----------------------------|---------------------------|
| SPECIAL PROJECTS | | | | | | | | |
| 09 - Salaries, Miscellaneous Student Services | | | | | 10,000 | 18,900 | | |
| 11 - Salaries, Substitutes - Miscellaneous | | | | | 8,000 | 400 | | |
| 26 - Instructional Services | | | | | 1,500 | 700 | | |
| 35 - Other, Admin Supplies | | | | | 23,500 | 16,342 | | |
| 40 - Other, Travel / Conferences | | | | | 1,000 | - | | |
| TOTAL SPECIAL PROJECTS (29) | - | - | - | - | 44,000 | 36,342 | - | - |
| | | | | | | 83% | | |
| TOTAL CONTINGENCY (01/99) | 500,000 | 164,935 | - | 103,655 | - | - | - | - |
| | | | | | | | | |
| OPERATING BUDGET TOTAL | 96,912,701 | 95,743,587 | 99,719,122 | 98,689,785 | 102,899,440 | 79,444,193 | \$(1,026,808) | \$ (30,000) |
| proof >>> | 96,912,701 | 95,743,587 | 99,719,222 | 99,689,787 | 102,899,440 | 77% | < % expended | |

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT

SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS

3/31/2023

| | | Fund Balance 7/1/2022 | Fund Balance Transfers | Receipts | Reimbursements Receivable | Expenses | Prepaid Revenue Adj. | Munis Balance as of 03/31/2023 |
|--------------------------------|--|--------------------------|---------------------------|--------------|------------------------------|---------------|-------------------------|-----------------------------------|
| LUNCH | | | | | | | | |
| 3201 | LUNCH | 1,020,123.48 | 0.00 | 2,508,743.27 | 382,433.36 | 2,211,847.06 | (16,848.31) | 1,682,604.74 |
| 3360 | SCHOOL LUNCH PRIVATE GRANTS / GIFTS | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| SUPERINTENDENT | | | | | | | | |
| 3311 | SUPERINTENDENT GIFTS | 226.15 | | 0.00 | | 0.00 | | 226.15 |
| DISTRICTWIDE | | | | | | | | |
| 3353 | DISTRICT WIDE GIFTS | 2.00 | | 0.00 | | 0.00 | | 2.00 |
| 3356 | ABSAF: MIDDLESEX BANK | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| TEACHING & LEARNING | | | | | | | | |
| 3318 | PARENT INVOLVEMENT PROJECT | 14,768.80 | | 1,850.00 | | 4,201.36 | | 12,417.44 |
| 3323 | CURRICULUM GIFT | 1,295.14 | 0.00 | 0.00 | | 1,177.15 | | 117.99 |
| 3362 | STEAM CURRICULUM | 1,299.34 | | 0.00 | | 1,168.54 | | 130.80 |
| 3401 | SCHOOL CHOICE | 8,903.45 | | 44,292.00 | | 40,929.30 | | 12,266.15 |
| 3406 | ADK | 196,748.39 | 0.00 | 573,015.00 | | 402,960.97 | | 366,802.42 |
| EDUCATION TECH | | | | | | | | |
| 3504 | LOST TECHNOLOGY | 3,167.00 | | 1,360.00 | | 4,850.00 | | (323.00) |
| FINANCE | | | | | | | | |
| 3018 | CIRCUIT BREAKER | 2,403,360.00 | | 1,713,126.00 | | 3,305,360.00 | | 811,126.00 |
| 3501 | INSURANCE REIMB | 17,102.82 | | 127,626.87 | | 119,118.01 | | 25,611.68 |
| FACILITIES | | | | | | | | |
| 4002 | DOUGLAS SCHOOL FEASIBILITY STUDY | 56,587.15 | 0.00 | 0.00 | | 0.00 | | 56,587.15 |
| 4003 | CAPITAL STABILIZATION FUND | 1,044,984.81 | (300,000.00) | 22,258.88 | | 0.00 | | 767,243.29 |
| 4004 | CAPITAL PROJECTS FUND | 1,164,025.28 | 0.00 | 0.00 | | 89,707.62 | | 1,074,317.66 |
| 4005 | DOUGLAS / GATES SCHOOL CONSTRUCTION | 17,037,674.91 | 0.00 | 3,714,592.00 | | 16,638,763.32 | | 4,113,503.59 |
| 4006 | TRANSPORTATION STABILIZATION FUND | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3328 | EVERSOURCE POWER DOWN PROJECT | 5,144.00 | | 0.00 | | 30,595.00 | | (25,451.00) |
| 3329 | FRIENDS OF LOWER FIELDS | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| 3342 | WEST ACTON BOARDWALK | 9,857.40 | | 0.00 | | 0.00 | | 9,857.40 |
| 3386 | WELCOME CENTER | 0.00 | | 31,826.70 | | 2,500.00 | | 29,326.70 |
| 3418 | TRANSPORTATION | 29,421.75 | | 24,335.72 | | 24,972.83 | | 28,784.64 |
| COMMUNITY EDUCATION | | | | | | | | |
| 3402 | COMMUNITY ED | 165,281.27 | 0.00 | 1,366,383.98 | | 849,448.09 | (153,025.94) | 529,191.22 |
| 3403 | USE OF FACILITIES | 21,188.07 | | 73,746.02 | | 45,413.30 | | 49,520.79 |
| 3404 | DRIVERS' ED | 115,652.84 | 0.00 | 209,614.70 | | 133,149.25 | (3,763.50) | 188,354.79 |
| 3407 | EXTENDED DAY PROGRAMS | 956,942.41 | 0.00 | 1,383,565.41 | | 1,135,860.20 | | 1,204,647.62 |
| 3361 | COMMUNITY ED PRIVATE GIFTS / GRANTS | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| 3431 | LOWER FIELDS FACILITY RENTAL REVOLVING | 136,079.75 | 0.00 | 48,301.72 | | 38,795.66 | | 145,585.81 |
| SPECIAL EDUCATION | | | | | | | | |
| 3428 | ODP / PACE TUITIONS REVOLVING | 146,700.98 | | 87,617.80 | | 47,182.54 | | 187,136.24 |
| 3429 | AD INTEGRATED PRESCHOOL | 43,040.01 | | 296,101.89 | | 177,980.83 | (27,692.00) | 133,469.07 |
| 3357 | SPECIAL EDUCATION PRIVATE GRANTS / GIFTS | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| PRINCIPAL SUPPORT | | | | | | | | |
| 3358 | STUDENT ASSISTANCE - HOMELESS / FOOD IN | 1,382.00 | | 0.00 | | 306.91 | | 1,075.09 |

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT

SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS

3/31/2023

| | Fund Balance 7/1/2022 | Fund Balance Transfers | Receipts | Reimbursements Receivable | Expenses | Prepaid Revenue Adj. | Munis Balance as of 03/31/2023 |
|---|--------------------------|---------------------------|------------|------------------------------|------------|-------------------------|-----------------------------------|
| 3326 MCC BIG YELLOW SCHOOL BUS | | | | | | | |
| SENIOR HIGH | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| JUNIOR HIGH | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| BLANCHARD | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| CONANT | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| DOUGLAS | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| GATES | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| MCCARTHY TOWNE | 0.00 | | \$0.00 | | \$0.00 | | 0.00 |
| MERRIAM | 561.50 | | \$0.00 | | \$0.00 | | 561.50 |
| 3416 LIBRARY REVOLVING | | | | | | | |
| SENIOR HIGH | 2,610.74 | | 2,010.00 | | 1,000.00 | | 3,620.74 |
| JUNIOR HIGH | 1,197.15 | | 2,000.00 | | 772.19 | | 2,424.96 |
| BLANCHARD | 4,363.62 | | 2,000.00 | | 3,541.13 | | 2,822.49 |
| CONANT | 7,446.00 | | 2,000.00 | | 745.14 | | 8,700.86 |
| DOUGLAS | 1,662.99 | | 2,000.00 | | 567.96 | | 3,095.03 |
| GATES | 4,586.98 | | 2,000.00 | | 772.19 | | 5,814.79 |
| MCCARTHY TOWNE | 419.50 | | 2,015.00 | | 278.56 | | 2,155.94 |
| MERRIAM | 400.05 | | 2,000.00 | | 0.00 | | 2,400.05 |
| SENIOR HIGH | | | | | | | |
| 3301 ATHLETIC GIFTS | 1,000.00 | | 2,000.00 | | 3,000.00 | | 0.00 |
| 3303 ABSAF:SH ATHLETICS | 0.00 | | 35,000.00 | | 35,000.00 | | 0.00 |
| 3405 ATHLETIC REVG | 408.25 | 0.00 | 297,009.92 | | 302,612.62 | | (5,194.45) |
| 3302 ABSAF:SH PERFORMING ARTS | 3,208.04 | | 2,500.00 | | 2,918.90 | | 2,789.14 |
| 3306 SENIOR HIGH WELLNESS GIFTS | 3,127.02 | 0.00 | 0.00 | | 241.50 | | 2,885.52 |
| 3308 SH GIFT:PTSO | 1,336.57 | | 195.00 | | 0.00 | | 1,531.57 |
| 3309 SH GIFT:OTHER | 7,105.70 | 0.00 | 795.89 | | 650.00 | | 7,251.59 |
| 3313 ABSAF:SH EXTRACURRICULAR | 4,088.56 | | 10,000.00 | | 477.50 | | 13,611.06 |
| 3315 UNITED WAY GIFT | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| 3319 SH: COMMUNITY SERVICE GIFTS | 4,976.23 | | 4,780.00 | | 531.11 | | 9,225.12 |
| 3320 SH: STEM PROGRAM | 4,170.10 | | 0.00 | | 540.00 | | 3,630.10 |
| 3321 AB FRIENDS OF DRAMA | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3359 SH PRIVATE GRANT: SANOFI GENZYME MSEF | 5,326.14 | | 0.00 | | 253.97 | | 5,072.17 |
| 3412 LOST BOOKS -SENIOR HIGH | 15,210.39 | | 288.99 | | 11,051.25 | | 4,458.13 |
| 3413 PARKING-SENIOR HIGH | 12,529.80 | | 52,430.00 | | 21,825.16 | | 43,134.64 |
| 3414 SUMMER SCHOOL TUITION | 63,096.46 | | 39,441.26 | | 57,200.01 | | 45,337.71 |
| 3420 EMPORIUM REVOLVING | 0.00 | 0.00 | 99,271.05 | | 92,874.70 | | 6,396.35 |
| 3424 SH:COUNSELING/TESTING | 41,347.31 | | 25,033.44 | | 4,503.29 | | 61,877.46 |
| PERFORMING ARTS | | | | | | | |
| 3364 PERFORMING ARTS GIFTS / PRIVATE GRANTS | 0.00 | | 500.00 | | 0.00 | | 500.00 |
| 3415 PERFORMING ARTS REV | 1,578.19 | | 25,106.50 | | 23,346.81 | | 3,337.88 |
| 3423 SH: PROSCENIUM CIRCUS | 25,776.79 | 0.00 | 30,221.35 | | 16,870.51 | | 39,127.63 |
| 3425 SH CHORUS | 7,458.23 | 0.00 | 10,280.00 | | 4,206.11 | | 13,532.12 |
| ART DEPARTMENT | | | | | | | |
| 3363 ART EDPARTMENT GIFTS / PRIVATE GRANTS | 0.00 | | 0.00 | | 0.00 | | 0.00 |

