



Acton-Boxborough Regional
School Committee Meeting

February 1, 2018

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

February 1, 2018
7:00 p.m.

AGENDA

1. **Call to Order (7:00)**
2. **Chairman's Introduction – Amy Krishnamurthy (7:05)**
 - 2.1. Annual Spring Town Elections
 - Acton last day to obtain nomination papers - February 2
 - Acton last day to file nomination papers with signatures – February 6
 - Acton 2018 Town Election Calendar
 - Boxborough last day to file nomination papers – April 3
 - Boxborough 2018 Town Election Calendar
3. **Public Participation (7:10)**
4. **2nd Quarter FY18 Financial Report through Dec 31, 2017 – Dave Verdolino (7:20)**
5. **FY19 ABRSD Superintendent Preliminary Budget Update – Bill McAlduff (7:30)**
 - 5.1. Superintendent's Memo
 - 5.2. ALG & BLF Update
 - 5.2.1. ALG Meeting on 2/1/18 and Minutes of 1/11/18
 - 5.3. Questions, comments and input
 - 5.4. FY19 Budget Hearing on 2/15/18 at 7:05 p.m. in the Jr High Library, followed by ABRSC meeting
6. **School Building Committee Update – Mary Brolin (8:00)**
 - 6.1. Study Enrollment Certification, submitted 1/23/18
 - 6.2. Feasibility Study Budget – Exhibit A
7. **Merriam School Principal Update – Marie Altieri (8:15)**
 - 7.1. Finalist Announcement
8. **Subcommittee Reports (8:25)**
 - 8.1. Policy
 - 8.1.1. NEW: Section 504, File: IHBA – First Read – Dawn Bentley
9. **School Committee Member Reports (oral) (8:35)**
10. **Superintendent Search Update – Diane Baum (8:40)**
 - 10.1. Candidate Profile
 - 10.2. Information on our site: <http://www.abschools.org/home/superintendent-search>
11. **Consent Agenda (8:50)**
 - 11.1. Statement of Warrants & Approval of Minutes
 - 11.1.1. Minutes of 1/22/18

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

- 11.2.1. Recommendation to Approve \$11,000 Donation from Acton-Boxborough United Way to the ABR High School to support the Healthy Teen Initiative – **VOTE**

12. **FYI** (8:55)

- 12.1. DESE Draft History and Social Studies Curriculum Frameworks Revision
12.2. Annual Education Report for the Acton & Boxborough Town Meeting Books
12.3. January 1, 2018 Enrollment Report
12.4. Family Learning Series - FY18 Calendar of Presentations
12.4.1. Attunement & Somatic Regulation: A Body Based Approach Toward Increasing Understanding & Resilience Within Your Child, Heather Finn, LICSW, February 6th at 7:00 p.m. in the R.J. Grey Junior High School

13. **Adjourn** (9:00)

Next Meetings:

ABRSC Open Budget Hearing, February 15 at 7:05 p.m. in the JH Library (followed by regular meeting, including possible announcement of Superintendent Finalists and process)

Acton Town Meeting begins April 2

Boxborough Town Meeting begins May 14

Posted on 1/29/18 at 4:00 p.m.

TOWN OF ACTON 2018 ELECTION CALENDAR

Annual Town Election is Tuesday, March 27, 2018

Annual Town Meeting is Monday, April 2, 2018

Last day to obtain nomination papers February 2, 2018

Last day to file nomination papers with Board of Registrars February 6, 2018

Last day to object / withdraw February 22, 2018

Last day to register voters March 7, 2018

Last day to post town warrant March 13, 2018

TOWN OFFICIALS TO BE ELECTED IN 2018 - TERM OF OFFICE

Moderator

1 Member - 1 year term

Acton Board of Selectmen

1 Member - 3 year term

School Committee

2 Members - 3 year term

School Committee

1 Members - 1 year term

Trustees Memorial Library

1 Member - 3 year term

Water Supply District of Acton

1 Moderator - 3 year term

1 Commissioner - 3 year term

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

Temporary Moderator

1 Member - 1 year term

Trustees, West Acton Citizen's Library

2 Member - 3 year term

Trustees, Charlotte Goodnow Fund

1 Members - 3 year term

Trustees, Elizabeth White Fund

1 Member- 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term



BOXBOROUGH TOWN CLERK
 29 Middle Road, Boxborough, Massachusetts 01719
 Phone: (978) 263-1116 · Fax: (978) 264-3127
elizabeth.markiewicz@town.boxborough.ma.us

ELECTION CALENDAR 2018

Special Town Meeting: Monday, February 26
Annual Town Meeting: Monday, May 14
Annual Town Election: Tuesday, May 22
State Primary: TBD
State Election: Tuesday, November 6

February 6: Last day to register to vote for Special Town Meeting on February 26. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

February 26: Special Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

April 3: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 22 Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

April 24: Last day to register to vote for Annual Town Meeting and the Town Election. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

Monday, May 14: Annual Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

Tuesday, May 22: Annual Town Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

TBD: Last day to register for State Primary. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

TBD: State Primary. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

October 17: Last day to register for State Election on November 6. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

October 22-November 2: Early Voting Period for November 6 state election.

November 6: State Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

Candidate's Check List: Running for Town Office

Elected Offices include: Board of Selectmen, Board of Health, Library Trustees, Planning Board, School Committee, Town Moderator, Town Clerk and Constable.

How to Get on the Ballot:

1. Be certain you are a registered voter in Boxborough.
2. Obtain Nomination Papers from the town clerk's office at Boxborough Town Hall.
 - must obtain nomination papers in person
 - verify with clerk the number of signatures required to get on ballot
 - verify submission deadline for completed nomination papers
3. Fill in the top portion of all nomination papers with your name, address, office sought, etc., BEFORE circulating for signatures.
4. Be sure to sign the written acceptance line on at least one nomination paper.
5. Only voters registered in Boxborough are eligible to sign nomination papers.
6. Voters must sign their name and fill in the address where they are registered to vote.
7. Don't miss the deadline date and time for submitting nomination papers to the clerk for certification. The deadlines are shown on each nomination paper. Papers must be physically received and stamped as such by the clerk by the deadline.
8. Submit more than the minimum number of required signatures!

Campaign Finance Law Requirements:

1. Talk to clerk as soon as you decide to run about Campaign Finance Law requirements, appropriate forms and deadlines.
2. Obtain a copy of the campaign guide for municipal office candidates. This is available from the clerk or online from the Office of Campaign & Political Finance at http://files.ocpf.us/pdf/guides/muni_candidate_2012.pdf

For more information on town government and running for office, please contact Liz Markiewicz, the Town Clerk, at 978-264-1727 or emarkiewicz@boxborough-ma.gov.

**Acton-Boxborough Regional School District
FY2018 Budget Update - Q2 OVERVIEW
Presentation to SC February 1, 2018**

(amounts in \$000s)

Budgeted FY2018 Revenues	\$ 86,090.5	
Projected FY2018 Revenues	\$ 86,304.6	\$ 214.1
Budgeted FY2018 Expenditures	\$ 86,090.5	
Projected FY2018 Expenditures	\$ 85,813.2	<u>\$ 277.3</u>
Projected Estimated Budget Surplus		\$ 491.4

Note 1 - Revenue projections are unchanged from Q1 report.

Note 2 - See Q2 Budget Update for projected expenditures by character code
(copy of report presented to Budget Subcommittee).

Note 3 - This estimated budget surplus does not reflect appropriation from E&D for building
feasibility study (\$1.3M total cost; \$710K district share after MSBA reimbursement).

Acton-Boxborough Regional School District

FY2018 Budget Q2 Update - Revenue by Type

Presentation to SC February 1, 2018

Source: Munis Budget v. Actual 1/16/18

ACCOUNT DESCRIPTION	REVISED BUDGET	Unchanged from Q1	ACTUAL YTD	REM. REVENUE	(FYI)
		Report (11/9/17)			% COLL
		PROJECTED			
MEDICAID REIMBURSEMENT	100,000	150,000	22,268	127,732	15%
AID - CHAPTER 70	14,804,931	14,859,361	7,429,680	7,429,681	50%
TRANSPORTATION - PUPIL	1,307,373	1,307,373	0	1,307,373	0%
REIMBURSEMENT - CHARTER SCHOOL	25,350	33,282	14,801	18,481	44%
REGIONAL BONUS AID	49,000	49,000	0	49,000	0%
ASSESSMENT - RGNL - ACTON	57,730,056	57,730,056	28,865,028	28,865,028	50%
ASSESSMENT - RGNL - BOXBOROUGH	11,593,781	11,593,781	5,796,892	5,796,889	50%
EARNINGS - ON INVESTMENTS	0	93,344	67,564	25,780	72%
REVENUE - MISCELLANEOUS	0	19,006	19,006	0	100%
RENTAL INCOME	30,000	30,000	0	30,000	0%
APPROPRIATED FROM E&D (See Note)	450,000	450,000	450,000	0	100%
Revenue Total	86,090,491	86,315,203	42,665,239	43,649,964	49%
Projected Variance		224,712			

Notes re:

Medicaid Reimbursement	Based on cost reimbursement history and current year filings.
Chapter 70; Charter Reimb. Aid	Based on final state budget; Ch. 70 primarily due to increase in Minimum (per pupil) Aid.
Earnings on Investments	Based on prior year experience and current year monthly reports by Treasurer.
Miscellaneous Revenue	No budget or basis for projection; will adjust projection to YTD actual as received.
Appropriated from E&D	Does not reflect anticipated use of E&D to fund MSBA Feasibility Study (est. \$710,000)

Acton-Boxborough Regional School District
FY2018 Budget Update - Expenditures by Type
Presentation to SC (TBD; Budget Subcom January 12, 2018)

Source - Munis report Jan 3, 2018; projections from tracking analyses.

ACCOUNT DESCRIPTION	REVISED BUDGET	YTD EXPENDED ENCUMBERED	AVAILABLE BUDGET	YEAREND PROJECTION	Projected Variance	WAS (Q1 REPORT)
01 SALARIES, TEACHING	34,957,155	34,647,910	309,245	34,922,705		
02 SALARIES, PRIN/A PRI	2,393,559	2,410,510	-16,951	2,410,510		
03 SALARIES, CNTRL ADMN	1,249,128	1,462,877	-213,749	1,464,745		
04 SALARIES, SUPP STAFF	9,716,262	9,641,408	74,854	9,746,836		
05 SALARIES, ATHLETICS	583,202	491,536	91,666	576,607		
06 SALARIES, BUILDINGS	808,007	741,459	66,548	769,226		
07 SALARIES, CUSTODIAL	1,531,398	1,505,495	25,903	1,505,436		
08 SALARIES, HOME INSTR	8,500	856	7,644	8,500		
09 SALARIES, MISC PS	1,574,847	1,403,387	171,460	1,613,823		
11 SALARIES, SUBS MISC	73,103	39,604	33,499	86,193		
12 SALARIES, SUBS INSTR	681,212	237,632	443,580	701,852		
13 SALARIES, OVERTIME	233,215	132,632	100,583	269,218		
14 STIPENDS, CURR/INSTR	197,000	69,520	127,480	201,600		
<i>Sub-total, Salaries</i>	54,006,588	52,784,825	1,221,763	54,277,251	-270,663	-80,000
15 FRINGES, COURSE REIM	56,000	35,287	20,713	56,000		
16 FRINGES, HLTH INSUR	8,385,796	5,064,262	3,321,534	8,268,422		
17 FRINGES, H INSUR RET	879,098	522,089	357,009	903,853		
18 FRINGES, LIF/DIS INS	42,100	25,153	16,947	40,340		
19 FRINGES, UNEMPLYMNT	40,000	15,040	24,960	40,000		
20 FRINGES, WORKRS COMP	600,000	453,550	146,450	510,550		
21 FRINGES, MCRS	2,318,753	2,318,753	0	2,318,753		
22 FRINGES, MEDICARE	825,000	326,640	498,361	807,700		
23 CONTRIB OPEB TRUST F	900,000	900,000	0	900,000		
<i>Sub-total, Fringes</i>	14,046,747	9,660,774	4,385,973	13,845,618	201,129	10,000
24 INSTRUCT SUPPLIES	1,050,395	767,074	283,321	1,067,811		
25 INSTRUCT TEXTBOOKS	265,689	161,354	104,335	220,119		
26 INSTRUCTIONAL, LBY	55,628	36,976	18,652	65,538		
<i>Sub-total, Instructional</i>	1,371,712	965,404	406,308	1,353,467	18,245	10,000

**Acton-Boxborough Regional School District
 FY2018 Budget Update - Expenditures by Type
 Presentation to SC (TBD; Budget Subcom January 12, 2018)**

Source - Munis report Jan 3, 2018; projections from tracking analyses.

ACCOUNT DESCRIPTION	REVISED BUDGET	YTD EXPENDED ENCUMBERED	AVAILABLE BUDGET	YEAREND PROJECTION	Projected Variance	WAS (Q1 REPORT)
27 OTHER, CAP OUTLAY	1,037,150	446,262	590,888	1,028,736	8,414	100,000
29 OTHER, DEBT SERVICE	1,903,718	337,534	1,566,184	1,903,718	0	0
30 OTHER, PROP/CASUALTY	182,959	113,461	69,498	113,461	69,498	0
31 OTHER, MAINT BLDG/GR	759,020	668,267	90,753	967,994		
32 OTHER, MAINT EQUIP	157,343	76,019	81,324	143,110		
37 OTHER, CUSTODL SUPP	157,984	119,205	38,779	160,842		
42 OTHER, UTILITIES	1,758,200	500,809	1,257,391	1,506,167		
44 OTHER, SEWER	304,823	89,881	214,942	273,281		
<i>Sub-total, Facilities</i>	3,137,370	1,454,181	1,683,189	3,051,394	85,976	100,000
34 OTHER, LEGAL SERVICE	161,350	87,608	73,742	258,625	-97,275	-85,000
35 OTHER, ADMIN SUPP	1,033,692	768,029	265,663	1,144,391		
40 OTHER, TRAVEL/CONF	133,303	95,250	38,053	131,108		
43 OTHER, TELEPHONE	85,751	43,238	42,513	81,536		
<i>Sub-total, Admin</i>	1,252,746	906,516	346,230	1,357,035	-104,289	10,000
36 OTHER, ATHLETIC SUPP	67,491	54,722	12,769	66,248	1,243	0
38 OTHER, SPED TRANSP	1,784,024	1,604,018	180,006	1,761,512	22,513	0
39 OTHER, STUDENT TRANS	887,468	690,042	197,426	889,268	-1,800	0
41 OTHER, SPED TUITION/	5,483,010	6,132,579	-649,569	5,327,335	155,675	250,000
48 ASSESSMENTS	766,658	380,186	386,472	578,030	188,628	79,462
49 OTHER	1,500	0	1,500	1,500	0	0
Grand Totals	86,090,491	75,618,110	10,472,381	85,813,198	277,293	394,462



Acton-Boxborough Regional School District
 Superintendent's Office
 16 Charter Road
 Acton, MA 01720
 978-264-4700 www.abschools.org

William H. McAlduff, Jr.
 Interim Superintendent of Schools

TO: Acton-Boxborough Regional School Committee
 FROM: Bill McAlduff
 RE: School Committee's Preliminary FY19 Budget
 DATE: January 29, 2018

Current Status:

As of this writing there are no further administrative updates. Administration has however started working on the Public Hearing presentation scheduled for February 15th.

On Thursday night the School Committee will hear recent updates from ALG and BLF meetings then have an opportunity to engage further in FY19 Budget discussions/questions/comments etc.

The Budget sub-committee will have further opportunity, at their next meeting (Friday February 2nd), to discuss Budget Saturday information, ALG and BLF updates, as well as the results of any further discussion the School Committee has on Thursday night.

I will be prepared to make budget adjustment recommendations, if any, as part of the Public Hearing presentation.

Quick Recap:

1) Superintendent's Preliminary Budget (12/14/17):	\$ 89,566,023	+4.0%
Adjustments: 1) increase CB offset by \$150K 2) decrease salaries by \$17,523		
2) Superintendent's Recommended Budget (1/11/18):	\$ 89,398,500	+3.8%
Adjustments: 1) decrease HI Fringe by \$ 438,500		
3) School Committee's Preliminary Budget (1/27/18):	\$ 88,960,000	+3.30%

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships.
 WELLNESS - EQUITY - ENGAGEMENT

1/24/18

ALG Minutes January 11, 2018

Present: Peter Ashton, facilitator; Janet Adachi & Katie Green, BoS; Steve Noone & Jason Cole, FC; Paul Murphy & Amy Krishnamurthy, SC; Steve Ledoux, Bill McAlduff, Steve Barrett & Marie Altieri, Staff.

Audience: Mark Hald, Asst Town Manager; Brian McMullen Asst Assessor; Dave Verdolino, school finance director and Charlie Kadlec, public.

Extra Info: Historical analysis of Table 6 with projections thru FY 2022 (prepared by Dave Verdolino); Town of Acton Financial model with the inclusion of the budget numbers from the town and schools

Minutes were accepted after the addition of "free and reduced" referring to the schools lunch program.

2. Update of FY 18 revenues and expenses

SL: because of the change in the federal tax law, residents came to make pre-payments. We got close to \$5.9m. People were lined up to pay and the tax office did a very good job in handling the crowds. I heard that some towns nearly had riots where other towns refused to take the payments. It's not extra money, of course.

Bill: I heard that people got lost trying to find town hall. There is nothing new to report: revenues are on track and so far we have had no surprise expenditures. We will be getting out the 2nd quarter revenue/expense sheet shortly.

3. Review of spread sheet with recommended budget numbers

SB: Both the town and school budget numbers have been included. The town has a 3% increase: schools 3.8% making the deficit \$1.8m; we are using \$1.3m in reserves; taking 0 from the untaxed levy.

Marie: we need to talk about reserve use. The 3.8% increase covers the on-time cost for busing for which we will get reimbursed next year. So our increase is closer to 3.1%. We also have to note that the revenue sharing from the regionalization has passed the five year mark.

SN: I'd like to see FY 17 actuals on the spread sheet and we need to add FY 21. The FC has a very strong position as to not using the back tax levy. We'd like to see a \$1.3m use of reserves, not \$1.7 but there is no flexibility on the use of the tax levy. We'd like to see more spending cuts because if you extrapolate into the future, things get ugly and there is not a whole lot to pick on except contracts which expire in June.

Jason: no one on the FC wants to go above 1/3 of the levy knowing that there are large capital project. We should not bond MM this year but wait until we have other capital projects.

There was discussion about the impact if the enrollment between Acton and Boxboro and the assessments.

Dave went through the slides for current and regional assessment costs. Each .01% represents \$70K-\$82K. The turnaround will start in 2020 as the enrollment in Boxboro grows. Between 2021 and 2022 there will be a shift of \$1m. The shift will be to a 60/40 level. The elements that will impact future assessments are: Labor contracts; general inflation; health insurance costs; Ch 70 budget; enrollment changes; elementary school project ; increases in SPED population and new initiatives.

Marie: for the next few years Boxboro's school population will be growing faster than Acton's.

SN: the thing that is not understood is the decrease in the school population that is not followed by a decrease in costs. I know there are fixed costs but there should be reflection in a lower assessment.

Paul: we have a bigger population of special need students and an increase in the number of needy. We also have started to get the class size down to the levels that are part of our long-held policy.

Katie: The BOs did as was asked and came in with a budget if only a 3% increase. There are things that we have left out which we wanted. We thought of closing the library on Sunday but were not comfortable with that. Both entities can go back and perhaps be a bit moiré creative. But there are capital projects in the town side that are needed

SN: the town did come back following the POV if the FC and there was some slack if probably 1% that did not get spent.