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT

SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS

3/31/2023

| | | Fund Balance 7/1/2022 | Fund Balance Transfers | Receipts | Reimbursements Receivable | Expenses | Prepaid Revenue Adj. | Munis Balance as of 03/31/2023 |
|-----------------------|-------------------------------|--------------------------|---------------------------|------------|------------------------------|-----------|-------------------------|-----------------------------------|
| JUNIOR HIGH | | | | | | | | |
| 3305 | JUNIOR HIGH GIFTS | 3,950.52 | | 4,825.00 | | 3,910.91 | | 4,864.61 |
| 3312 | ABSAF:JH EXTRACURRICULAR | 3,043.95 | 0.00 | 4,500.00 | | 952.36 | | 6,591.59 |
| 3327 | DRAGONFLY THEATER | 74,930.10 | | 25,000.00 | | 4,000.92 | | 95,929.18 |
| 3411 | LOST BOOKS -JUNIOR HIGH | 2,780.73 | | 40.00 | | 0.00 | | 2,820.73 |
| 3421 | JH STORE REVOLVING | 215.53 | | 260.00 | | 0.00 | | 475.53 |
| 3422 | JH THEATER REVOLVING | 10,752.86 | 0.00 | 22,225.00 | | 16,486.34 | | 16,491.52 |
| BLANCHARD | | | | | | | | |
| 3348 | BLANCHARD GIFTS | 11,522.94 | 0.00 | 4,950.00 | | 4,956.80 | | 11,516.14 |
| 3408 | BLANCHARD AM/PM XD | 8,855.67 | 0.00 | 0.00 | | 0.00 | | 8,855.67 |
| 3365 | BLANCHARD PLAYGROUND GIFTS | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| CONANT | | | | | | | | |
| 3334 | CONANT PTO | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3343 | CONANT ENRICHMENT GIFT | 16,652.40 | 0.00 | 0.00 | | 4,080.00 | | 12,572.40 |
| 3349 | CONANT GIFTS | 1,049.50 | | 3,000.00 | | 931.18 | | 3,118.32 |
| DOUGLAS | | | | | | | | |
| 3335 | DOUGLAS PTO | 0.00 | | 0.00 | | 0.00 | | 0.00 |
| 3350 | DOUGLAS GIFTS | 297.50 | | 5,698.50 | | 4,361.70 | | 1,634.30 |
| 3409 | DOUG: DAWN/DUSK | 60,936.72 | 0.00 | 0.00 | | 0.00 | | 60,936.72 |
| GATES | | | | | | | | |
| 3336 | GATES PTO | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3339 | GATES GIFTS | 20,589.01 | | 1,502.87 | | 125.00 | | 21,966.88 |
| 3344 | GATES ENRICHMENT GIFT | 58,914.16 | 0.00 | 0.00 | | 31,658.63 | | 27,255.53 |
| MCCARTHY TOWNE | | | | | | | | |
| 3337 | MCCARTHY PTO | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3345 | MCT ENRICHMENT GIFT | 38,100.29 | 0.00 | 0.00 | | 16,736.62 | | 21,363.67 |
| 3351 | MCCARTHY TOWNE GIFTS | 311.63 | | 24,756.67 | | 15,351.92 | | 9,716.38 |
| MERRIAM | | | | | | | | |
| 3338 | MERRIAM PTO | 0.00 | 0.00 | 0.00 | | 0.00 | | 0.00 |
| 3352 | MERRIAM GIFTS | 109.58 | | 960.00 | | 1,069.58 | | 0.00 |
| 3410 | MERRIAM AM/PM | 7,313.36 | 0.00 | 0.00 | | 0.00 | | 7,313.36 |
| OPEB | | | | | | | | |
| 7001 | OTHER POSTEMPLOYMENT BENEFITS | 8,690,204.09 | | 820,533.78 | | 0.00 | | 9,510,737.87 |

AS OF 4/20/23

| FOR 2023 99 | | | | | | | |
|-------------------------------|-----------------------|-----------------|-----------------------|----------------------|----------------------|---------------------|--------------|
| | ORIGINAL APPROP | TRANFRS/ADJSMTS | REVISED BUDGET | YTD EXPENDED | ENCUMBRANCE/REQ | AVAILABLE BUDGET | % USED |
| 01 SCHOOL COM / SUPERINTENDEN | 133,100.00 | 0.00 | 133,100.00 | 155,379.05 | 17,690.01 | -39,969.06 | 130.0% |
| 02 TEACHING & LEARNING | 290,500.00 | 283,311.00 | 573,811.00 | 395,743.28 | 140,049.38 | 38,018.34 | 93.4% |
| 03 FINANCE | 24,429,258.00 | -55,000.00 | 24,374,258.00 | 23,288,487.20 | 245,461.78 | 840,309.02 | 96.6% |
| 04 HUMAN RESOURCES | 65,318,523.00 | 0.00 | 65,318,523.00 | 46,855,115.53 | 18,408,492.87 | 54,914.60 | 99.9% |
| 05 SPECIAL EDUCATION | 6,124,083.00 | 56,905.00 | 6,180,988.00 | 3,621,607.95 | 2,484,117.99 | 75,262.06 | 98.8% |
| 06 EDUCATION TECHNOLOGY | 738,000.00 | 55,000.00 | 793,000.00 | 788,314.66 | 54,992.90 | -50,307.56 | 106.3% |
| 07 FACILITIES & OPERATIONS | 3,967,126.00 | 0.00 | 3,967,126.00 | 3,171,299.15 | 457,903.90 | 337,922.95 | 91.5% |
| 08 PERFORMING ARTS | 89,487.00 | 0.00 | 89,487.00 | 61,089.32 | 23,746.00 | 4,651.68 | 94.8% |
| 09 VISUAL ARTS | 132,958.00 | 0.00 | 132,958.00 | 125,419.67 | 6,774.13 | 764.20 | 99.4% |
| 10 DIVERSITY, EQUITY & INCLUS | 233,000.00 | -198,600.00 | 34,400.00 | 21,380.94 | 543.99 | 12,475.07 | 63.7% |
| 13 ATHLETICS | 116,450.00 | 0.00 | 116,450.00 | 108,060.38 | 6,841.37 | 1,548.25 | 98.7% |
| 15 SENIOR HIGH PRINCIPAL | 520,105.00 | -37,907.00 | 482,198.00 | 322,025.17 | 157,788.21 | 2,384.62 | 99.5% |
| 16 JUNIOR HIGH PRINCIPAL | 249,516.00 | -15,353.00 | 234,163.00 | 150,593.20 | 35,542.26 | 48,027.54 | 79.5% |
| 17 BLANCHARD PRINCIPAL | 95,000.00 | -25,352.00 | 69,648.00 | 66,762.22 | 2,335.98 | 549.80 | 99.2% |
| 18 CONANT PRINCIPAL | 83,000.00 | -18,699.00 | 64,301.00 | 57,201.01 | 1,780.42 | 5,319.57 | 91.7% |
| 19 DOUGLAS PRINCIPAL | 81,616.00 | -18,524.00 | 63,092.00 | 48,934.62 | 5,596.33 | 8,561.05 | 86.4% |
| 20 GATES PRINCIPAL | 73,876.00 | -11,589.00 | 62,287.00 | 41,156.33 | 3,512.79 | 17,617.88 | 71.7% |
| 21 MCCARTHY TOWNE PRINCIPAL | 104,406.00 | -37,403.00 | 67,003.00 | 48,455.27 | 9,406.39 | 9,141.34 | 86.4% |
| 22 MERRIAM PRINCIPAL | 87,964.00 | -20,789.00 | 67,175.00 | 57,009.97 | 7,402.61 | 2,762.42 | 95.9% |
| 29 SPECIAL PROJECTS | 0.00 | 44,000.00 | 44,000.00 | 36,342.20 | 3,955.67 | 3,702.13 | 91.6% |
| 39 PHYSICAL ED/ HEALTH ED | 31,472.00 | 0.00 | 31,472.00 | 23,968.95 | 1,064.06 | 6,438.99 | 79.5% |
| GRAND TOTAL | 102,899,440.00 | 0.00 | 102,899,440.00 | 79,444,346.07 | 22,074,999.04 | 1,380,094.89 | 98.7% |

** END OF REPORT - Generated by wenshu Zhao **

AS OF 4/20/23

| FOR 2023 99 | | | | | | | |
|-------------------------|-----------------|----------------|---------------|-----------------|------------------|--------|--|
| ORIGINAL APPROP | TRANFRS/ADJSMTS | REVISED BUDGET | YTD EXPENDED | ENCUMBRANCE/REQ | AVAILABLE BUDGET | % USED | |
| 01 SALARIES, TEACHING | | | | | | | |
| 43,966,345.00 | 0.00 | 43,966,345.00 | 30,014,115.49 | 13,747,154.57 | 205,074.94 | 99.5% | |
| 02 SALARIES, PRIN/A PRI | | | | | | | |
| 2,612,285.00 | 0.00 | 2,612,285.00 | 2,113,034.08 | 482,479.50 | 16,771.42 | 99.4% | |
| 03 SALARIES, CNTRL ADMN | | | | | | | |
| 1,596,213.00 | 0.00 | 1,596,213.00 | 1,214,076.54 | 285,698.94 | 96,437.52 | 94.0% | |
| 04 SALARIES, SUPP STAFF | | | | | | | |
| 12,676,098.00 | -7,072.00 | 12,669,026.00 | 9,609,980.03 | 3,279,737.37 | -220,691.40 | 101.7% | |
| 05 SALARIES, ATHLETICS | | | | | | | |
| 741,441.00 | 0.00 | 741,441.00 | 612,058.68 | 56,313.40 | 73,068.92 | 90.1% | |
| 06 SALARIES, BUILDINGS | | | | | | | |
| 852,877.00 | 0.00 | 852,877.00 | 717,662.88 | 192,049.73 | -56,835.61 | 106.7% | |
| 07 SALARIES, CUSTODIAL | | | | | | | |
| 1,774,818.00 | 0.00 | 1,774,818.00 | 1,442,265.03 | 395,475.82 | -62,922.85 | 103.5% | |
| 08 SALARIES, HOME INSTR | | | | | | | |
| 2,000.00 | 0.00 | 2,000.00 | 100.00 | 0.00 | 1,900.00 | 5.0% | |
| 09 SALARIES, MISC PS | | | | | | | |
| 292,000.00 | 0.00 | 292,000.00 | 354,070.28 | 0.00 | -62,070.28 | 121.3% | |
| 11 SALARIES, SUBS MISC | | | | | | | |
| 15,000.00 | 0.00 | 15,000.00 | 9,760.41 | 0.00 | 5,239.59 | 65.1% | |
| 12 SALARIES, SUBS INSTR | | | | | | | |
| 722,500.00 | 0.00 | 722,500.00 | 798,305.03 | 12,393.54 | -88,198.57 | 112.2% | |
| 13 SALARIES, OVERTIME | | | | | | | |
| 220,000.00 | 0.00 | 220,000.00 | 189,551.42 | 0.00 | 30,448.58 | 86.2% | |
| 14 STIPENDS, CURR/INSTR | | | | | | | |
| 172,500.00 | -1,520.00 | 170,980.00 | 122,589.12 | 4,635.45 | 43,755.43 | 74.4% | |
| 15 FRINGES, OTHER REIMB | | | | | | | |
| 220,000.00 | 0.00 | 220,000.00 | 82,459.33 | 0.00 | 137,540.67 | 37.5% | |
| 16 FRINGES, HLTH INSUR | | | | | | | |
| 9,592,784.00 | 0.00 | 9,592,784.00 | 9,362,915.39 | 3,368.00 | 226,500.61 | 97.6% | |
| 17 FRINGES, H INSUR RET | | | | | | | |
| 1,319,688.00 | 0.00 | 1,319,688.00 | 1,221,436.64 | 0.00 | 98,251.36 | 92.6% | |
| 18 FRINGES, LIF/DIS INS | | | | | | | |
| 46,841.00 | 0.00 | 46,841.00 | 38,303.70 | 0.00 | 8,537.30 | 81.8% | |
| 19 FRINGES, UNEMPLYMNT | | | | | | | |
| 50,000.00 | 0.00 | 50,000.00 | 53,623.95 | 0.00 | -3,623.95 | 107.2% | |
| 20 FRINGES, WORKRS COMP | | | | | | | |
| 450,000.00 | 0.00 | 450,000.00 | 389,900.36 | 0.00 | 60,099.64 | 86.6% | |
| 21 FRINGES, MCRS | | | | | | | |
| 3,379,486.00 | 0.00 | 3,379,486.00 | 3,320,479.00 | 0.00 | 59,007.00 | 98.3% | |
| 22 FRINGES, MEDICARE | | | | | | | |
| 988,425.00 | 0.00 | 988,425.00 | 701,185.13 | 0.00 | 287,239.87 | 70.9% | |
| 23 CONTRIB OPEB TRUST F | | | | | | | |
| 789,159.00 | 0.00 | 789,159.00 | 591,869.25 | 197,289.75 | 0.00 | 100.0% | |

AS OF 4/20/23

| FOR 2023 99 | | | | | | | |
|-------------------------|-----------------------|-----------------|-----------------------|----------------------|----------------------|---------------------|--------------|
| 24 INSTRUCT SUPPLIES | ORIGINAL APPROP | TRANFRS/ADJSMTS | REVISED BUDGET | YTD EXPENDED | ENCUMBRANCE/REQ | AVAILABLE BUDGET | % USED |
| 24 INSTRUCT SUPPLIES | | | | | | | |
| 1,422,653.00 | | -55,619.00 | 1,367,034.00 | 1,230,723.48 | 100,462.51 | 35,848.01 | 97.4% |
| 25 INSTRUCT CURRICULUM | | | | | | | |
| 209,435.00 | | -18,274.00 | 191,161.00 | 82,352.68 | 97,518.09 | 11,290.23 | 94.1% |
| 26 INSTRUCT SERVICES | | | | | | | |
| 589,675.00 | | 51,742.00 | 641,417.00 | 287,544.12 | 208,872.22 | 145,000.66 | 77.4% |
| 27 OTHER, CAP OUTLAY | | | | | | | |
| 85,890.00 | | 0.00 | 85,890.00 | 15,169.31 | 16,389.00 | 54,331.69 | 36.7% |
| 28 OTHER, CAPITAL - CIP | | | | | | | |
| 502,000.00 | | 0.00 | 502,000.00 | 238,299.03 | 148,790.00 | 114,910.97 | 77.1% |
| 29 OTHER, DEBT SERVICE | | | | | | | |
| 6,202,906.00 | | 0.00 | 6,202,906.00 | 6,202,905.00 | 0.00 | 1.00 | 100.0% |
| 30 OTHER, PROP/CASUALTY | | | | | | | |
| 260,000.00 | | 0.00 | 260,000.00 | 281,127.48 | 0.00 | -21,127.48 | 108.1% |
| 31 OTHER, MAINT BLDG/GR | | | | | | | |
| 760,700.00 | | -4,000.00 | 756,700.00 | 862,532.38 | 155,065.95 | -260,898.33 | 134.5% |
| 32 OTHER, MAINT EQUIP | | | | | | | |
| 174,435.00 | | -2,000.00 | 172,435.00 | 156,816.86 | 68,403.03 | -52,784.89 | 130.6% |
| 34 OTHER, LEGAL SERVICE | | | | | | | |
| 120,000.00 | | 0.00 | 120,000.00 | 39,278.25 | 50,329.25 | 30,392.50 | 74.7% |
| 35 OTHER, ADMIN SUPP | | | | | | | |
| 673,406.00 | | 89,603.00 | 763,009.00 | 826,511.61 | 127,004.65 | -190,507.26 | 125.0% |
| 36 OTHER, ATHLETIC SUPP | | | | | | | |
| 102,450.00 | | 0.00 | 102,450.00 | 102,537.85 | 2,900.00 | -2,987.85 | 102.9% |
| 37 OTHER, CUSTODL SUPP | | | | | | | |
| 155,000.00 | | 0.00 | 155,000.00 | 152,752.15 | 13,553.44 | -11,305.59 | 107.3% |
| 38 OTHER, SPED TRANSP | | | | | | | |
| 1,773,981.00 | | -50,000.00 | 1,723,981.00 | 1,583,726.64 | 160,011.04 | -19,756.68 | 101.1% |
| 39 OTHER, STUDENT TRANS | | | | | | | |
| 1,097,546.00 | | -20.00 | 1,097,526.00 | 1,180,350.08 | 30,135.38 | -112,959.46 | 110.3% |
| 40 OTHER, TRAVEL/CONF | | | | | | | |
| 166,225.00 | | -2,840.00 | 163,385.00 | 65,386.52 | 8,507.81 | 89,490.67 | 45.2% |
| 41 OTHER, SPED TUITION/ | | | | | | | |
| 3,531,852.00 | | 0.00 | 3,531,852.00 | 1,435,150.28 | 2,127,742.92 | -31,041.20 | 100.9% |
| 42 OTHER, UTILITIES | | | | | | | |
| 1,236,500.00 | | 0.00 | 1,236,500.00 | 682,832.92 | 31,521.80 | 522,145.28 | 57.8% |
| 43 OTHER, TELEPHONE | | | | | | | |
| 114,000.00 | | 0.00 | 114,000.00 | 43,296.92 | 22,744.20 | 47,958.88 | 57.9% |
| 44 OTHER, SEWER | | | | | | | |
| 282,400.00 | | 0.00 | 282,400.00 | 183,400.00 | 50,251.68 | 48,748.32 | 82.7% |
| 48 ASSESSMENTS | | | | | | | |
| 957,426.00 | | 0.00 | 957,426.00 | 831,910.77 | 0.00 | 125,515.23 | 86.9% |
| 49 OTHER | | | | | | | |
| 500.00 | | 0.00 | 500.00 | 0.00 | 0.00 | 500.00 | .0% |
| GRAND TOTAL | 102,899,440.00 | 0.00 | 102,899,440.00 | 79,444,346.07 | 22,076,799.04 | 1,378,294.89 | 98.7% |



[Return to Previous page](#)

[Click for all Regional Schools by Program](#)

Select a Fiscal Year:

Select a Regional School:

FY2024 Preliminary Cherry Sheet Estimates
 Acton Boxborough

| PROGRAM | FY2023 Cherry Sheet Estimate | FY2024 Governor's Local Aid Proposal | FY2024 HWM Budget Proposal | FY2024 SWM Budget Proposal | FY2024 Conference Committee |
|--------------------------------------|------------------------------|--------------------------------------|----------------------------|----------------------------|-----------------------------|
| Education Receipts : | | | | | |
| Chapter 70 | 15,641,731 | 15,795,331 | 15,942,931 | | |
| Charter Tuition Reimbursement | 237,599 | 173,907 | 228,893 | | |
| Regional School Transportation | 1,823,698 | 2,075,315 | 2,767,087 | | |
| Offset Receipts : | | | | | |
| School Choice Receiving Tuition | 66,676 | 56,676 | 56,676 | | |
| Total Estimated Receipts : | 17,769,104 | 18,101,229 | 18,995,587 | | |
| Estimated Charges : | | | | | |
| Special Education | 21,201 | 35,556 | 35,556 | | |
| School Choice Sending Tuition | 94,551 | 84,704 | 84,704 | | |
| Charter School Sending Tuition | 683,670 | 729,781 | 794,940 | | |
| Total Estimated Charges : | 799,422 | 850,041 | 915,200 | | |
| Total Receipts Less Charges : | | | | | |
| Net Receipts : | 16,970,282 | 17,251,188 | 18,080,387 | | |

Questions About Local Aid Please Email The Municipal Databank at : databank@dor.state.ma.us



David Verdolino <dverdolino@abschools.org>

EXCESS AND DEFICIENCY - Acton Boxborough

1 message

dlsgateway@dor.state.ma.us <dlsgateway@dor.state.ma.us>

Wed, Feb 15, 2023 at 10:18 AM

To: manager@actonma.gov, cterenzini@boxborough-ma.gov, tblondin@abschools.org, accounting@acton-ma.gov, dverdolino@abschools.org, kpontbriand@boxborough-ma.gov, accounting@actonma.gov, selectboard@boxborough-ma.gov, cjeannotte@abschools.org, efowlks@abschools.org, eabayaah@boxboroughschool.org, mdennedy@abschools.org, tmckinley@abschools.org, aklein@abschools.org, pilght@abschools.org, dlsgateway@dor.state.ma.us

Cc: handfielda@dor.state.ma.us

Massachusetts Department of Revenue Division of Local Services

Geoffrey E. Snyder, Commissioner

Sean R. Cronin, Senior Deputy Commissioner of Local Services

Acton Boxborough

2/15/2023

Re: EXCESS AND DEFICIENCY - Acton Boxborough

Based upon the unaudited balance sheet submitted, I hereby certify that the amount of excess and deficiency or "E & D" as of July 1, 2022 for Acton Boxborough is:

General Fund \$2,986,634.00

This certification is in accordance with the provisions of G. L. Chapter 71, §16B½, as amended. The unencumbered funds certified above in excess of five percent of the operating budget and budgeted capital costs for the succeeding fiscal year must be applied to reduce the current fiscal year's assessment. For your district, this excess amount equals \$0.00.

This certification letter will also be e-mailed to the school superintendent, the board of selectmen in each member town and the city council in each member city immediately upon approval, provided an e-mail address is reported in DLS' Local Officials Directory. Please forward to other officials that you deem appropriate.

Sincerely

Deborah A. Wagner

Director of Accounts

Massachusetts Department of Revenue

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this mail in error please notify the postmaster at dor.state.ma.us.

Acton Boxborough FY22.pdf
21K

| | | | |
|--------------|-----------------|--------------------------|----------------------|
| SUBMITTED BY | David Verdolino | DISTRICT | Acton Boxborough RSD |
| PHONE | 978-264-4700 | SUBMISSION DATE | 10/31/22 |
| FIELD REP | Amy Handfield | SUBMISSION COMPLETE DATE | 02/13/23 |

EXCESS AND DEFICIENCY CALCULATION

BEGIN:

| | |
|---|------------------|
| UNRESERVED FUND BALANCE/EXCESS AND DEFICIENCY | <u>3,056,522</u> |
|---|------------------|

LESS:

OTHER RECEIVABLE, OVERDRAWN ACCOUNTS, DEFICITS

| | |
|---------------------------------|---------------|
| Prepals | <u>56,257</u> |
| Other Receivables | <u>7,329</u> |
| Title III #F180 ELA | <u>688</u> |
| 264 ARPA IDEA Early Childhood | <u>65</u> |
| Charter School Under Assessment | <u>5,549</u> |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Additional Sheet | <u>-</u> |
| | <u>69,888</u> |

ADD:

CIRCUIT BREAKER, OTHER CLOSED ACCOUNTS, ADJUSTMENTS

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| | |
|--|------------------|
| TOTAL CERTIFIED UNENCUMBERED EXCESS AND DEFICIENCY | <u>2,986,634</u> |
|--|------------------|

UNENCUMBERED E & D IN EXCESS OF 5% CALCULATION

| | |
|------------------------------|--------------------|
| OPERATING AND CAPITAL BUDGET | <u>102,589,440</u> |
| 5% OF BUDGET | <u>5,128,472</u> |
| TOTAL IN EXCESS | <u>-</u> |

| | |
|-----------------------------------|-----------------------------------|
| REVIEWED BY: <u>Amy Handfield</u> | PLEASE SEE CERTIFICATION LETTER |
| DATE: <u>2/13/2023</u> | FOR DIRECTOR OF ACCOUNTS APPROVAL |



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

| | | | |
|--------------------------|--|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 3.b |
| AGENDA ITEM TITLE | Ongoing Business | | |
| PRESENTER(S) | Peter Light | | |
| SUMMARY OF TOPIC | Final Report on Status of FY23 District & Superintendent Goals | | |

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

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

| | |
|---------------------------|---|
| APPROX AGENDA TIME | 10 mins. |
| FOLLOW-UP | 5/18/23 Individual Evaluations due to SC Chairperson 6/8/23 Evaluation of Superintendent Presented/Voted |
| ATTACHMENTS | |



Acton-Boxborough Regional School District

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

Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: May 1, 2023
RE: Superintendent's End-of-Year Goals Update

I am pleased to provide you with this End-of-Year Goals Update as part of my annual evaluation. I want to begin by expressing my sincere appreciation to all of our staff and leaders throughout our schools. While the Superintendent (along with the leadership team) works directly with the School Committee to set both long and short-term goals, it is the staff, along with school and district leaders who bear much of the burden of effort in accomplishing these goals. I am grateful for everyone's dedication to our students and the time and effort each person in our schools devotes to improving learning for students.

Attached, you will find two documents: an [End-of-Year Goals Update](#) that includes comments and progress from both mid-year and end-of-year, and a blank template for my evaluation that is pre-populated with the goals for this year. The evaluation template also includes recommended standards and indicators from the Superintendent's Rubric to help guide your thinking. This is provided as a point of reference, but should not in any way limit your comments and feedback.

As I reflect back on the year, our district goals are a reflection of the major work of the district in improving our schools for students. While a part of my job is to help guide this work, there are other aspects of my ongoing work and the work of our leadership that may not be reflected in the District Goals. Some examples of these accomplishments that you may want to provide commentary in your feedback include:

- The Grand Opening of the boardwalk campus and ongoing work to see the project through to completion
- Completion of multiple leadership searches including hiring three elementary Principals, a Deputy Superintendent and a Director of Finance and Operations.
- Becoming Cartwheel Care's first district partner to expand mental health access for students
- Engaging with the community beyond our families. Specifically:
 - Visiting the Acton Senior Center to speak about our schools and answer questions,
 - Bringing seniors from Acton and Boxborough to the high school for a tour, discussion with the Principal, and lunch with our students that included a conversation about schools "then and now", and
 - Working with the Acton and Boxborough councils on aging to pilot a senior reading program at our elementary schools that will start this Spring.
- Soliciting broad educator input to select EL Education's literacy program as our evidence-based core literacy program in addition to Foundations and Heggerty for K-6 students.
- Managing a challenging budget process that prioritized student-facing educators while preserving the district's commitment to important strategic objectives as well as capital spending.
- Piloting the District's first concurrent enrollment Early College course at ABRHS that allows AB students to earn college credit for the Economics course they are taking at the high school.
- Initiating the Leadership Coalition to combat Hate and Bias speech that includes students, staff, families, administrators and community members to develop consensus around actions the district can take in this important area.
- Supporting the school committee's work in studying the School Resource Officer Program.