Katie: you should know after budget Saturday that 1% on a \$30m budget is not bad. It would be easy to make changes if all the turn backs came from one place. They do not but are spread throughout the budget.

Marie: Our 2% difference is attributed to the one-time costs of the single tier bussing. This will be reimbursed next year.

There was some discussion as to the validity of the costs for each entity.

Janet: Every year the entities say budgets are tight. The town can feel as if it has to relent because who is going to argue against the needs of school children. We can go back and look for possible cuts but if we cannot find them we'll have to discuss how to close the gap.

Jason: we need to avoid year to year use of reserves for the operating budgets and keep them for capital items. I don't think we can have an override for operating budgets and capital at the same time. A claw back of the unused tax levy is not consistent with our POV.

SN: the E&D us showing \$200K

Marie: the one-time costs are not there. We are using reserves for capital; this year we are using \$1m for capital.

SN We'd like you to go through the budget and look at one-time costs and then we will determine the use of reserves.

Bill: I will present budget to the school committee which goes from 4% increase to 3.8%. There will be more work on the budget at the budget meeting on Saturday. Marie noted that the budget needed to be voted on January. It can be lessened but not increased.

Peter: Next meeting there will be a list of capital projects and one-time cuts.

Marie: it would be better if we increased the use of reserves.
SN: we could go up to \$2m if there is a justification.

There was a discussion as when to have the next meeting. Feb. 1 was the agreed date along with keeping Feb. 23 on the calendar

4. Public comment

Charlie: I also don't understand how the regional agreement works. I think it will be difficult to explain why Action's assessment is increasing while Boxboro's is not.

The class size argument goes back many years. When Bob Evans was on the school committee he voted against having to make class sizes based on an arbitrary number. Since the labor costs are 2/3 of the budget it's time to think about putting constrains on the contracts.

Adjourned 8:40

Next meeting February 1

Ann Chang

MASSACHUSETTS SCHOOL BUILDING AUTHORITY
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
C.T. DOUGLAS ELEMENTARY SCHOOL
STUDY ENROLLMENT CERTIFICATION

As a result of a collaborative analysis with the Massachusetts School Building Authority (the "MSBA") of enrollment projections and space capacity needs for the C.T. Douglas Elementary School (the "Proposed Project"), the Acton-Boxborough Regional School District hereby acknowledges and agrees that the design of alternatives, which may be evaluated as a part of the feasibility study for the C.T. Douglas Elementary School, shall be based in accordance with the following:

Enrollment for Grades K-6 at C.T. Douglas Elementary School	Enrollment for Grades K-6 at C.T. Douglas and Paul P. Gates Elementary Schools	Enrollment for Grades K-6 at C.T. Douglas and Luther Conant Elementary Schools
650 students	990 students	1,015 students

The Acton-Boxborough Regional School District further acknowledges and agrees that, pursuant to 963 CMR 2.00 *et seq.*, the MSBA shall determine the square feet per student space allowance and total square footage according to the enrollments noted above. The Acton-Boxborough Regional School District acknowledges and agrees that it has no right or entitlement to any particular design enrollment, square feet per student space allowance, or total square footage and that it has no right or entitlement to a design enrollment any greater than any of the enrollments noted above, and further acknowledges and agrees that it shall not bring any claim or action, legal or equitable, against the MSBA, or any of its officers or employees, for the purpose of obtaining an increase in the design enrollment for the Proposed Project that it has acknowledged and agreed to herein. The Acton-Boxborough Regional School District further acknowledges and agrees that, among other things, the design enrollment, square feet per student space allowance, and total square footage of the Proposed Project shall be subject to the approval of the MSBA's Board and that the final approval of a Proposed Project shall be within the sole discretion of the MSBA's Board.

The undersigned, for themselves and the Acton-Boxborough Regional School District, hereby certify that they have read and understand the contents of this study enrollment certification and that each of the above statements is true, complete and accurate. The undersigned hereby certify that they have been duly authorized by the appropriate governmental body to execute this Certification on behalf of the Acton-Boxborough Regional School District and to bind the Acton-Boxborough Regional School District to its terms.

Wm H. McCalliff
Chief Executive Officer
1/23/18
Date

[Signature]
Duly Authorized Representative of School Committee
1/23/18
Date

Wm H. McCalliff
Superintendent of Schools
1/23/18
Date

EXHIBIT A

FEASIBILITY STUDY BUDGET

**Acton-Boxborough Regional School District
CT Douglas Elementary School**

The total Budget for the Feasibility Study conducted pursuant to this Agreement, which is attached hereto and incorporated by reference herein, shall be no more than \$1,300,000 based upon the following estimates:

Owner's Project Manager:	\$ 325,000
Designer:	\$ 875,000
Environmental and Site Testing:	\$ 75,000
Other:	\$ 25,000



Massachusetts School Building Authority

Deborah B. Goldberg
Chairman, State Treasurer

James A. MacDonald
Chief Executive Officer

John K. McCarthy
Executive Director / Deputy CEO

January 18, 2018

Mr. William McAlduff, Interim Superintendent
Acton-Boxborough Regional School District
16 Charter Road
Acton, Massachusetts 01720

Re: Acton-Boxborough Regional School District, C.T. Douglas Elementary School

Dear Mr. McAlduff:

I would like to thank you and your team again for continuing to work with the Massachusetts School Building Authority (the "MSBA") towards the most educationally appropriate and cost effective solution for the Proposed Project related to the Statement of Interest filed for the C.T. Douglas Elementary School in the Acton-Boxborough Regional School District (the "District"). This letter is a follow up to previous correspondence dated January 3, 2018 regarding the enrollment projection for the Proposed Project, and in particular, to the conference call on January 11, 2018, as well as the follow-up information you provided on January 12, 2018 regarding current and future utilization of the District's grade K-6 facilities.

A detailed explanation of the MSBA's base enrollment projection and adjustment for the Acton-Boxborough Regional School District has been provided through previous correspondence. For planning and study purposes, the adjusted district-wide grade K-6 design enrollment is projected to be 2,820 students.

With regard to current and future utilization of the District's grade K-6 facilities, the MSBA understands the following:

- The Blanchard Elementary School currently has 21 general education classrooms along with two classrooms dedicated to the CASE Collaborative and one science classroom. In conjunction with the Proposed Project, the District would like to relocate the CASE Collaborative space to the Proposed Project and convert the science classroom to a general education classroom resulting in a total of 24 classrooms being available for general education purposes.
- The Gates Elementary School currently has 18 general education classrooms with another classroom utilized to accommodate two special education programs and an English Language Learner program. In conjunction with the Proposed Project, the District would like to relocate the English Language Learner program and one of the special education programs to their own individual spaces resulting in a total of 16 classrooms being available for general education purposes.

- The Conant Elementary School currently has 20 general education classrooms, two special education programs sharing a single classroom, and a modular facility that accommodates Art classes, Reading, and the English Language Learner program. In conjunction with the Proposed Project, the District would like to relocate one of the special education programs to a separate classroom and eliminate the modular facility by converting three classrooms to accommodate Art, Reading, and English Language Learners resulting in a total of 17 classrooms being available for general education purposes.

The capacity analysis, revised from our previous correspondence, indicates the following:

		Grades				
		K	1-3	4-6		
Students per CR		19	21	23		
Merriam	# Classrooms	3	10	9	22	classrooms
	Capacity	57	210	207	474	students
McCarthy-Towne	# Classrooms	3	10	9	22	classrooms
	Capacity	57	210	207	474	students
Blanchard Memorial	# Classrooms	4	10	10	24	classrooms
	Capacity	76	210	230	516	students
Luther Conant	# Classrooms	3	7	7	17	classrooms
	Capacity	57	147	161	365	students
Gates	# Classrooms	3	7	6	16	classrooms
	Capacity	57	147	138	342	students

As a result of the previous analysis on the base enrollment forecast, the adjustment previously described, and the revised analysis of capacity, and for planning and study purposes only, the MSBA recommends study enrollments for the Proposed Project as follows:

- C.T. Douglas Elementary School (no consolidation): 650 students
- Consolidation of the C.T. Douglas and Paul P. Gates Elementary Schools: 990 students
- Consolidation of the C.T. Douglas and Luther Conant Elementary Schools: 1,015 students

As stated in previous correspondence, these recommended study enrollments are offered to further inform the feasibility study for the Proposed Project and do not constitute an approval by the MSBA for the proposed consolidation proposal. The MSBA's study enrollment recommendations assume full utilization of all school facilities affected by this potential project.

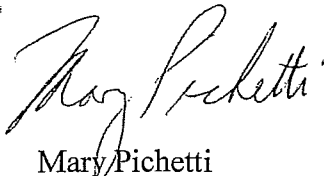
Page 3
January 18, 2018
Acton-Boxborough Updated Enrollment Letter

Accordingly, as a part of the District's Feasibility Study, if the consolidation has been determined to be the Preferred Solution, the District will be required to establish in the Preferred Schematic Report the proposed future use or disposition of any existing spaces vacated or otherwise reprogrammed by this potential project and that the Preferred Solution has been approved by the School Committee and necessary District officials.

Please sign and return the attached study enrollment certification by January 24, 2018 to confirm agreement on these enrollment figures.

If you have any questions regarding this letter, please do not hesitate to contact me or Katie Loeffler (Katie.Loeffler@massschoolbuildings.org) at 617-720-4466.

Sincerely,



Mary Pichetti
Director of Capital Planning

Cc: Legislative Delegation
Marie Altieri, Deputy Superintendent, Acton-Boxborough Regional School District
Amy Krishnamurphy, Chair, Acton-Boxborough Regional School Committee
J.D. Head, Director of Facilities and Transportation, Acton-Boxborough Regional School District
File: 10.2 Letters (Region 4)



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

7.1

Marie Altieri
Deputy Superintendent

From: Marie Altieri, Deputy Superintendent
Date: January 29, 2018
Re: Merriam Principal Finalists

I am pleased to announce three finalists for the position of Principal of the Merriam Elementary School. A 15 member search committee reviewed 24 applications, selected candidates to interview, and determined three finalists from the candidates interviewed. Each finalist will spend a day visiting Merriam and the district the week of February 5.