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- Participating in my ongoing professional learning including completion of the Massachusetts Association of School Superintendents (M.A.S.S.) Racial Equity, Diversity, and Inclusion (REDI) foundation series and application strand focused on Adaptive Leadership and Participation at the District Management Group (DMG) annual Superintendent's Summit focused on Strategic Budgeting and Academic Return on Investment.
- Increasing the district's profile at the state and national levels by presenting at workshops and conferences including:
 - M.A.S.S. REDI Wednesday Webinar Series, [Developing a Guiding Coalition for Equity Work](#)
 - MASC/ MASS Conference: [Building a Sustainable Leadership Model for Culturally Responsive Schools](#)
 - District Management Group's National Superintendent's Summit: [Building a school-community partnership to expand mental health services for students](#)
- Successfully completing negotiations with our associations

Here are a few reflections about what I believe went well, and some opportunities for growth:

Selected highlights:

- Navigating a challenging budget process in a manner that was transparent with our staff and families. The process included two separate all-staff presentations, updates to the Joint PTSO, as well as multiple updates to staff and families through the bi-weekly Superintendent's Update.
- Moving from planning to implementation of the MTSS framework. This year, we formally implemented the MTSS process in all of our schools. In order to reach this milestone, over the last several years, we have:
 - Implemented a consistent, evidence-based Tier I curricula in literacy and mathematics across all of our schools
 - Implemented consistent screening and assessment tools and protocols across all of our elementary schools
 - Implemented coaching and specialist roles across all elementary schools
 - Implemented data cycles and Flex Blocks across all of our elementary schools
- Increasing engagement with our community including ongoing work with the DEI Family Advisory, Joint PTSO, Community Coffees for families, and engagement with senior citizens throughout the year.
- Partnering with Cartwheel Care to increase access for AB students to short and intermediate-term mental health care.
- Thanks to the dedication and commitment of our staff and leadership, A-B is becoming known as a leader in the state-wide commitment to equity and inclusion.
- Planning for a Welcome Center has progressed well and we are scheduled to move into the new space in July. We are in discussions with community partners to capitalize on existing resources in the community, and have used funds returned from the now-dissolved EDCO Collaborative to prepare the new location of the Welcome Center. The Welcome Center is scheduled to begin welcoming families this summer.
- We had a successful community Grand Opening of the Boardwalk Campus. Despite a constrained site, the overall project is progressing well. We are scheduled to complete parking lots and ball fields this summer. Solar panels will also begin to be installed over the summer and that work will continue throughout next year.

Opportunities for growth and/or areas for focus:

- **Management of expenses:** As we have reduced our budget over the last two years, we have created less flexibility to absorb unanticipated costs. This year, the need for substitutes and special education assistants created a budget challenge on the expense side of the district budget. Moving forward, we will need to more closely manage the expense side of the budget to avoid operational deficits.

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- **Transparent communication:** As we tackle important strategic work that may be misunderstood by our community such as course levels, school resource officers, and other topics, there is an opportunity to increase the transparency of our communication to mitigate community confusion and mis-information. This will be important and challenging because, due to budget constraints, we unfunded the only central office position with a focus on external communication (Director of Special Projects).
- **Presence in schools and classrooms:** I have continued my monthly visits to schools, but often the meetings with Principals consume most of the time I am in the school. This has resulted in limited time to visit classrooms and interact with students and teachers. Next year, I plan to revise my school visit schedule to provide separate times for classroom visits and Principal meetings.
- **Development of high performance leadership teams:** Both the senior leadership team and school committee will have a significant number of new members in the coming year. For both of these teams, it will be important to have strong and clear communication protocols, norms, and an understanding and respect for the various members' roles and responsibilities. With the senior leadership team in particular, in addition to several new members over the last two years, we are eliminating two positions (Director of School Operations, Director of Special Projects). This will result in restructuring the roles and responsibilities of the various team members and will require ongoing support throughout the year.
- **Balancing priorities in my calendar:** I need to find a way to better balance the number of commitments I have. As we have continued past practices around engaging with certain groups (JPTSO, ALG, Finance Committees, etc.) and increased engagement with different groups in the community (DEI Family Advisory, SRO Subcommittee, Community Coffees, Leadership Coalition to Combat Hate and Bias Speech, Senior Citizens) during my time at A-B, the number of commitments to community-facing groups is growing increasingly difficult to manage while prioritizing a focus on teaching and learning. As we go into next year, I hope to schedule myself in a way that provides opportunities to engage with these groups in a more sustainable manner.

I hope this has been helpful in framing my annual evaluation. I look forward to your feedback.

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

ABRSD District Strategy 2021-2026

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



CORE VALUES: Wellness, Equity, Engagement

Definitions:

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

Rubric for Mid-Year Update

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

Rubric for End-of-Year Update

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Strategy | | | | | | | |
|---|--|---|--|-------------------------------|---|----------------------------------|--|
| Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i> | Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i> | Timeline <i>What are the dates for completion?</i> | Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i> | Mid-Year Status | Mid-Year Comment District Presentation on SEL 9/22/22 Presentation Slides Video | Year End Status | Year End Comments |
| Expand Tier I SEL opportunities to support all students | | | | | | | |
| Implement/Expand Advisory Program in grades 7-12 | Advisory Survey in December and May to students Advisory feedback from JH and HS staff | June 2023 | Junior High Leadership & Junior High Advisory Coordinators High School Leadership & High School Advisory Coordinators | <i>In Process/ On Target</i> | <ul style="list-style-type: none"> High School and JHS leadership teams of educators created Professional Learning time for educators during school year Advisory programs implemented weekly at HS and 3X per week at JHS Schools soliciting feedback ongoing basis | Ongoing | Advisory programs implemented as previously outlined and shared in HS/ JHS updates to the school committee. Continue to refine in FY24. |
| Provide expanded professional learning for elementary staff in the use of Responsive Classroom | Two four-day summer workshops; Guided workshop on the <i>Power of Our Words</i> ; Feedback from workshops | Summer 2022 June 2023 | Assistant Superintendent for Teaching and Learning | <i>Completed</i> | <ul style="list-style-type: none"> Summer workshops took place ~50 educators participated Power of our Words is in progress | Ongoing | Work is designed to span multiple years |
| Embedded curriculum work | Outline where SEL instructional practices are embedded in programs and curriculum | June 2023 | Assistant Superintendent for Teaching and Learning Elementary Curriculum Coordinators | <i>In Process/ Off Target</i> | Ongoing with the rubric for choosing a new Literacy Program; Further work with a summer crosswalk of high impact practices | <i>Not Completed/ Continuing</i> | Planning summer crosswalk of high impact practices (instructional practices to support curriculum, SEL and culturally responsive pedagogy); working on integrating SEL practices with literacy and mathematics Tier I instruction. |
| Expand Access to Mental Health Services | | | | | | | |
| Increase students' access to mental health services through partnership with Cartwheel Care telehealth services | Successful referral, mental health assessment, and initiation of short-term teletherapy services for identified students grades 5-12 | June 2023 | Coordinator of SEL and Mental and Behavioral Health Director of Special Education | <i>In process/ on target</i> | <ul style="list-style-type: none"> Over 150 referrals as of April 2023 ~45 graduated or almost graduated from services ~30 ongoing, ~20 currently in intake process Caregiver guidance/ consultation added for PreK-12 Services for grades 3-12 Monthly consults with Mental Health Leadership Team Quarterly meeting with district administrators | Ongoing | We are planning to continue this work into next year. |
| Develop a strategic vision and plan for the Implementation of Social Emotional Learning, Mental and Behavioral Health Supports | | | | | | | |

| | | | | | | | |
|---|--|--------------------------|--|----------------------|--|--------------------------|--|
| Create and Clarify the role of Coordinator for SEL and Mental and Behavioral Health | Revised Job Description Clear Goals for the role Consideration of needs as part of the FY24 Budget Process | June 2023 | Superintendent of Schools | Not Yet Started | This is not yet started but is anticipated to occur prior to the end of the school year. | Not Completed/Continuing | This action step needs additional focus. |
| Initiate an SEL steering committee | Create committee and develop district plan for systemic implementation of SEL and mental and behavioral health supports | October 2022 - June 2023 | Coordinator of SEL and Mental and Behavioral Health | In process/on target | Steering Committee has met three times; March 2023 is proposing a framework to adopt; bringing information to District and School Leaders | Ongoing | SEL Coordinator brought together a steering committee to select an SEL framework and make recommendations for future SEL work. |
| Provide Professional Learning to Support Educators and Mental Health Staff across multiple tiers. | | | | | | | |
| Provide all K-8 staff with professional learning to support the introduction of Trauma Informed Practices | Yearlong professional learning for all schools K-8 on trauma-informed teaching practices with Lesley LIFTS program | June 2023 | Principals, Superintendent, Coordinator of Social Emotional Learning, Mental and Behavioral Health | In process/on target | All K-8 Schools completing professional learning with Lesley University LIFTS program | Completed | |
| Provide expanded professional learning for elementary staff in the use of Responsive Classroom | Two four-day summer workshops; Guided workshop on the <i>Power of Our Words</i> ; Feedback from workshops | Summer 2022 June 2023 | Assistant Superintendent for Teaching and Learning | In process/on target | See note above | Ongoing | This is multi-year work and will be continued in FY24. |
| Jessica Minihan consultation with building level | Consultation and Coaching with Elementary IST teams to identify specific skill instruction needed for struggling students | December 2022-June 2023 | Director of Special Education, Principals | In process/on target | <ul style="list-style-type: none"> Jessica has visited each elementary school at least once. Worked with each school's Instructional Support Teams (IST) on a protocol for identifying underdeveloped skills in struggling students through observations and modeling the protocol | Completed | |
| Provide a series of graduate level courses in Trauma Informed Practices for interested staff K-12 | Successful Completion of LIFTS Graduate Courses Participants who enroll in subsequent LIFTS offerings in the sequence Additional staff who enroll in Spring course offerings | June 2023 | Assistant Superintendent for Teaching and Learning, Director of Special Projects | In process/on target | 4 cohorts of the Lesley LIFTS trauma course have been offered this year with 100 certified educators. This includes 50 educators who will have completed the first 2 of the 5 modules. We will continue to offer this in future years. | Ongoing | District will continue to offer graduate coursework in trauma sensitive approaches in FY24 |
| Provide professional learning for mental health staff | Workshop for K-12 mental health staff: "How to Help Anxious Families, What to Do and What to Avoid When Anxiety Takes Hold?" | November 2022 | Director of Special Education, Coordinator for SEL and Mental and Behavioral Health | Completed | Lynn Lyons presented to Mental Health Staff on Oct 19 and Nov. 14, 2022. | Completed | |

| Provide Support and Learning Opportunities for Families | | | | | | | |
|--|---|-------------------------|---|------------------------------|---|------------------|---|
| Provision of up to 5, 1hr workshops for families and/or staff with topics identified based on feedback surveys and consultation with Cartwheel Care. | Publicity and attendance for the events | October 2022 - May 2023 | Director of Special Education Coordinator for SEL and Mental and Behavioral Health | <i>In process/ on target</i> | 5 Presentations have taken place or are scheduled: <ul style="list-style-type: none"> ● Jan 25, 2023 Mental Health in a Digital Age ● March 1 Mindful Media ● April 5 ADHD and Executive Functioning ● May 3 Resilience ● May 31 Recognizing and Managing Anxiety | <i>Ongoing</i> | <i>The work planned for this year will be completed. The district will continue to partner with Cartwheel to provide additional parent workshops.</i> |
| Parent/Community Webinar with Lynn Lyons: : “Helping Your Family’s Emotional Health: Do’s and Don’t as We Move Forward” | Publicity and attendance for the event | October 2022 | Director of Special Education Coordinator for SEL and Mental and Behavioral Health | <i>Completed</i> | <i>Lynn Lyons presented to families on Oct. 3 2023.</i> | <i>Completed</i> | |

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

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

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

Educational literature identifies proficiency in [3rd Grade Reading](#) and 8th Grade Mathematics as critical benchmarks for students' future educational success and access to advanced coursework. As we emerge from the pandemic, it is particularly important to ensure that all of our students can move toward proficiency in these areas. The District has worked over the last several years to develop and provide staff to support a multi-tiered system of support and align staffing models at the elementary level to increase support for students. At the same time, we are aware that students from subgroups including students who are economically disadvantaged, multilingual learners, students with disabilities, and who are Black or LatinX, have been consistently underserved by our system and, as a group, are not reaching the same proficiency and receiving the same opportunities as their peers. We believe that addressing systemic inequities through a multi-tiered system of support will provide a pathway to more equitable access and outcomes for all of our students. This goal aligns with the following Initiatives in the District's Strategic Plan:

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

Baseline: (Description of Starting Point)

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

| 2021-22 Grades 1-3 % Students Meeting Annual "Stretch Growth" Goals by baseline (Fall) placement | | | | | | | | |
|--|-------|-------------------|--------------------------|-------|-------------------|--------------------------|-------|-------------------|
| Grade 3 | | | Grade 2 | | | Grade 1 | | |
| Baseline Placement | % Met | Students Assessed | Baseline Placement | % Met | Students Assessed | Baseline Placement | % Met | Students Assessed |
| Mid or Above Grade Level | 51% | 167 | Mid or Above Grade Level | 49% | 108 | Mid or Above Grade Level | 35% | 62 |
| Early On Grade Level | 43% | 86 | Early On Grade Level | 45% | 51 | Early On Grade Level | 44% | 32 |
| One Grade Level Below | 61% | 56 | One Grade Level Below | 50% | 139 | One Grade Level Below | 41% | 197 |
| Two Grade Levels Below | 44% | 39 | Two Grade Levels Below | 21% | 33 | Two Grade Levels Below | 18% | 17 |
| Three or More Grade Levels Below | 9% | 11 | NA | | | NA | | |

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

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

| Strategy | | | | | | | |
|--|---|---|---|------------------------------|--|------------------|--|
| Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i> | Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i> | Timeline <i>What are the dates for completion?</i> | Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i> | Mid-Year Status | Mid-Year Comment | Year End Status | Year End Comments |
| Implement structures to support data analysis for improved student learning | | | | | | | |
| District MTSS Team | <ul style="list-style-type: none"> Agendas and Notes District Data Trends and Patterns Prioritization of resources for FY23 Analysis of School-based MTSS Implementation Self-assessments | 5X per year (October, November, January, May, June) | Assistant Superintendent for Teaching and Learning, Elementary Principals, Elementary Curriculum Coordinators | <i>In Process/ On Target</i> | 4 sessions with Michele Shannon to increase data literacy capacity of the Elementary T&L Team; using District data within the DataWise process. | <i>Ongoing</i> | <i>The work planned will be completed this year, but this work is multi-year work that will be continued in FY24</i> |
| School-based ILT meetings | <ul style="list-style-type: none"> Agendas and Notes School Data Trends and Patterns School-based MTSS Implementation Self-assessments | June 2023 Once per month for one hour and 3 times per year for three hours | Elementary Principals | <i>In Process/ On Target</i> | All elementary schools have implemented Instructional Leadership Teams that have met during the 2022-23 school year. | <i>Ongoing</i> | <i>The work planned will be completed this year, but this work is multi-year work that will be continued in FY24</i> |
| Implement FLEX blocks in all elementary school schedules for each grade | <ul style="list-style-type: none"> Grade level and school schedules | September 2022 | Elementary Principals and Assistant Principals | <i>In Process/ On Target</i> | All elementary schools have implemented FLEX blocks for each grade level. Schools will continue to refine schedules over time. | <i>Completed</i> | |
| Educator Grade Level Meetings | <ul style="list-style-type: none"> Literacy Task Force and Educator Participation in Literacy Program Review Literacy Program Decision IM Mathematical Routines Presentation Grade Level Data Analysis and Instructional Planning for FLEX blocks | June 2023 Per Wednesday Early Release Schedule (10 times per school year) | Elementary Principals, Literacy and STEAM Coaches, Reading and Math Specialists, Elementary Curriculum Coordinators | <i>In process/on target</i> | <ul style="list-style-type: none"> The Literacy Task Force partnered with Hill for Literacy to choose a new Literacy Program TBD by the end of April. Mathematics walks with Shelby Strong, Math Elementary Curriculum Coordinator, and Building Admin | <i>Ongoing</i> | <i>Additional professional learning for educators planned for FY24 focused on adoption of new literacy curriculum.</i> |

| Provide Professional Learning for Educators to support an MTSS Model | | | | | | | |
|---|--|-------------------------|--|-------------------------------------|---|-------------------------|---|
| <p>PL for Educators</p> <ul style="list-style-type: none"> • Reading Task Force with Hill for Literacy • Providing Targeted Support Through Small Group Instruction in Kindergarten Through Third Grade with Melissa Orkin and Sarah Gannon • Understanding and Supporting the Complex Nature of Reading Difficulties Including Dyslexia with Melissa Orkin • Designing and Implementing Specialized Supports for Students with IEPs with Elise Wulff | <p>District-wide and School-based PL Survey Feedback</p> | <p>Late spring 2023</p> | <p>Assistant Superintendent for Teaching and Learning, Elementary Curriculum Coordinators, Elementary Principals, Literacy and STEAM Coaches, Reading and Math Specialists</p> | <p><i>In process/ on target</i></p> | <ul style="list-style-type: none"> • The Literacy Task Force partnered with Hill for Literacy to choose a new Literacy Program TBD by the end of April. • Workshops completed at three schools; currently taking place at the other 2 schools (One school participated last year). • Course was offered through the District PL Program • The Elise Wulff workshop did not have enough participants to run. | <p><i>Ongoing</i></p> | <p>Literacy Program Selection</p> <p><i>The work planned will be completed this year, but this work is multi-year work that will be continued in FY24</i></p> |
| <p>PL for Coaches and Specialists</p> <ul style="list-style-type: none"> • Skillful Facilitation with Research for Better Teaching Sessions I and II • Structured Literacy Interventions • Coaching Seminar with Dr. Christine Francis | <ul style="list-style-type: none"> • PL Survey Feedback from Coaches and Specialists • Coaching Cycle Feedback | <p>Late spring 2023</p> | <p>Assistant Superintendent for Teaching and Learning, Elementary Curriculum Coordinators</p> | <p><i>In process/ on target</i></p> | <ul style="list-style-type: none"> • RBT Session I completed. Session II to start in the spring. • Coaches and reading specialists meet on Tuesday mornings and focus on Structured Literacy. • Coaching Seminar with Dr. Francis is ongoing. | <p><i>Completed</i></p> | |

Goal #3: Inclusive Practices: *(What area of student learning do we want to improve?)*

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

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

The diversity of our student body and their families has changed significantly including: increases in students who are immigrants who may be learning English for the first time, for whom learning has been interrupted, who are more culturally and religiously diverse, and who may be economically disadvantaged. The district has been engaged for the last several years in strengthening cultural proficiency so that all members of our school community feel included and report a positive sense of belonging in our schools. The district has not previously had a comprehensive way to measure the connectedness of our students, staff and families, and we want to begin to understand ,in a more systematic way, how our stakeholders experience our schools so that we can take actionable steps to improve relationships and sense of belonging. We also want to ensure that our students' backgrounds and identities are meaningfully represented in our curriculum and staff.

This goal aligns with, and expands upon, the following initiatives in the District's Strategic Plan:

- 2.1 Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.
- 2.2 Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices.
- 2.3 Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.
- 2.4 Expand the diversity of our leadership and educator workforce to better reflect the students we serve.

Baseline: *(Description of Starting Point)*

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

Outcomes:
(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

To Improve students', families' and staff sense of belonging and engagement through:

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

| Strategy | | | | | | | |
|--|--|---|---|------------------------------|--|------------------|---|
| Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i> | Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i> | Timeline <i>What are the dates for completion?</i> | Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i> | Mid-Year Status | Mid-Year Comment | Year End Status | Year End Comments |
| District Presentation on Culturally responsive Practices 11/1/22 Presentation Slides Video | | | | | | | |
| Expand Teacher-leadership for Culturally Responsive Schools | | | | | | | |
| Hire and provide professional learning for building-based teacher-leaders in each school through partnership with The Leadership Academy of New York City | Initial cohort of teacher leaders participate in year-long professional learning | Summer 2022 - May 2023 | Director for DEI, Director of Special Projects, Assistant Superintendent for Teaching and Learning | <i>In process/ On Target</i> | <i>CRTL leadership established (ranging from 2-5 per school building)</i> | <i>Completed</i> | |
| Hire additional SEED Leaders and provide professional learning in partnership with the National SEED Project | Planned for 5 SEED seminars (4 Staff sessions and 1 Administrator session) Monthly meetings with SEED Leaders | June 2023 | Director for Diversity, Equity and Inclusion | <i>Completed</i> | <ul style="list-style-type: none"> 15 current SEED leaders who have led 4 staff and 1 Admin sessions (Fall and Spring) 2 sessions scheduled for Summer and opening waitlist to include more in those sessions Possible third Summer session in discussion | <i>Completed</i> | |
| Support HS addition of teacher leaders to study course leveling structures and instructional strategies to support expanded heterogeneous grouping of students | Ongoing work with high school teachers and leaders | Summer 2022- May 2023 | High School Principal, Assistant Superintendent for Teaching and Learning | <i>In process/ On target</i> | <ul style="list-style-type: none"> CLLs were identified and an RBT workshop was completed by DL and CLLs in the fall. Meeting schedule created and implemented. Research Compiled; presentations to staff and families created. Staff and Family presentations initiated and ongoing School committee presentation planned for May 2023 | <i>Ongoing</i> | <i>The high school presented an update to the school committee regarding this work. The work planned will be completed this year, but this work is multi-year work that will be continued in FY24</i> |
| Provide Professional Learning for Staff to foster the adoption of Culturally Responsive Practices in Schools and Classrooms | | | | | | | |

| | | | | | | | |
|---|---|--------------|---|------------------------------|---|----------------------------------|--|
| Coordinate professional learning for Culturally Responsive Practices (CRP) for Building Administrators and Staff | Completion of 3 CRP sessions for elementary schools Completion of 1-2 CRP sessions for JH and HS | April 2023 | Director for Diversity, Equity and Inclusion, Assistant Superintendent for Teaching and Learning | <i>In process/ On Target</i> | <ul style="list-style-type: none"> • DESE Safe Schools Program Module for Pk-6 Educators to support LGBTQ+ students • In planning phase with JH and HS for CRP sessions | <i>Ongoing</i> | <i>We are working to integrate culturally responsive practices and SEL into high-impact instructional practices</i> |
| Implement professional learning sessions for Culturally Responsive Teacher Leaders in collaboration with The Leadership Academy | Completion of 9 sessions with Leadership Academy Completion of 2-3 meetings with Director for DEI | June 2023 | Director for Diversity, Equity and Inclusion, Michele Shannon, National Coach & Facilitator for the Leadership Academy | <i>In process/ On Target</i> | <i>5 professional learning sessions completed; co facilitated by Jen Faber and Michele Shannon, Leadership Academy</i> | <i>Completed</i> | |
| Expand SEED training opportunities for all staff with the goal that all Professional Staff complete the training within 2 years | | June 2023 | Director of DEI, Assistant Superintendent for Teaching and Learning | <i>In process/ On target</i> | <i>4 SEED workshops offered this year; three educator and one administrator workshops planned for summer 2023.</i> | <i>Ongoing</i> | <i>The work planned will be completed this year, but this work is multi-year work that will be continued in FY24</i> |
| Continue and expand culturally-relevant family engagement opportunities | | | | | | | |
| Create Advisory Committee to develop a District-wide Welcome Center, contingent upon available resources | Planned for 4-6 Committee meetings Created proposal for District Welcome Center | June 2023 | Superintendent of Schools, Director of Special Projects, Director for Diversity, Equity and Inclusion, Coordinator of Multilingual Education, Deputy Superintendent, Director of Finance and Operations | <i>In process/ On Target</i> | <ul style="list-style-type: none"> • Welcome Center Space identified • Proposal submitted to Office of Senator Eldridge for an earmark to fund the Welcome Center in 23-24 • Met with potential community partners to support Welcome Center | <i>Not Completed/ Continuing</i> | <i>Awaiting possible funding through legislative earmark. Working with community partners to identify resources to support families. Welcome center space undergoing renovations with funds remaining from dissolution of the EDCO Collaborative</i> |
| Re-engage family DEI advisory committee | 5 meetings during year with development of new goals | October 2022 | Director for Diversity, Equity and Inclusion, Superintendent of Schools | <i>In process/ On Target</i> | <ul style="list-style-type: none"> • Committee comprised of 22 members • New membership/ New Chair • Met 5 times, focus on norms, sharing problems of practice | <i>Ongoing</i> | <i>This is ongoing work planned to span multiple years</i> |
| Continue to increase the diversity of our workforce | | | | | | | |
| Recruitment and Retention of educators to increase the diversity of the AB teaching and support staff | Continued diversity of new hires in Spring 2023 Retention of staff who identify as a member of the BIPOC Community Survey data from staff who identify as a member of the BIPOC community | June 2023 | Director for Diversity, Equity and Inclusion, Deputy Superintendent of Schools | <i>In process/ On Target</i> | <ul style="list-style-type: none"> • Researching possible diversity job fairs to attend • Discussing the possibility of an AB diversity job fair • Co-collaborator with Director of Special Projects to plan for BIPOC affinity meetings | <i>Ongoing</i> | <i>Attended job fairs through DESE and Boston University focused on increasing diversity of educator workforce. Continued to implement anti-bias training for interview teams. Hiring process has not yet finished so no data available until fall 2023.</i> |