Parents/guardians and community members are invited to meet the candidates **on February 8, 2018 at 7:00 pm in the Merriam Library**. Each candidate will speak and answer questions. They will be scheduled back-to-back.

Juliana Schneider

Juliana has been the assistant principal of the Merriam Elementary School for the last four years. In this role, she has led the curriculum committee, served as a literacy coach, and coordinated consultants on project based curriculum and literacy. Prior to working at Merriam, Juliana taught fourth and fifth grade for ten years in Wellesley and North Reading. Juliana is also an Adjunct Professor for Lesley University. Juliana has a Master's of Education in Elementary Education from Lesley University and a Bachelor's Degree in Studio Art and Communication from Simmons College. Juliana received her administrative licensure from Boston University.

Dr. Stefanie Reinhorn

For the last ten years, Dr. Reinhorn has worked as a lead consultant for *Instructional Rounds in Education* in Boston, MA and for the Harvard Graduate School of Education-Programs in Professional Education as a Co-Chair/Faculty member for the Instructional Rounds Institute. She spent two years as an Adjunct Professor of Education at Brandeis University. Stefanie spent ten years working in the Boston Public Schools, where she was a fourth/fifth grade looping teacher, a Math Coach, a Professional Learning Facilitator, and she taught in the Boston Fellows program. Stefanie received her Doctorate of Education and a Master's of Education from the Harvard Graduate School of Education, a Master's of Arts in Teaching from Manhattanville College, and a Bachelor's in Art History from Princeton University.

Dr. Christine Price

Dr. Price has been an Elementary Principal for the last ten years. She was the Principal of the Country School in Weston from 2010 – 2016. She was the Principal of the Conant Elementary School in Acton from 2007 – 2010. Last year, Christine served as the acting head of school for the Riverbend School in Natick. Christine spent 20 years at the Belmont Day School, teaching, serving as the primary division head, K-8 curriculum coordinator, and capstone coordinator. Christine has been an adjunct Professor of Early Childhood Education at Lesley University for the last fifteen years. Christine received her PhD in Educational Studies from Lesley University. She has a Master's of Education from Lesley University and a Bachelor of Arts from Wells College in Aurora, New York.

At ABRSD, our mission is to develop engaged, well-balanced learners through collaborative, caring relationships
Wellness • Equity • Engagement

Section 504 Policy

Section 504 of the Rehabilitation Act of 1973, typically referred to as "Section 504", is a federal law that prohibits discrimination against students on the basis of disability. Specifically, the law states:

No otherwise qualified individual with a disability... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

29 USC § 794

As a recipient of federal funding, the Acton-Boxborough Regional School District must ensure that eligible students with disabilities under Section 504 are not denied access to educational facilities, programs, and opportunities on the basis of their disability.

The District shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. As required by law, the District shall also attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District shall evaluate each student identified under Section 504 and provide each eligible student with a FAPE as defined by law.

The District expects its employees to be knowledgeable about its Section 504 procedures. If you have Section 504 questions concerning either current or prospective students, please contact the District's Section 504 Coordinator:

Assistant Superintendent for Student Services
15 Charter Road
Acton, MA 01720
(978) 264-4700 x3265

References: Section 504 of the Rehabilitation Act of 1973
Title II, Americans with Disabilities Education Act
ABRSC Policy JB: Equal Educational Opportunities

First Read: 2/1/2018

Approved: TBD

Acton-Boxborough Regional School District



New England School Development Council

28 Lord Road, Marlborough, MA 01752 ✦ Tel: 508-481-9444 ✦ www.nesdec.org

Acton-Boxborough Regional School District Superintendent Search

Successful Candidate Profile

JANUARY 2018

This document provides the Successful Candidate Profile to inform the candidate selection process.



New England School Development Council

28 Lord Road, Marlborough, MA 01752 ☎ Tel: 508-481-9444 ☎ www.nesdec.org

To: Acton-Boxborough Regional School Committee

From: Sally Dias, Ed.D.
New England School Development Council (NESDEC)

Date: January 2018

INTRODUCTION

In the months of December 2017 and January 2018, the Acton-Boxborough Regional School Committee, with the assistance of the New England School Development Council (NESDEC), conducted a Community Needs Assessment through a series of focus groups and an online survey. Over 700 people participated in the needs-assessment process (68 in focus groups and 648 in the online survey).

Participants provided their insights and views in response to two prompts:

- What are the qualities, characteristics, skills, knowledge and experience you desire in a new Superintendent of Schools?
- What do you see as the immediate challenges and tasks the new Superintendent should focus upon in his or her first six to twelve months in the position?

The Acton-Boxborough Regional School Committee subsequently reviewed and analyzed the community's input and discussed its own perspective to create the resulting Successful Candidate Profile. The Successful Candidate Profile, and the accompanying background information, is designed to guide the interview and selection process during the Superintendent search.

The Acton-Boxborough Regional School Committee wishes to thank and commend all those in the community and the schools who took the time to participate in the community needs assessment process. The Committee looks forward to using the valuable insights gained through this process as it considers candidates for the position of Superintendent of Schools.

Respectfully submitted,
The Acton-Boxborough Regional School Committee

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT SUPERINTENDENT SEARCH SUCCESSFUL CANDIDATE PROFILE

The communities of Acton and Boxborough are seeking a Superintendent who will lead and support the Acton-Boxborough Regional School District in its mission to provide high-quality educational opportunities to all students and to develop engaged, well-balanced learners through collaborative, caring relationships.

Preference will be given to the candidate with a high level of competence across all aspects of the position of Superintendent and who is a good match for our district's needs and goals. Our ideal candidate demonstrates a significant depth of skill, experience and knowledge in the following areas:

Professional Leadership Qualities *(not prioritized)*

1. Strong Interpersonal and Communication Skills

We are seeking a candidate who can build trust and consensus, who makes personal connections, views the community-school relationship as a partnership and who values building strong relationships driven by the norms of transparency, integrity, trust, courage and excellence. The successful candidate must be able to communicate effectively both verbally and in writing to a wide range of stakeholder groups and possess the ability to effectively frame complex issues for discussion.

2. Understands and Addresses the Needs of an Increasingly Diverse Student Body

We are seeking a Superintendent who can address the academic, social, emotional and material needs of our increasingly diverse and rapidly changing student population which includes cultures with disparate educational priorities and students with a wide spectrum of learning profiles, language learning abilities and socioeconomic diversity. Our Superintendent must have a vision for our district with students as the priority. Preference will be given to a Superintendent who has worked directly with students in the past and understands the pressures they face. We are seeking someone with a working knowledge of programming options that meet the diverse learning needs of all students, prioritizes inclusion and accessibility for all and is committed to initiatives that target balancing academic performance with optimizing mental health and well-being.

3. Effective Decision Maker Committed to Continual Improvement

We are seeking a Superintendent with the ability to evaluate programming in the spirit of continual improvement and who has a track record of leading change-efforts successfully. We are looking for a bold visionary who is flexible and open to change as we evolve as a district, and who has ideas that are future-focused and forward-thinking and that challenge the status quo. The successful candidate must demonstrate leadership and be able to prioritize and sequence initiatives to effectively build consensus; and reach timely, data-driven decisions, and successfully implement these decisions, using an organized, systematic approach informed by educational best practices, research, and local, state and national initiatives.

4. Experienced, Knowledgeable and Engaged

We are looking for a Superintendent with significant classroom and administrative experience who has a working knowledge of school law and policy, collective bargaining and current educational and technology trends. Moreover, we are seeking a Superintendent who will take the time to learn about and understand the communities of Acton and Boxborough, be visible in our school buildings and stay apprised of current issues and activities in our schools and communities. We are seeking a Superintendent who values teachers and understands the challenges they face. We are seeking a Superintendent that values both the unique qualities of each elementary school and understands the complexities of the open enrollment model.

5. Team-Builder that Values Quality and Accountability

A successful candidate must have demonstrated the ability to build effective teams who are able to recruit, manage and retain high quality staff and who recognize the importance of accountability for staff and self. We are seeking a Superintendent who can design and implement evaluation processes that establish clear performance standards and who follows through to resolve performance and/or organizational conflicts in an effective and timely manner.

6. Experience with Budget Development & Capital Projects

We are seeking a Superintendent who has a strong working knowledge of regional school finance and budget development and management, who is committed to budgets that are student-focused and can effectively communicate budgetary issues to stakeholders. We are interested in candidates who have a working knowledge of MSBA processes as well as in-house capital planning initiatives.

Personal Leadership Qualities

- Bold Visionary
- Committed to excellence
- Integrity
- Intellectual gravitas
- Committed to transparency
- Courageous
- Knowledgeable
- Experienced
- Flexible
- Able to motivate and inspire
- Team-builder
- Can hold people accountable
- Organized and systematic
- Insightful

NESDEC SUMMARY OF COMMUNITY AND STAFF INPUT

Preference will be given to the candidate who demonstrates a significant depth of skill, experience and knowledge in the following four areas:

- 1. STRONG INTERPERSONAL AND COMMUNICATION SKILLS; ABILITY TO DEVELOP POSITIVE RELATIONSHIPS, ENGAGE THE COMMUNITY AND BUILD TRUST**
- 2. EFFECTIVE LEADERSHIP AND DECISION-MAKING; COMMITMENT TO CONTINUAL DISTRICT IMPROVEMENT**
- 3. UNDERSTANDING AND ADDRESSING STUDENT WELLNESS AND THE SOCIAL-EMOTIONAL AND ACADEMIC NEEDS OF STUDENTS**
- 4. EXPERIENCED IN BUDGET DEVELOPMENT AND SCHOOL BUILDING PROJECTS**

Indicators of skill determined via the community needs assessment for each of the above areas are:

STRONG INTERPERSONAL AND COMMUNICATION SKILLS; ABILITY TO DEVELOP POSITIVE RELATIONSHIPS, ENGAGE THE COMMUNITY AND BUILD TRUST

- Possesses excellent people skills; demonstrates the ability to involve the community in developing and implementing goals; views the community/school relationship as a partnership
- Is able to build trust and relationships with the School Committee, faculty, community and Town officials
- Makes personal connections and builds relationships with staff
- Has experience organizing processes that lead to early buy-in of constituents driven by norms of integrity, transparency, courage, stakeholder involvement and high standards of excellence
- Takes time to learn and understand the communities
- Is proficient at communication with wider communities
- Is able to communicate clearly both verbally and in writing
- Has significant classroom and administrative experience
- Will be visible in schools, aware of current issues and activities in the schools and show an interest in community affairs
- Values schools' uniqueness yet able to unify all as a district
- Has worked with a diverse population and in a large, complex and high-performing district
- Has experience with other cultures and preferably internationally

EFFECTIVE LEADERSHIP AND DECISION MAKING; COMMITMENT TO CONTINUAL DISTRICT IMPROVEMENT

- Has the commitment to supervise and evaluate school programs in the spirit of continuous improvement; has understanding of educational practices, research and national/state/local initiatives; has the ability to frame issues for discussion, reach timely decisions and implement change
- Is knowledgeable about current educational and technical trends
- Uses a systematic approach to managing and improving the schools; has excellent organizational skills, working knowledge of school law and proven ability to resolve organizational conflicts
- Is experienced with keeping a high-achieving school district competitive
- Has intellectual gravitas; is a bold visionary with ideas that are future-focused; is forward-thinking
- Has experience prioritizing initiatives and implementing within a reasonable, realistic timeline
- Has made and implemented difficult decisions; is able to challenge the status quo, make hard decisions and builds consensus
- Is flexible and open to change; has led change efforts successfully
- Has the ability and insight to recruit and retain high-quality staff; has strong personnel management practices and understanding of the collective bargaining process; is able to obtain and retain talent and build a team
- Values teachers and understands teaching challenges
- Is able to motivate, lead, guide and direct people; is committed to implementing the mission statement and vision statement of the school system
- Can walk line between inspiring and ensuring accountability
- Understands the importance of accountability for staff and self; understands how to design and implement an evaluation process that establishes clear performance standards and follows through to resolve performance issues

UNDERSTANDING AND ADDRESSING STUDENT WELLNESS AND THE SOCIAL-EMOTIONAL AND ACADEMIC NEEDS OF STUDENTS

- Has an appreciation for the diverse academic and social-emotional needs of students and has an understanding of the development and implementation of support and intervention strategies to meet those needs
- Understands the different needs of students and has developed programs and opportunities that meet the diverse learning needs of all students
- Has a track record for addressing student social/emotional issues; works on balance and wellness for students
- Understands the pressure on students
- Cares about students and has experience working directly with students
- Is a good communicator with students
- Has vision for district with students as #1

EXPERIENCED IN BUDGET DEVELOPMENT AND SCHOOL BUILDING PROJECTS

- Has a strong working knowledge of school finance, including budget development and management; has the ability to effectively communicate regarding budgetary issues with the School Committee, staff, community and local municipal officials; has clear understanding of federal, state, and local funding issues
- Has developed budgets with a clear focus on students
- Is experienced in leading a district through building projects

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE Meeting
Draft Minutes

Superintendent’s Conference Room 13
Administration Building

Monday, January 22, 2018
7:30 a.m.

Members Present:	Diane Baum (7:36 a.m.), Brigid Bieber, Mary Brolin, Dennis Bruce, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Eileen Zhang
Members Absent:	Kathleen Neville, Deanne O’Sullivan
Others:	Bill McAlduff, Beth Petr

1. The ABRSC was called to order at 7:30 a.m. by Amy Krishnamurthy, Chair.
2. **Superintendent Search Update – Bill McAlduff**
 - 2.1. Review and Approval of the Candidate Profile – **VOTE**

Bill McAlduff reviewed the upcoming process for the Search, emphasizing the importance of the Candidate Profile that they were meeting to finalize. It would be used by the Screening Committee members to review and use as a guide as they review application materials, and it would also be used to formulate interview questions. The School Committee will also use it as a guide when they interview the finalists. Lastly, the Profile will be posted for the community to review and use during the public forums.

Paul Murphy distributed a list of his comments about the proposed Profile. He felt that as written, some of the bullets were conflicting and a little confusing. Diane Baum distributed a longer, reformatted version that included her synthesis of the data, similar to what was used during the previous 2014 Superintendent search.

The Committee reviewed and discussed Diane’s version and Paul’s comments.

There was general agreement that the additional information in Diane’s version was clearer and helpful. It was agreed that the bullets should not be prioritized. Members felt that Paul’s main comment was included in the second area of preference, “Effective leadership and decision-making; commitment to continual district improvement”.

“Trust” was mentioned often in the community comments so a “candidate who can build trust and consensus” was added to Diane’s first bullet. Members discussed the various definitions of “material needs”, added by Diane in the third bullet – warm clothing, school supplies, classroom space, etc. and agreed it was a good addition. Dennis Bruce advocated for keeping NESDEC’s proposed format in some manner as well because the bullets captured so many comments from the community that should be included. On the second to last bullet of Diane’s version, “demonstrated” was added because the

Committee wants the Superintendent to have demonstrated ability to build effect teams...., not just the ability to do so. Experience matters was stated by a member.

There was general consensus that Diane's version would be the priority Profile document with the NESDEC information as backup material.

It was agreed that the Profile with supplementary information from NESDEC would be posted. Bill McAlduff stated that NESDEC said that most districts do not post the individual comments and the Committee agreed with that.

Mary Brolin moved, Brigid Bieber seconded and it was unanimously,
VOTED: to approve the Successful Superintendent Candidate Profile that Diane Baum drafted with edits by the Committee, with the NESDC document (minus the last section on page 5) attached.

This document will be used at the upcoming Screening Committee meetings on January 25th and January 29th.

The ABRSC adjourned at 8:35 a.m.

Respectfully submitted,
Beth Petr

List of Documents Used: agenda, NESDEC Draft Profile from 1/11/18 School Committee meeting, Handouts from Paul Murphy and Diane Baum


Next Meeting:

ABRSC Budget Saturday Meeting, January 27 at 8:30 a.m. in the JH Library

12/15/2017 10:00 AM

Memorandum

To: William McAlduff
From: Larry Dorey
Date: 12-15-17
Re: ABUW Grant to ABRHS



Please present to the School Committee this grant received from the Acton-Boxborough United Way:

ABRHS Recipient	Donor	Amount
ABRHS – Healthy Teen Initiative	Acton-Boxborough United Way	\$11,000



- > C & I Home | News
- > Professional Development
- > Annual Convening
- > Curriculum Frameworks
- > Model Curriculum
- > MA Tiered System of Support
- > MA Teachers' Domain
- > Writing Standards in Action
- > "What To Look For" Observation Guides
- > Social and Emotional Learning
- > Early Literacy and Learning
- > MA Academic Learning Standards Review
- > Offices
 - English Language Acquisition and Academic Achievement
 - Humanities, History, and Social Science
 - Literacy
 - Science, Technology, Engineering, and Mathematics

Curriculum and Instruction

The Revision of the Massachusetts History and Social Science Curriculum Framework

Public Comment Period: January 23 - April 2, 2018 - Please participate!

On January 23, 2018, the Massachusetts Board of Elementary and Secondary Education voted to release the current draft of the 2018 History and Social Science Curriculum Framework for public comment.

- [History and Social Science Proposed Revised Framework for Public Comment, January 2018](#)
- [HSS Proposed Revised Framework Highlights of Public Comment Draft, January 2018](#)

The Department invites educators and members of the public to participate in the public comment period from January 23 - April 2, 2018. The comments will inform additional revisions to the framework. Interested parties may provide comments via a public survey and participate in the upcoming events noted below.

Public Survey - January 23 - April 2, 2018

Public Comment Outreach Events

In order to gain additional public input, the Department, in partnership with the Massachusetts Council for the Social Studies, will host conference calls and presentations by region across the state. These sessions will welcome participation by PK-12 and higher education faculty, administrators, the general public, students, and parents/guardians on proposed changes to the 2003 History and Social Science Curriculum Framework.

Conference Call Information

- **Learn More:** Conference call sessions will begin with an overview of the proposed changes in the History and Social Science Framework draft.
- **Get Involved:** There will be time in each session for callers to give ESE staff their comments on the proposed changes and to ask questions.

Conference Call Date	Time	Register by	To note
Thursday, January 25, 2018	3-5 pm	January 24	Format: web conference See special registration info below. This session is for administrators only.
Tuesday February 6	3-4 pm	February 1	Format: conference call
Wednesday February 14	3-4 pm	February 8	Format: conference call

Registration Information:

Thursday, January 25, 2018 (Web conference, co-hosted with the Massachusetts Council for the Social Studies; Administrators only)

This session, co-hosted by the Department and the Massachusetts Council for the Social Studies, will focus on assisting administrators in unpacking the revised framework in preparation for presenting it to staff. The web conference will be managed by ZOOM.us. Once participants register, they will receive a confirmation email with instructions, a web link, and password to access the conference meeting. No login is necessary, but participants should download the free software. Participants will need a computer, laptop or tablet/iPad with a web camera and microphone and high speed Internet access. This session will be recorded and archived. Those who are unable to participate may access the archived recording as long as they are registered.

Tuesday February 6, 2018 - Conference call.

Wednesday February 14, 2018 - Conference call.