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.)

| | | | | | |
|---|---|--------------------------|----------------------------------|--------------------------|--------------------------|
| <p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>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.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p> | | Unsa tisfac tory | Need s Impr ovem ent | Pro fici ent | Exe mpla ry |
| | Standard I: Instructional Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Standard II: Management and Operations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Standard III: Family and Community Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Standard IV: Professional Culture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

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

Comments:

Superintendent's Performance Goals

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Student Learning Goal District Goal #2 | I-A: Curriculum I-B: Instruction I-C: Assessment I-E: Data-Informed Decision Making I-F: Student Learning | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Practice Goal | III-A: Engagement III-B: Sharing Responsibility III-C: Communication III-D: Family Concerns | 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District Goal #1 | II-A. Environment IV-B. Cultural Proficiency | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | |
|-------------------------|-----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| District Goal #3 | IV-B. Cultural Proficiency | <p>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.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> → 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|-------------------------|-----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

| Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i> | | | |
|---|---|--|--|
| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
| 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 |
|--|---|--------------------------|--------------------------|--------------------------|
| I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-D. Evaluation: 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"/> |
| I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <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. | | | |
| OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. | <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 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 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): | | | | |

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 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard IV: Professional Culture



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



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

| | | | |
|--------------------------|---|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 3.c |
| AGENDA ITEM TITLE | Subcommittee and Member Reports | | |
| PRESENTER(S) | various | | |
| SUMMARY OF TOPIC | Customary updates from the Subcommittees, ALG, BLF if they have met since the last School Committee meeting | | |

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

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

| | |
|--|---------|
| SUGGESTED MOTION | |
| FOLLOW-UP | |
| APPROX. TIME FOR THE AGENDA ITEM (MIN.) | 10 min. |
| ATTACHMENTS | |



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

| | | | |
|--------------------------|--|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 3.d |
| AGENDA ITEM TITLE | CONSENT AGENDA: Approval of Meeting Minutes, Donations, Annual Authorization | | |
| PRESENTER(S) | Tessa McKinley | | |
| SUMMARY OF TOPIC | Items on the Consent Agenda do not usually require discussion and are approved with one vote. After members are asked if any items should be held out for individual consideration, a motion to approve the consent agenda is made, seconded, and voted on. Any items held from the consent agenda are then discussed and voted on separately. | | |

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

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

| | |
|--|---|
| SUGGESTED MOTION | “Move that the ABRSC approve the consent agenda as proposed/amended.” |
| FOLLOW-UP | |
| APPROX. TIME FOR THE AGENDA ITEM (MIN.) | 5 min. |
| ATTACHMENTS | Draft minutes |

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



Acton-Boxborough Regional School District

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

Acton-Boxborough Regional School Committee Meeting

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

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

DRAFT MINUTES

Members Present: Ben Bloomenthal, Kyra Cook, Liz Fowlks, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Yebin Wang, Rebeccah Wilson

Members Absent: Evelyn Abayaah-Issah, Andrew Schwartz

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

1. CALL TO ORDER & CHAIRPERSON'S WELCOME - *Kyra Cook*

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

Six Acton residents are running for the three open seats in the election on April 25. They are: Courtney Barrieault, Victoria Campbell, Jason Fitzgerald, Michael Gowing, Leela Ramachandran and Yanxin Schmidt. Four Boxborough residents are running for the two open seats for Boxborough residents in their election on May 16. They are: Rick Barrett, Chad Childers, Lakshmi Kaja, and Vikram Parikh. Several Acton candidates in attendance shared a few words.

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

The students spoke about an upcoming book fair event including an AB grad author who will speak about mental health, the change in course levels that some students are confused, concerned and not happy about, the increase in sharing cultures, diversity and cultural awareness in the High School, and upcoming Field Day.

b. Public Participation - none

c. Superintendent's Update - *Peter Light*

After congratulating upcoming AB grads on their recent Seal of Biliteracy awards, Mr. Light spoke about:

- AB Offers Portuguese Language and Culture Course for Staff
- ABRSD Awarded \$200,000 Accelerating Literacy Learning through High Quality Instructional Materials Grant

- ABRSD Awarded \$26,000 Civics Teaching and Learning Grant
- Leadership Coalition to Combat Hate and Bias in Schools
- Project Graduation's urgent need for volunteers
- Upcoming Cartwheel Care Webinars - Positive Relationships with Screen-Based Technology
- Community Coffees

2. Public Hearing: FY24 ABRSD MA DESE School Choice Program - Marie Altieri

a. Call to Order

The FY24 ABRSD MA DESE School Choice Program Public Hearing was called to order at 7:18 p.m. by Chairperson Kyra Cook.

Marie Altieri reported on the history and status of Choice students in our district, noting that districts receive about \$5000 per Choice student. Staff students who attend AB are not considered Choice students. The Administration's recommendation is to remain withdrawn from the program due to lack of available seats.

b. Adjourn

Adam Klein moved, Liz Fowlks seconded and it was unanimously, **VOTED**: to adjourn the hearing at 7:22 p.m.

c. FY24 ABRSD MA DESE School Choice Program Participation - **VOTE** - Kyra Cook

Adam Klein moved, Liz Fowlks seconded and it was unanimously,

VOTED: to remain withdrawn from the School Choice program due to class size and space limitations, noting that existing school choice students will remain through graduation.

3. GUESTS AND PRESENTATIONS

a. R.J. Grey Junior High School Update - *Principal Jim Marcotte*

Mr. Marcotte presented on the common thread this year at RJG, "Relationships Matter". This included the LIFTS Training for staff, Culturally Responsive Teacher Leaders, and improved Family Communication.

Comments from the Committee included:

- Members look forward to May's data, hoping for an increase in the number of students who have a relationship with staff.
- With anti semitism surging in the commonwealth, parents have concerns. Mr. Marcotte agreed that this is an important issue to address.
- Advisories and peer leader programs have been changed many times at the High School. Is there conversation about those groups? There has been a lot of talk about streamlining across buildings. Mr. Marcotte replied that the Jr High advisory program works for the Jr High but he cannot comment about how it would work at the High School, although there is opportunity for the two principals to work together on something like this. Mr. Light added that the reason most districts don't call it "Junior High" is because it is a middle level

with unique developmental issues, not a junior version of High School. 7th graders are just entering and 8th graders are focused on getting to High School.

- It is good that the staff reaches out to families at the beginning of the year, especially for families for whom English is not their first language.

b. **ABRHS Update - *Principal Joanie Dean***

i. **Course Level Update**

Mr. Light asked Ms. Dean and her faculty/staff to develop a program of multi-year work examining course levels. This year she met with all department heads and developed a team that met weekly. Their work was presented in parent forums and included a video format with a survey that was distributed districtwide. Presentations were also done at the High School for students. A followup staff survey is being done. The goal this year was to get enough initial feedback to review over the summer and fall to hone the proposal. He stressed that this meeting is a midpoint of the discussion, not the end. More work will be done in the fall culminating in a proposal to vote on in December. The Adoption of New Programs and Courses of Study policy IGD was referenced. More feedback from the School Committee is being requested so the team can consider it before the Fall presentation.

Principal Dean was excited to share the ABRHS year in review. When faculty and students were asked what they wanted out of our community and schools - a respectful and inclusive community was the response from both groups. She spoke about Community Involvement, Advisories and Course Leveling. Team sizes have been made much smaller (400 instead of 800 students). Teachers have really stepped up this year to take on new tasks, without taking anything away. Students require more thought, care and time from all educators to meet them where they are. Events this year were amazing, including athletics, performing arts, and over 100 clubs. Teacher leadership has been at an all time high this year with peer leaders in every department. Advisories are mixed grades with 8-12 students in each group. Members sit in a circle, technology free. Ms Dean described it as "heading in the right direction". The goal of Advisory is to create a cohesive community that encourages students to connect with peers and staff. Education is now more about problem solving, collaboration, and critical thinking in a variety of settings.

Goals for the new levels proposal are:

1. Students will have increased access, opportunities, and choice to study advanced level coursework.
2. Students will have access to a broader range of learning and social interactions that will better prepare them for today's world.

Regarding course levels, comments from the Annual Senior Survey were very negative about the effects of leveling classes. The Administration feels that a

rigid leveling system can have a stark impact on students' social emotional learning. It's important for students to feel balanced emotionally and that they belong to learn. It is thought that when kids take lower level courses there are few opportunities to move out of those levels. Many of our students could and should be provided more opportunities to move up in course work. Our instruction will also have to shift with a new plan. This is based on educational research and AB is not alone in doing this work. Many comments have stressed the need to support our teachers during this transition. Survey responses will be shared when they are all in.

Comments from the Committee included:

- This work is appreciated. The idea that disability is related to intelligence is a tough pill to swallow. The most positive experiences for one student have been in heterogeneous classes.
- Some students take honors classes to get the weighted gpa. This needs to be eliminated. (This will be discussed by the team next year.)
- All students should get to access whatever level they want to take, without "having to beg a teacher to take it".
- It is important to differentiate between course level and tracking. We have to be really careful about the school profile.
- A student's status should not be a determinant of ability in school.
- Regarding the 4 year Proposed Plan slide - The plan to change all of the classes at the same time, analyzing along the way, and adjusting. Mr. Light suggested a starting point for this is the first link on the Education Research slide 7 regarding the Meta-Analysis Marshall memo.
- A Committee member stated that AB is at least 20 years behind in just now considering this change to our classes. There are differences between levels and tracking. The way that we deliver education with a tracked system is not pedagogy-wise the best system. We are trying to deliver excellent education, the difference is not the leveling but the tracking.

A member of the public asked how the community could better understand this issue. Show people with examples or a sample lesson. Concern was expressed about how this issue is being communicated. A student stated that students should be able to access the classes they need and want because they need to be successful. Having only two levels could create more separation, a greater divide. This student appreciated that she could talk to more students when she was in a mixed grade class. Another student agreed about the benefit of heterogeneous classes. Ms. Dean agreed that students need to be more involved in this discussion. Watching the social interactions in a learning environment is very important.

4. ONGOING BUSINESS

a. Budget Update - *Peter Light*

i. Staffing Updates

1. Request for two additional Kindergarten sections

After careful evaluation of kindergarten enrollment, it was decided to reduce the current number of sections by 2 in the previously proposed budget. Having now completed the initial round of kindergarten registration, the enrollment trends have bounced back. This means kids are returning to the schools post pandemic and that is good news. More kindergartners will also move in over the summer. As a result, it is important to add back these two sections. This can be covered within the proposed budget due to late unexpected retirements. These two sections are needed to maintain class sizes within School Committee parameters. If enrollment dips, a section could be eliminated next year.

2. Request for Assistant Director of Special Education

Mr. Light is "very conflicted" about this request because we are in such a challenging budget situation but the post pandemic numbers of challenging student issues are exceeding our coordinators' case levels. He proposed using circuitbreaker funds for the first and maybe second years and then decide if it should be added to the budget permanently. He acknowledged that the District has eliminated three administrative positions over the past two years and the resulting impact that has had. Director of Special Education elaborated that this is being recommended primarily at the elementary level for case coordination supporting teachers and families before the students move on to the secondary level. There has to be the right balance of service between the schools. If the Committee agrees, the job would be posted tomorrow because it is hiring season. Jen would lead the process.