Regional Presentations Information

Department staff and members of the History and Social Science Review Panel will make presentations on highlights of the revision of the framework on a regional basis at the following locations, dates and times:

- **Central and Western MA- February 7, 2018** (4-6 pm)
(Snow date March 5 4-6 pm)
Collaborative for Educational Services, Northampton, MA
- **Northeast- Date and Location TBD**
- **Southeast- March 9, 2018** (session on this topic at 2-3 pm) Massachusetts Council for the Social Studies Conference, Bridgewater State University Bridgewater, MA. Registration: There is a charge to attend the full day conference, however, registrants may attend the session on the revision of the Framework at 2 pm for free. Registration for the session on the framework only. Registration with the MA Council for the Social Studies for the full day conference, when available.
- **Boston Area- March 21, 2018** (3 - 4:30 pm) Massachusetts Department of Elementary and Secondary Education, Malden, MA

Background:

The Department is working in close consultation with a panel of PK-12 educators, and representatives from higher education and organizations as well as a group of content advisors to revise the **2003 Massachusetts History and Social Science Curriculum Framework**. The public had an initial opportunity to provide recommendations for the revision through a public survey administered early in the process. The current public outreach (January 23 - April 2, 2018) via a survey, conference calls and presentations will inform additional refinements to the content standards and other supporting material contained in the framework before the Board of Elementary and Secondary Education (BESE) votes on whether to formally adopt the revised standards. See Overview of the Review Process/Current Timeline below.

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

EDUCATION REPORT

July 2016 – June 2017

INTRODUCTION

The Acton-Boxborough Regional School District (AB) is governed by an eleven member School Committee with representatives from Acton and Boxborough. During the 2016-2017 school year, AB served the learning needs of over 5600 students in grades PreK-12 and employed approximately 1,000 full- and part-time staff. The district completed its third year of full regionalization.

AB is comprised of eight schools; Acton-Boxborough Regional High School, RJ Grey Junior High School, Blanchard Elementary School, Conant Elementary School, Douglas Elementary School, Gates Elementary School, McCarthy-Towne Elementary School, and Merriam Elementary School. In addition, the Carol Huebner Pre-K School Program is housed in the Administration Building located on the main campus.

A more detailed account of the highlights, activities and accomplishments for the 2016-2017 school year follows.

ENROLLMENT

As of October 1, 2016 the elementary school enrollment decreased from the previous year by 32 students, from 2,747 to 2,715. Of the total number enrolled, twenty were students who received special education services while attending “out-of-district” schools – a decrease of five students from the previous October 1. Kindergarten enrollment increased by thirty-one students, from 299 to 330. There were fifteen school choice students at the elementary level.

The junior high school enrollment for October 1 increased from 888 to 911. There were two school choice students.

The high school enrollment decreased from 1909 to 1867. There were seventeen school choice students at the high school – a decrease of two students from the previous year. There were 72 students who received special education services in grades 7–12 while attending out-of-district schools.

PERSONNEL

Staffing changes for the 2016-17 school year were affected by the June 2016 retirements of thirteen teachers and five leaves of absence granted to Acton-Boxborough School District teachers. The district hired 31.95 full-time equivalent teachers to fill these vacancies and additional openings. Increased enrollment required the district to add one kindergarten

section. However, the total number of elementary sections remained the same; fewer second grade sections moving up resulted in the reduction of one third grade section.

TEACHING AND LEARNING

Summer Leadership Retreat and Institute

The summer 2016 Leadership Retreat and Institute provided time for the District Leadership Teams to begin to solidify a Long Range Strategic Plan (LRSP). During the July two-day retreat, cabinet members and building principals reviewed the Challenge Success (CS) student quantitative survey data. Supported by a two-hour Skype conference with Dr. Denise Pope, they identified three high-leverage areas on which to focus the district's time and resources: homework and workload; scheduling; and family engagement and communication. The group also set goals for working together and, with the larger District Leadership Team, drew connections between the draft LRSP, Superintendent goals, CS priorities, and outcomes from the School Committee workshop.

In August, fifty-six district leaders spent two days in a District Leadership Team Institute, where they welcomed Dr. Dawn Bentley, Assistant Superintendent for Student Services, and Pam Smith, Director of Special Education, to the ABRSD. The Team focused on:

- Social-emotional learning by
 - Understanding data from Challenge Success survey (Grades 6-12) through dialogue, discussion, and processing activities.
 - Learning about existing district initiatives that support the three focus areas identified through the CS survey.
 - Utilizing CS data to formulate level-specific plans in each of the three identified focus areas to move the work forward.
- The new draft Long Range Strategic Plan by
 - Analyzing staff/community survey data.
 - Evaluating present strategic actions.
- Educator Evaluation by
 - Reviewing timelines and learning about changes to the Educator Evaluation System.
 - Furthering understanding of the use of student feedback in the Evaluation System.
 - Improving calibration of ratings across schools.





Professional Learning

"To learn with passionate intensity, . . . children need models. They need teachers who are avid learners." -Ellin Keene

The Acton-Boxborough Regional School District's Professional Learning Program exists to provide opportunities for all educators to be learners and to improve our practice.

Research and Development (R&D)

In the summer of 2016, the R&Ds completed demonstrate the district's ongoing commitment to ensuring that our curriculum and instructional practices meet the needs of our students. These projects included *Update of Junior Curriculum: Adding Diverse Literature; Integrating Authentic Audio into the Spanish I Unleveled Curriculum; Curriculum Planning for 8th-Grade Digital Literacy; Self-Determination: Building Self-Advocacy Skills and Strategies; Incorporating More Play in the Day*, and many more.

Summer Professional Learning Workshops

Technology Workshops (*Google Boot Camp*)

- Hands-on Google Drive Basics
- Intermediate Google Drive (Docs, Slides, Forms, Draw, Extensions, & Apps)
- YouTube for Educators
- Google Sites for Teachers & Students
- Blended Learning with Google Classroom

Incorporating Play

Erin Akers from the Gesell Institute worked with a group of AB PreK teachers, kindergarten teachers, and private PreK educators to identify best practices for incorporating more guided play into their instruction. They also looked at ways of addressing the curriculum standards through play activities.

Emergent Bilingual/English Learner Theatre Workshop

This professional development course was designed to help teachers in diverse educational settings engage Emergent Bilinguals/English Learners (EBs/ELs) across every level of English Language development/proficiency through theater games and dramatic play. Using the Can-do philosophy of WIDA as the academic framework for the dramatic activities and theater game techniques presented, educators learned valuable approaches and practical experiences to foster engagement, learning and growth in the five English Language Development Standards [Social & Instructional, Language Arts, Mathematics, Science, and Social Studies].

Meaningful Mathematics Instruction: Strategies for Reaching ALL Learners

Offered for K-6 Teachers, Elementary Special Education Teachers, Classroom and Special Education Assistants, and Administrators, this two-day workshop focused on chapters from David Allsopp's book, *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*. During each session, facilitated by Renee Hill, Elementary Special Education Teacher, and Heather Haines, Elementary Mathematics Curriculum Specialist/Coach, participants used one in a series of five protocols created by DESE and EDC (Education Development Center). These protocols allowed the group to have a discussion about developing a shared vision, common language and shared understanding of what rigorous mathematics instruction looks like, and the instructional needs of students with disabilities.

Fostering Mathematical Practices Level I, PreK-12

Taught by Heather Haines, Elementary Mathematics Curriculum Specialist/Coach, and Jessica Janus, ABRHS Mathematics Teacher, this three-day professional development workshop focused on learning and implementing the Mathematical Practices from the MA Mathematical Framework in grades PreK-12. Educators connected the mathematical practices to the critical areas, learned the key ideas in each practice, learned a set of questions to prompt mathematical practice use with students, identified evidence of the mathematical practices in the problem-solving process, and learned several instructional routines to develop the practices. This was the first part of a two-part series.

Fostering Mathematical Practices Level II, PreK-12

This two-day professional development workshop built upon practices learned in the "Fostering Mathematical Practices Level I" course. It focused on integrating the Mathematical Practices from the MA Mathematical Framework in grades PreK-12 into classroom instruction. Educators learned research-based, specific instructional routines and practices designed to foster the mathematical practice standards for all students and spent time planning and rehearsing the routines for their specific student population. Consultants Grace Kelemanik and Amy Lucenta facilitated this workshop.

Assessment for Learning and Mindset in Mathematics

This workshop was offered for Elementary Principals, Assistant Principals and members of the School-based Child Support Teams to look at the mathematical big ideas assessed in the AMC assessment and how students normally progress through their understanding of these concepts. Participants then learned how to use the data from the AMC assessments

to determine a student's current edge of understanding and also learned how to use that data to guide instruction. After the work with the AMC assessments, which are used mostly with students in K-3, they continued their work with assessment for learning by reading and discussing Jo Boaler's book, *Mathematical Mindsets*.

Projecting Writing Units of Study

Matt Glover, writing consultant and coauthor (with Kathy Collins) of *I Am Reading: Nurturing Young Children's Meaning Making and Joyful Engagement with Any Book*, spent two days this summer working with some of our kindergarten and first grade teachers and our Elementary Literacy Curriculum Specialist/Coach, Sharon Ryan. Together, they unpacked the Units of Writing to best meet the needs of the students in their classrooms.

Mentor Workshop

For new mentors, a workshop was held in anticipation of meeting and working with their protégés. The workshop focused on peer observations, feedback, protocols, classroom management, and district policies and procedures.

Beginning Teacher Support Program (BTSP)

ABRSD Teacher Orientation, Day 1

All new educators to the ABRSD spent a day together getting to know one another, hearing from the District Leadership Team, touring the towns of Acton and Boxborough, enjoying lunch sponsored by the ABEA, and working in the afternoon with the Beginning Teachers Support Program Co-Coordinator, Carolyn Smiley and Maureen Lin, and their individual mentors.

New ABRSD Teacher Orientation, Day 2

On the second day, all new ABRSD educators spent a second orientation day either at their respective school (for JH and HS educators) or together as an elementary cohort. There they learned specific information about the schools, technology tools, and also had a bit of fun learning together!



Opening Day/PL Day ALICE Training

As part of the district's ongoing work on school safety and on recommendation of the District Safety Task Force, all schools engaged in ALICE training before the start of the 2016-2017 school year. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate. The training began with a slideshow and then staff worked in groups for scenario training.



Professional Learning Day November 8, 2016

During the morning, Principals, Assistant Principals, and Deans worked with building staff to unpack and discuss the data summary provided by Challenge Success, highlight AB's three high leverage focus areas, and make connections to school-based work. Three specific questions for each high leverage focus area were posed to staff:

- What challenged or changed what you know about Homework/Workload, Scheduling, and Family Education/Communication?
- What confirmed what you know about Homework/Workload, Scheduling, and Family Education/Communication?
- Within your specific role, what can you do in your work with students to support work around Homework/Workload, Scheduling, and Family Education/Communication?

After lunch, the entire ABRSD staff gathered in the high school auditorium. Principals presented what they've done to date as a school or what they would be doing during the year in any/all of the three high leverage areas. Then, Dr. Denise Pope from Challenge Success, presented two workshops:



- *The Well-Balanced Student* focused on the latest research on health, engagement, school reform practices, and strategies to work with students to focus less on performance without sacrificing rigor and engagement.
- *Homework* examined the critical questions: What is the purpose of homework? How much homework is appropriate? What kinds of homework and policies are most effective? Staff learned the latest trends and research on homework, discussed best practices in creating effective homework assignments, and examined the tensions and concerns about homework.

Early Release Professional Learning

The early release professional learning days were planned as either school-based or district-wide. The elementary schools focused on technology workshops that supported and enhanced teaching and learning and mathematics workshops that focused on challenging activities for all students, mindset and engagement, and connections between mathematics and other disciplines. The junior high staff used their time to further explore homework practices and begin to examine their school culture with regard to cultural diversity. The high school worked in departments and as a whole faculty to examine, research and discuss assessment practices and to review and make modifications to the midyear assessment week.

Sheltered English Immersion (SEI)

The MA Department of Elementary and Secondary Education requires most educators who have taught or who presently teach a student who is learning English to complete a course entitled, Sheltered English Immersion, in which they learn practices and strategies that support the learning and acquisition of English. The district offered the 3-graduate-credit course on campus, once in the fall and once in the spring.

In-district Professional Learning Workshops (taught by outside consultants and ABRSD staff)

Wellness

- *Cultivating Resilience* with Pam Katz Ressler
- *Stretch What Matters* with Elizabeth Goranson
- *Let's Play! Ways To Get Students Out of Their Seats* with Marc Lewis
- *Mindfulness for You and Your Students* with Dr. Priscilla Kotyk

Literacy/Social Studies

- *Effective Methods to Build Language & Literacy Skills in a Linguistically or Academically Diverse Classroom* with Sharon Ryan

- *Self-regulated Strategy Development: Cohort Two* with Christy Nealon & Betsy Johnston
- *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies* with Kylene Beers and Robert Probst
- *Utilizing Primary Sources Through the Library of Congress to Support the Teaching of Historical Fiction* with Sharon Ryan
- *Disciplinary Literacy PLC* with Maureen Lin

STEM

- *How to Learn Mathematics for Teachers* with Heather Haines and Tina Bloom
- *Science for All Learners* with Jean Oviatt-Rothman
- *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages & Innovative Teaching* with Heather Haines and Tara Matthews
- *Assessing Math Concepts: Formative Mathematics Assessment* with Heather Haines

EdTech

- *Get Organized with Google* with Peggy Harvey
- *Google Apps for Educators* with Peggy Harvey
- *Deliver, Differentiate & Document Learning with Google Classroom* with Peggy Harvey

Teaching All Learners

- *Protocol Training* with David Krane and Dianne Telicki
- *Learning About PLCs* with Heather Haines
- *Habits of Mind* with Diana Woodruff
- *Principles and Practices of Second Language Acquisition* with Roberto Soto-Garcia
- *Early Learning Seminar Series* with Sharon Ryan

Teaching and Learning Work

In the continued work of transitioning to the new MA Science, Technology, and Engineering (STE) Framework, new investigations were created during the summer R&Ds for implementation and feedback during the 2016-2017 school year. This is the third year of a four-year implementation process with vertical alignment to grades 7 and 8. The new MA STE Framework is based on the Next Generation Science Standards, which emphasize systems thinking and modeling, discussion, multiple investigations and problem-solving, student writing, and evidence-based arguments and reasoning. Science workshops were held for educators to further understanding of science concepts and to review the new investigations.

The district also continued its work of focusing on literacy in all grades, PreK-12. The second cohort of grades 7-12 educators worked with consultants from AdLit to refine their teaching of disciplinary literacy. The district was also fortunate to have Kylene Beers and Bob Probst, authors of *Notice and Note: Strategies for Close Reading*; *Reading Non-fiction: Notice and Note Stances, Signposts and Strategies*; and *Disrupting Thinking: Why How We Read Matters*, visit to observe classrooms at the junior high, conduct a debrief of their observations, and conduct a workshop for educators PreK-12.

World Language educators in grades 7-12 continued their work to move toward a proficiency-based framework. Within this framework, students learn and practice reading, writing, speaking and listening in order to communicate effectively in real life situations. Instruction builds on what students already know, and educators incorporate both achievement and proficiency-oriented tasks, which are also used for assessment purposes.

Long-Range Strategic Plan (LRSP)

The new Long-Range Strategic Plan was voted and approved by the School Committee on December 1, 2016.

Vision

To provide high-quality educational opportunities that inspire a community of learners

Values

- Wellness – We partner with families to prioritize social/emotional wellness, which is necessary for learning and developing resilience.
- Equity – We ensure all students have equitable access to programs and curricula to reach their potential.
- Engagement – We provide engaging educational opportunities where students develop passion and joy for learning.

Mission

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

The LRSP established three goals around which the district will focus its strategic actions each year. The three goals and specific strategic actions taken for each goal in the 2016-2017 school year are outlined below.

Understand and respond to our students' social and emotional needs.

- Final start-time report, including sleep research, considerations of alternative start-time options, and recommendations presented to School Committee
- Review of homework practices and research, draft of new policy, community feedback survey and presentation to School Committee
- Family Learning Series (FLS) promoting wellness and balance (please see below for more information). Additionally, a new website, [AB Wellness](http://abschoolswellness.weebly.com/), <http://abschoolswellness.weebly.com/> and monthly newsletters, [Expanding Our Notion of Success](http://abschoolswellness.weebly.com/newsletter-archives.html), <http://abschoolswellness.weebly.com/newsletter-archives.html> were created and shared to promote the health and well-being of the entire school community.

Our students will have equitable opportunities and tools to learn.

- Self-assessment to identify areas to build capacity for a Multi-tiered System of Support was completed and presented to the School Committee.
- Funding structures and mechanisms at each level were completed and shared with School Committee.

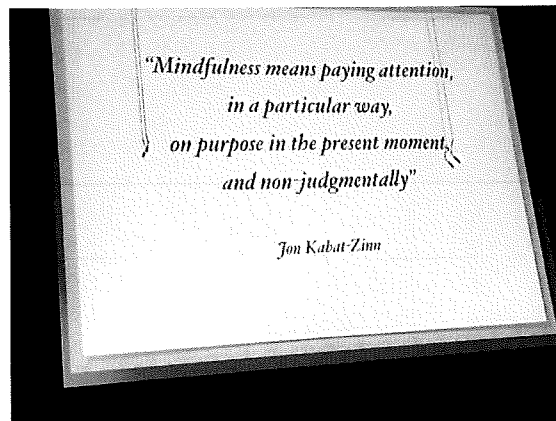
Our students will have access to safe and effective learning environments.

- Short and medium capital prioritization lists were completed.
- District Master Plan Review Committee report identifying building options was completed and presented to School Committee. Additionally, the MA School Building Authority (MSBA) invited the district to participate in its grant program for the building of a new elementary building.

Family Learning Series (FLS)

The 2016-2017 FLS, which focused on wellness and balance, was supported by ABRSD, ABRSD PTOs, PTF, and PTOs, AB Special Education Parent Advisory Council, Danny's Place Youth Services and AB United Way.

- Dr. Kirsty Kerin: *The Science of Sleep*
- Maria Trozzi: *When Adolescents Face Losses . . . Words, Strategies and Wisdom That Promote Resilience*
- Janell Burley Hoffman: *Early Childhood and Technology*
- Rob Evans: *Keeping Our Kids Safe*
- Dr. Denise Pope: *The Well-Balanced Student*
- Maria Trozzi: *5 to Thrive: A Conversation About the Stresses of Parenting*
- Michelle Icard: *Middle School Makeover: Improving the Way You and Your Child Experience the Middle School Years*
- Jessica Minahan: *Reducing Anxiety in Students*
- Pam Katz Ressler: *Mindfulness*
- Dr. Josephine Kim: *"Let's Talk! Bridging the Cultural Gap Between You and Your Child"*
- Sarah Ward: *Executive Functioning and Resilience*
- Dr. David Miele: *Academic Mindsets: Their Role in Learning, Parenting, and Teaching*
- Dr. Anthony Rao: *Getting to Manhood: Raising Boys to Succeed*



The presentations that we were able to videotape as part of the 2016-2017 series can be accessed here: <http://www.abschools.org/families/family-learning/archives>.