Given significant turnover in special education leadership over the past few years, a member stated that this new position provides some succession planning and that is important. Mike Balulescu, President of the ABEA and AB parent, appreciated the attention on special education and doesn't doubt that the work is needed. He expressed concern about a teacher whose colleague has been cut and they've been told they cannot get help, but now they hear that \$120,000 is found to cover these needs. He asked, "Why is this the need?". Mr. Light appreciated Mike's point and didn't disagree with the concern. He replied that it is similar to why 3 ELE were added this year. We're still committed to adding staff if we can but meeting IEP needs is a moral and legal obligation. The District "needs to stabilize the special education leadership". Amanda Bailey, SEPAC Chair, asked why we keep churning through special ed

leadership? Jen Truslow responded that adding this position is a chance to improve that. The number of students being evaluated is very high now. Also a new version of the Individual Education Plan (IEP) is being rolled out so that will involve more training. Mr. Light added that consistency and clarity of process is critical. Without it, more time is spent and frustration increases. Communication around complex cases has been an issue for us. When people can't get to Jen (Truslow) it trickles down and creates a lot of frustration.

A member of the public expressed concern about adding two kindergarten sections to the base budget given the budget challenges facing the district next year. He strongly advocated for adding only one section at this time.

ii. Approval of FY24 Line Item Budget (no change to overall budget) - **VOTE** - *Kyra Cook*

Liz Fowlks suggested amending the proposed motion to add only one kindergarten teacher because this has been such a difficult budget process. She advocated for waiting to see if it becomes critical to add an additional section. Members understood her point, but adding a section later usually means older students have to be moved between schools. Right now we're at 319 K students registered with 15-20 more students expected to register over the summer and 15 sections planned. Class size guidelines are 18-20 students per K class. For 15 sections that would be 21.2 kids, 16 sections (add 1) would be 20 kids and 17 (add 2) sections would result in 18.5 per class. This includes growth over the summer.

Tessa McKinley moved, Adam Klein seconded and it was unanimously, **VOTED**: 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.

b. Superintendent Evaluation Process Reminder - *Peter Light*

Members will be sent the evaluation digitally to complete. More evidence will be provided after the next meeting. Mr. Light explained the process using the statewide rubric. The goal is to have all of the evidence by May 4th, then members have two weeks to complete their evaluation and send it to Kyra and Beth as secretary. Pointing to evidence is very important. This is a shared document. Adam and Kyra will collaborate on the final composite summary evaluation for Mr. Light for a reading and vote at the June 8th School Committee meeting.

c. Subcommittee and Members' Report

i. Acton Leadership Group - *Amy Krishnamurthy*

- Peter shared the budget information. Next meeting will be in July.
- ii. Community Engagement - *Andrew Schwartz - meeting tomorrow*
 - iii. Policy Subcommittee - *Ginny Kremer*
Met last week. They are meeting with Scouts' reps per SC direction and plan to bring a new Facilities Use policy draft to the May 18th meeting.
 - iv. Budget Subcommittee - *Adam Klein*
Update was included in tonight's discussion. Also discussed Annual Town Meeting presentations. Will be in next SC meeting's FYI.
 - v. School Resource Officer Subcommittee - *Rebecca Wilson*
Reviewed potential survey questions to elicit community feedback. Next meeting will include Police Chief Jim Cogan and Sgt Keith Campbell on May 3.
- 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
Ginny Kremer moved, Adam Klein seconded and it was unanimously **VOTED**: to approve the consent agenda
 - e. Statement of Warrants and Recommendation to Approve - **VOTE** - *Kyra Cook*
Tessa McKinley moved, Amy Krishnamurthy seconded and it was unanimously, **VOTED**: to approve the warrants (see motion in memo)

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

Mr. Light highlighted the proposed meetings list to be confirmed when the five new members are in attendance. He will ask that the new Committee consider doing one full day workshop over the summer. With so many new members, this would be an excellent way to set the right tone. He would also like to consider starting meetings at 6:30 instead of 7:00 next year.

Kyra Cook, Evelyn Abayaah-Issah, Amy Krishnamurthy, Tessa McKinley, and Yebin Wang were thanked for their many years of service to the Committee. This was the retiring Acton members' last meeting. Retiring Boxborough members have one more to attend.

5. ADJOURN

Ginny Kremer moved, Adam Klein seconded and it was unanimously, **VOTED**: to adjourn the ABRSC meeting at 10:15 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: Agenda, Agenda item summary pages, School Choice Hearing memo and state information from M Altieri, RJGJHS Presentation Slides from J. Marcotte, ABRHS Presentation Slides from J. Dean, High School Course Leveling Plan Update from P. Light, Adoption of New Programs policy IGD, HS Community Forum Survey Themes, FY24 Budget, Staffing Update and Request memo from P. Light, Assistant Director of Special Education Proposal Memo from J. Truslow, FY24 Budget Files, Special Education Program Review Executive Summary December 2022, Assistant Dir of Special Education Draft Job Description, End-of-Cycle Summative Evaluation Report - Superintendent, District and Superintendent Goals, 2022-2023 Oct 20, 2022, Evaluating the SUpervisor MASC Training slides, ABRSC Draft Minutes of March 2, 2023, ABRSC Draft Minutes of March 16, 2023, New RJGJHS Club - Neurodiversity Club memo from J. Marcotte, Warrants Memo from D. Verdolino, FY24 ABRSC Draft List of Meetings, Cartwheel Care presentation slides, Monthly Student Enrollment, Acton and Boxborough Annual Election Calendars



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

| | | | |
|--------------------------|---|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | 3.e |
| AGENDA ITEM TITLE | Statement of Warrants and Recommendation to Approve | | |
| PRESENTER(S) | Tessa McKinley | | |
| SUMMARY OF TOPIC | Warrants are the listing of all payments made by the school district for the period, including payroll, vendors and others. The School Committee approves these at every meeting. | | |

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

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

| | |
|--|---|
| SUGGESTED MOTION | See motion in memo in the packet from D. Verdolino |
| FOLLOW-UP | |
| APPROX. TIME FOR THE AGENDA ITEM (MIN.) | 2 min |
| ATTACHMENTS | Summary memo from D. Verdolino 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

May 4, 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.



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Recommended Motion Wording

I move that the School Committee vote to approve the below listed warrants totaling \$7,376,560.00.

AP Vendor warrant(s) as follows -

| | | | | | |
|---------|-------|-----------|------------------|----|--------------|
| 23-021 | dated | 4/14/2023 | in the amount of | \$ | 729,271.26 |
| 23-021C | dated | 4/21/2023 | in the amount of | \$ | 253,784.39 |
| 23-022A | dated | 4/28/2023 | in the amount of | \$ | 2,148,987.71 |

Payroll Vendor warrant(s) as follows -

| | | | | | |
|----------|-------|-----------|------------------|----|--------------|
| 23-021PR | dated | 4/20/2023 | in the amount of | \$ | 1,224,377.76 |
|----------|-------|-----------|------------------|----|--------------|

Payroll warrant(s) as follows -

| | | | | | |
|-------|-------|-----------|------------------|----|--------------|
| P2321 | dated | 4/20/2023 | in the amount of | \$ | 2,988,527.49 |
|-------|-------|-----------|------------------|----|--------------|

Student Activities warrant(s) as follows -

| | | | | | |
|----------|-------|-----------|------------------|----|-----------|
| 23-021SH | dated | 4/20/2023 | in the amount of | \$ | 25,631.39 |
| 23-022BL | dated | 4/27/2023 | in the amount of | \$ | 5,980.00 |



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

| | | | |
|--------------------------|--|---------------------------|-----|
| MEETING DATE | 5-4-2023 | AGENDA ITEM NUMBER | FYI |
| AGENDA ITEM TITLE | For Your Information (FYI) | | |
| PRESENTER(S) | The Chairperson and/or Superintendent may highlight individual items | | |
| SUMMARY OF TOPIC | A variety of items may be found in the FYI: announcements, awards, publicity, reference materials, etc. that do not need discussion. | | |

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

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

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

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2023-2024

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

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

November 2, 2023

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



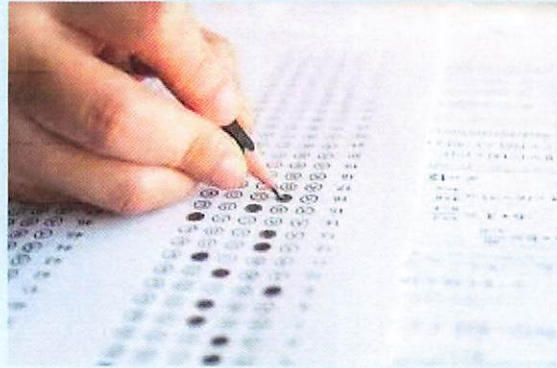
Dear Members of CASE Community,

We are ending March and going into April. The new month is starting out with showers. The weather is in keeping with this time of year. It is spring. Spring brings with it a fresh start and endless possibilities. I hope you are all taking advantage of the temperatures and the ability to be outside as a group. With that, I share with you this newsletter capturing highlights, activities, and notices from the collaborative this past month. Here's wishing you all a favorable and successful April!

Sincerely,
Sanchita

PROGRAM UPDATES

MCAS UPDATE



"ELA MCAS - Grade 10 has to be taken on certain dates. It has gone well at Colebrook School. Proctors were prepared. Students took the test. Coverage went well. Space worked out. MCAS will be back at Colebrook in May for Math and for Biology in June. MCAS Alts were brought to the central office today and are getting picked up today.

For District Classes - Grades 3-8 have windows of testing. Melissa and Carla are coordinating the tests in district classes."

*- Kim Munroe, **Principal, Colebrook School***

TIP PROGRAM NEWS

Faculty in the TIP Program are participating in a book study, *Lost and Found* by Ross Green. Carla Chioda is leading this project.

| | | | | |
|--|--|---|---------------------------|---|
| <p>Lost and Found Book Study Ross Green</p> | <p>Chapter 1: Who and Why</p> | <p>Observes to Helping Students with Concerning Behaviors</p> | <p>Paradigm Shift</p> | <p>Assessment of Lagging Skills and Unmet Problems (ALSP)</p> |
| <p>1</p> <p>The Plans</p> | <p>2</p> <p>The Plans List</p> | <p>3</p> <p>Solving Problems Together</p> | <p>4</p> <p>Debugging</p> | <p>5</p> <p>The Hardest Part-Jenny Lavelle, Robin Scott</p> |
| <p>6</p> <p>The Hardest Part-Debra J. Jerny Lavelle, Robin Scott</p> | <p>7</p> <p>The Hardest Part-Debra J. Jerny Lavelle, Robin Scott</p> | <p>8</p> <p>3-Prong benefits</p> | | |
| <p>11</p> | <p>12</p> | <p>13</p> | | |

The group is exploring practical Ross Green's guidance for implementing his empirically-supported Collaborative & Proactive Solutions (CPS) problem solving model with students exhibiting behavioral challenges.

COLEBROOK SCHOOL NEWS

FILL OUT IN GOOGLE FORMS

I've invited you to fill out a form: Pastry is lemon blueberry bread!

Colebrook Coffee Cart

Coffee Cart is served between 9-10a.



Staff Name *

Classroom or Room # *

Hot Beverage Selection (\$.50) *

- Coffee full strength
- Coffee half-caf
- Hot Chocolate
- Black Tea
- Green Tea
- English Tea
- Constant Comment Tea
- Earl Grey Tea
- Mint Tea
- No beverage

Pastry (\$1.00) *

- Yes
- No

Total Due (Beverage \$.50 and pastry \$1.00) *

Review and Submit

Never submit passwords through Google Forms.

COFFEE CART - "Two to three students across programs at Colebrook School are involved in making coffee and pastry each week. There is also a culinary and vocational aspect to this activity where coffee and a pastry made and delivered to staff in the building. Staff complete a Google Form with their orders earlier in the week.

Between 9-10 am on Fridays, students review money transactions, go over some scenarios, and head out to deliver coffee. Sometimes they go independently and sometimes with the Transition Specialist, Kate Sullivan. They deliver and then clean up."

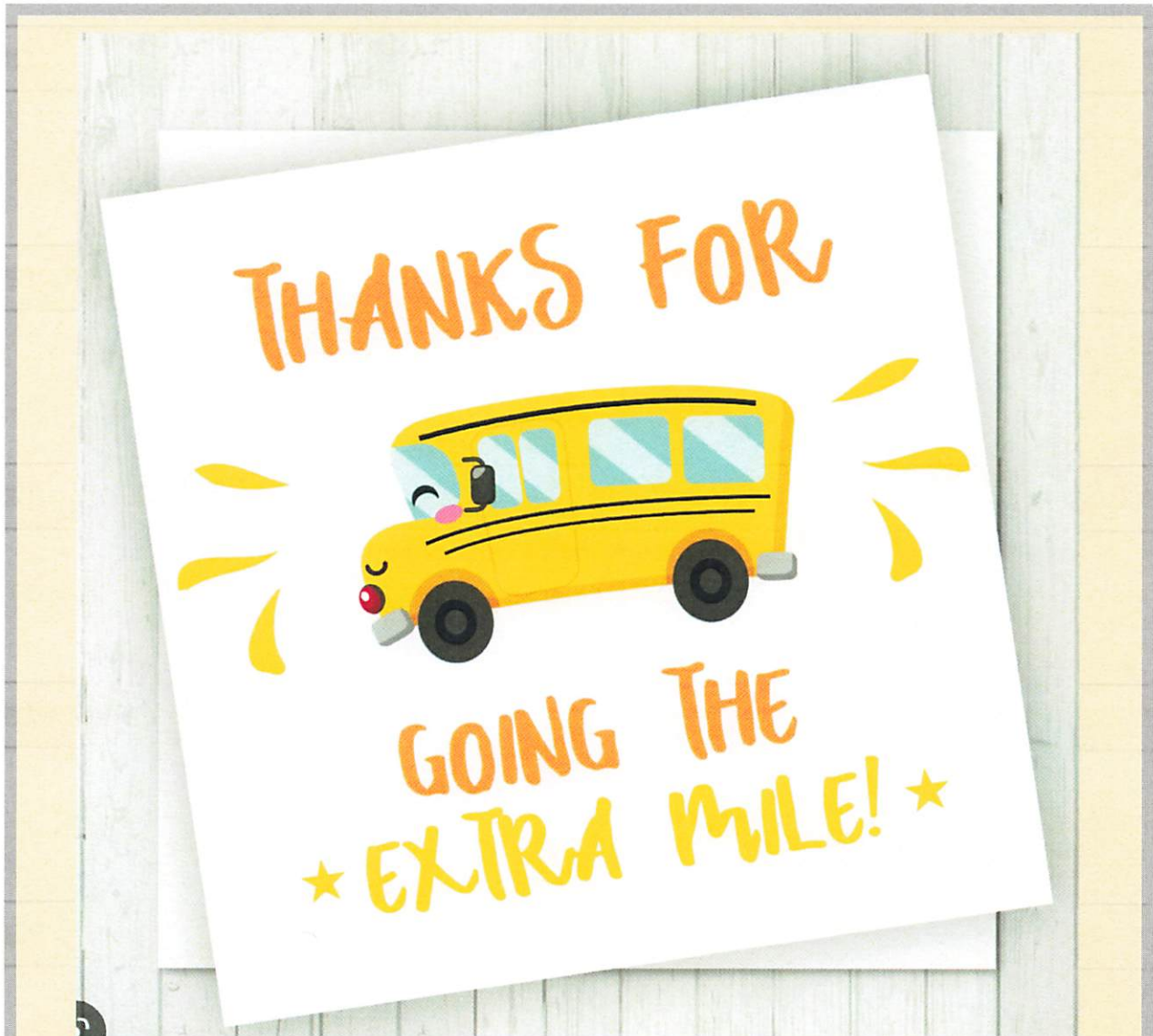
*- Kim Munroe, **Principal, Colebrook School***



COLLEGE VISIT - "Students from the Colebrook TIP and Empower programs attended a college visit to Mass Art on Monday. They were impressed with the level and breadth of art displayed and enjoyed walking through the studio spaces. One student who had little idea of what he wanted to do after high school declared, "I'm not going to lie. I think I want to become a graphic artist"! Another thanked the staff repeatedly for a wonderful day.

Sincerely, Jessica Grill (Counselor)

TRANSPORTATION UPDATES



"A parent organization in Thoreau School in Concord reached out and was apologetic that they did not include CASE drivers in their appreciation. A parent representative of this organization came by the CASE transportation office yesterday with gift cards for drivers and said that from now they will include us in their appreciation."

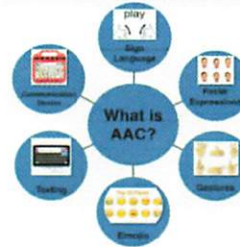
- By Marty Finnegan, Transportation Manager

CETT TEAM UPDATES

PD OPPORTUNITY

[AAC Workshop - April 12, 2023](#)

Let's Get Talking: Adventures in AAC



Lunch & Learn Workshop

Hosted by CASE CETT Team

Wednesday, April 12, 2023, 12:00pm–3:00pm

Littleton Middle School, 55 Russell St, Littleton

The workshop will provide information about supporting language comprehension and use for students with complex communication needs, with a focus on students who use lite and/or high-tech AAC. Participants will gain insight into implementation strategies and will walk away with tools for use across school settings.

Who Should Attend:

Educational staff, including speech-language pathologists, teachers, therapists, BCBAs/ABA tutors, counselors, and paraprofessionals, who teach and support students with complex communication needs.

What To Bring

A bag lunch. iPad with any AAC app, if available.

Cost:

\$50 for CASE Member Districts

\$75 for non-CASE Districts

\$0 for CASE Employees

Registration Link: [Workshop Registration](#)

cettteam@casecollaborative.org

DEPARTMENT UPDATES

PIZZA FACTORY



SPRING CLEANING

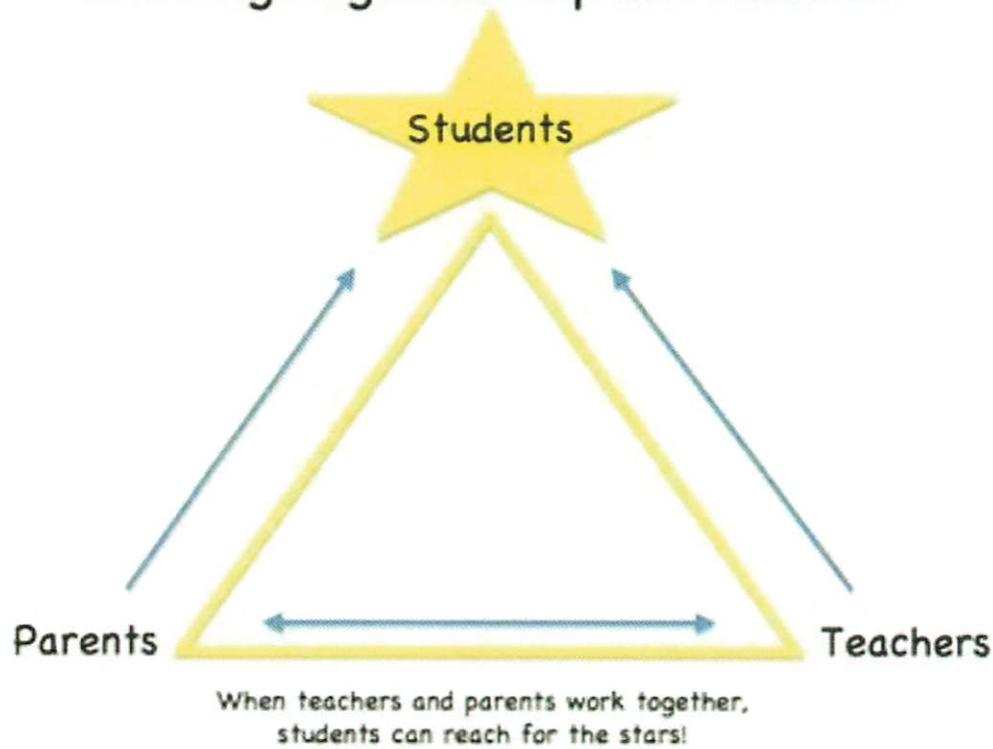
"As the weather warms up it becomes time for spring cleaning. Here are some great tips on how to go about getting it clean and organized.

<https://blog.williams-sonoma.com/how-to-clean-your-kitchen/>

- By Kathryn Dietel, Culinary Specialist

PARENT AND COMMUNITY UPDATE

Working together equals success!



Debbie Lilley, parent of a student in CASE's EMPOWER HIGH SCHOOL PROGRAM, is our Parent Liaison. Debbie organized a meeting at Colebrook School with interested parents/families on March 17, 2023. The purpose was to plan their activities for the spring.

ROUNDTABLES



CASE Special Education Directors Roundtable took place on
March 3rd, 2023 and March 31st, 2023.

CASE Out of District Coordinators Roundtable took place on
March 9th, 2023.

APRIL 2023 CALENDAR OBSERVANCES

April 2023

| | | |
|--------------|------------|--|
| April | Full Month | ARAB AMERICAN HERITAGE MONTH Celebrates the Arab American heritage and culture and pays tribute to the contributions of Arab Americans and Arabic-speaking Americans. |
| April | Full Month | GENOCIDE AWARENESS MONTH A month that marks important anniversaries for past and contemporary genocides. Throughout the month, individuals, communities and organizations join together to remember and honor victims and survivors of mass atrocities. |
| April | Full Month | NATIONAL POETRY MONTH Introduced in 1996 by the Academy of American Poets as a way to increase awareness and appreciation of poetry in the United States. |
| April | | DAY OF SILENCE Students take a day-long vow of silence to protest the actual silencing of lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) students and their straight allies due to bias and harassment. |
| April 2 | | PALM SUNDAY • Western Christian Observed the Sunday before Easter to commemorate the entry of Jesus Christ into Jerusalem. |
| April 6 | | THERAVADA NEW YEAR • Buddhist In Theravada countries the New Year is celebrated on the first full moon day in April. |
| April 6-13 | | PASSOVER/PESACH • Jewish The eight-day "Feast of Unleavened Bread" celebrates Israel's deliverance from Egyptian bondage. |
| April 7 | | GOOD FRIDAY • Western Christian Commemorates the Crucifixion of Jesus Christ on the Friday before Easter. Known as <i>Holy Friday</i> in Eastern Orthodox Christianity. |
| April 9 | | EASTER • Western Christian Known as <i>Pascha</i> in Eastern Christianity, it celebrates the resurrection of Jesus. |
| April 9 | | PALM SUNDAY • Eastern Orthodox Christian Observed the Sunday before Pascha to commemorate the entry of Jesus Christ into Jerusalem. |
| April 13 | | HOLY THURSDAY • Eastern Orthodox Christian Also known as <i>Maundy Thursday</i> , it is celebrated on the Thursday before Pascha commemorating the Last Supper, at which Jesus Christ and the Apostles were together for the last time before the Crucifixion. |
| April 14 | | HOLY FRIDAY • Eastern Orthodox Christian Commemorates the Crucifixion of Jesus Christ on the Friday before Pascha. Known as <i>Good Friday</i> in Western Christianity. |

- | | |
|-----------------------|---|
| April 14 | VAISAKHI (also spelled Baisakhi) • Sikh The festival which celebrates the founding of the Sikh community as the Khalsa (community of the initiated). On this day, Sikhs gather and celebrate Vaisakhi at their local Gurdwaras (Sikh house of worship) by remembering this day as the birth of the Khalsa. |
| April 16 | PASCHA • Eastern Orthodox Christian Known as <i>Easter</i> in Western Christianity, it celebrates the resurrection of Jesus Christ. |
| April 17 | LAILAT AL-QADR • Islamic Commemorates the night that the <i>Qur'an</i> was first revealed to the Prophet Muhammad. It is known as the "Night of Power." Often set on the 27th day of Ramadan, Sunnis may observe it on the 21st, 23rd, 25th or 29th and Shi'ite (Shiite) observe it on the 19th, 21st or 23rd day of Ramadan. |
| April 18 | YOM HASHOAH • Jewish "Holocaust Remembrance Day" memorializes the heroic martyrdom of six million Jews who perished in the Nazi Holocaust. |
| April 21 | EID AL-FITR • Islamic The "Feast of the Breaking of the Fast" marks the end of Ramadan, the holy month of fasting from dawn until dusk. |
| April 21-May 2 | FESTIVAL OF RIDVÁN • Bahá'í Annual festival commemorating the 12 days when Bahá'u'lláh, the prophet-founder of the Bahá'í Faith, resided in a garden called Ridván (Paradise) and publicly proclaimed his mission as God's messenger for this age. The first (April 21), ninth (April 29), and twelfth (May 2) days are celebrated as holy days when Baha'is suspend work. |
| April 24 | ARMENIAN MARTYRS' DAY Memorializes the genocide of approximately 1.5 million Armenians between 1915 and 1923 in Turkey. |