Seal of Bi-Literacy

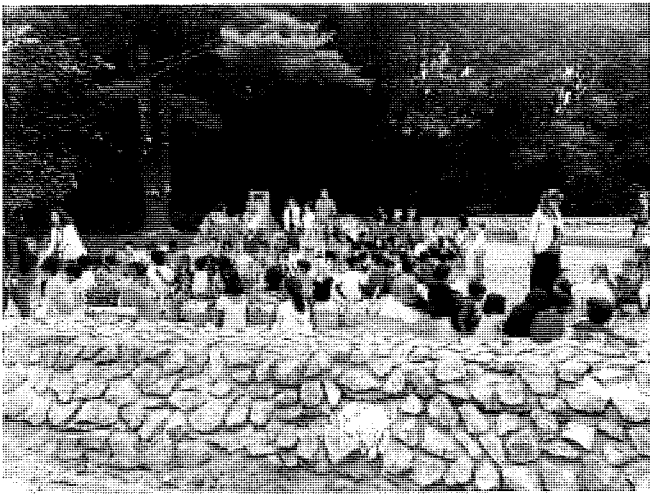
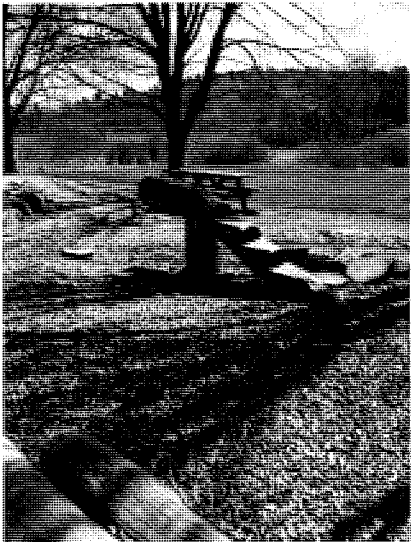
The Seal of Bi-Literacy is an award given by a school or district in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation. In the spring of 2017, AB piloted the Seal to promote the learning of languages in addition to English; to encourage enrollment in language learning opportunities and programs; to shape initial attitudes and inform students about language diversity; and to prepare students with 21st century skills that will benefit them in our global society.

Nature Play Spaces

During the spring of 2014, the Acton Public Schools applied for and received a Community Preservation Committee (CPC) Grant to fund the design of outdoor learning play spaces at the elementary schools. Four of the designs were presented in 2015 to the Acton CPC, which decided to support substantial funding of the project. On September 23, 2016 the Elementary Nature Play Spaces were officially opened!



Grand Opening
ABRSD Nature Play Spaces
Friday, September 23, 2016 11:00AM
Help us celebrate the official opening of our **four** Nature Play Spaces with a ribbon cutting at the Conan! School. Nature Play Spaces are also located at the Parker Damon Building, CT Douglas & Gates
Join the Celebration!
Generously supported in part by the Acton Community Preservation Act Fund, AB PIP STEM, and The Acton Garden Club



ELEMENTARY SCHOOLS

The six elementary schools – Blanchard, Conant, Douglas, Gates, McCarthy-Towne, and Merriam – have the following in common every year.

- Each has a School Council, as required by the Educational Reform Act of 1993.
- Vital parent involvement plays an active role in the life of each school. These parents sponsor numerous assembly programs that enrich their school's cultural and aesthetic life with musicians, storytellers, and other performers. They raise funds for schoolwide projects; provide volunteers for many in- and out-of-class activities, tasks, and services; and sponsor school newsletters and other activities. At some schools, parents staff the “Safe Arrival” hotlines.
- A number of whole-school events take place, such as orientation programs for kindergarten parents and children as the school year begins, back-to-school night open houses in the fall, and a Memorial Day program in the spring.
- Students use computers, technology, associated software, and the Internet in various ways: to supplement the writing/composing process, to enrich or extend learning experiences in each curricular area, to strengthen the learning of concepts and practice of skills via the Internet, and to provide our students with the opportunity to learn important digital literacy and digital citizenship skills.
- The faculty participates in professional learning through one or more of these activities: pursuit of formal course work, involvement in systemwide curriculum and instruction review and improvement projects, participation in the district-wide Professional Learning Day, and attendance at professional conferences and workshops. In addition, many teachers work with student teachers. Through their actions, every year the faculty shows that they are truly committed to the concept of being life-long learners.
- Each school has a reception or event to celebrate and honor the parents and volunteers who assist them during the school year.

R. J. GREY JUNIOR HIGH SCHOOL

R. J. Grey welcomed a total of 911 students, 460 7th graders and 450 8th graders, based on October 1, 2016, enrollment numbers for the start of the 2016-2017 school year.

We were fortunate to welcome several new colleagues: Margaret Kelley (English), Kimberly Montilli (Special Education), Jill Cannon (Special Education), Melissa Przygoda (World Language), Brenna Sacra (Physical Education), Jocelyn Charpentier (Library/Media), Katherine Green (Strings/Performing Arts), and Alex Paul (Social Studies).

Teaming, the fundamental core of RJ Grey, enables staff to create a strong web of support to enhance student success: a large school becomes a smaller school. After re-organizing our teams, we started this year with four teams per grade level and five core academic teachers on each team (English, Social Studies, Math, Science and World Language). The team model allows for consistent communication among teachers; issues can be addressed early, and students have an opportunity to develop close relationships with their teachers, as well as with a familiar peer group. Our team model is directly in support of our district mission

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

We continue to utilize a grade-level house model for organizing our assistant principals and counselors. We have one assistant principal and two counselors dedicated to each grade; they will follow the students through their time at RJ Grey.

Seventh graders participate in an “exploratory program” that consists of Digital Literacy, Art, Music, and Minuteman Technology Lab I, each of which meets every other day for half the year. Exploratory courses for the eighth graders include Art, Minuteman Technology Lab 8, Drama, and Computer Literacy; these classes last for one-half of the year. In addition to the core curriculum, students can choose to participate in an elective in Band, Chorus, Drama, Engineer’s Workshop, or Sports & Fitness. This was also the first year that our district added String Ensemble as a performing arts elective that would complete our other options.

Continuing with our efforts to meaningfully incorporate educational technology into our classrooms and the experiences of our students, we provided each of the eight teams with their own Chromebook cart. Shared amongst the team teachers, these Chromebooks allow students and teachers to utilize the Google platform and other web-based programs as a vehicle for various individual and collaborative learning activities. From peer editing to developing class presentations to conducting online research, team teachers capitalized on this resource, not as a way to replace the importance of direct engagement but to enhance and supplement the various activities and instructional strategies being implemented in the classroom. Given the increased use and incorporation of Chromebooks, we added four carts that are available to teams and teachers for classroom use and plan to add another four for the following year.

In an effort to reduce daily stress and incorporate reading as a daily practice during the school day, we have continued with our Silent Reading initiative. By making a few adjustments in our daily block schedule, we were able to incorporate a 20-minute period

every day when the entire school population participates in silent reading. Students and staff alike look forward to this time during their day when they can jump into their favorite book.

Poetry Fridays continued, as members of our student and staff community read a selected poem during the morning announcements.

In October 2016, RJ Grey (as well as the high school and elementary schools) received the results of the state-mandated MCAS (Massachusetts Comprehensive Assessment System) tests from the previous spring. We continue to be proud that our students’ scores compared favorably with the top-performing schools in the state. This is a result of the high quality of teachers and teaching, an excellent curriculum, fine students, and the supportive families who make education a priority for their children. This year, RJ Grey was named a 2016 Massachusetts Commendation School for narrowing proficiency gaps, which offered additional validation of the continued work and effort of our staff and students.

We continue our commitment to the partnership between school and home by leveraging our technology, using daily emails, monthly online articles, Grey Matters, Twitter, and

weekly communication notifications to keep our school community informed with up-to-date information. In 2016-17, we continued our schoolwide expectation that all teachers maintain a course website that would include relevant information and resources related to their respective courses, along with updated information regarding current homework assignments and upcoming assessments. Along with individual teacher websites, several teams also piloted the maintenance of a shared online homework calendar that students and families could use as a single-stop resource for upcoming assignments.

The School Council, consisting of four parents, two staff members, and the principal, also addressed a wide variety of relevant issues and made recommendations to the administration that were very helpful. The School Council continued to have a strong voice in the development of the school and the overall school climate. An active P.T.S.O. organization (for families in grades seven through twelve) planned, organized, and assisted with many events at RJ Grey. The P.T.S.O. also sponsored evening programs designed to provide information about the schools and made funding available so that we could equip all students with planbooks free of charge.

For many students, learning and connecting with members of the RJ Grey community took place through our extracurricular programs. The interscholastic athletic program included teams in cross-country, soccer, field hockey, basketball, softball, track, volleyball and baseball. All participants on these teams paid an activity fee that helped to support these programs. The intramural program was available to all students, meeting either before or after school. These intramural sports included basketball and strength training. Our after-school activities, which included the Ski Club, Jazz Band, Speech and Debate Team, Chess/Board Games Club, Math Counts, Technology and Engineering Club, and the Yearbook, continue to be well attended by our students. We also added new clubs, such as Common Ground, our first gender and sexuality student alliance group, as well as a Model UN program.

Through the involvement of the Student Council, students connect with each other in a number of ways. This group helped to plan school-wide activities, dances, selling Candy-Grams and other service-learning projects. In addition, several teams organized community service projects to support local organizations, such as the Coat Drive (hundreds of coats were collected and distributed to families in need), holiday Toys for Tots collection, fall clean-up day at several recreational areas in Acton, as well as an extremely successful food fund drive to support the Acton Food Pantry.

The school musical, "*Once Upon a Mattress*," was performed in December and included over 80 students in the cast, crew and student production, as well as the volunteer work of many parents. The Spring plays had students participating in a series of One Act Scenes.

In June we held our Charity Ice Cream Social, "Empty Bowls." Families were invited to this event, which showcased the students' art and singing talents. Ice cream was served in bowls that were hand-crafted in art classes by 7th-grade students. The bowl serves as a reminder of the vast number of hungry families around the world and right here in our own community. The money raised from the event was donated to the Acton Community Supper and Acton Food Pantry.

Special events during the school year included Halloween Dress-Up Day, the Thanksgiving Assembly, Blue and Gold Day (school spirit day), pajama and hat days, a weekend day ski

trip to Waterville Valley, the end-of-year seventh-grade trip to Kimball's, the eighth-grade day at Canobie Lake Park, and the Student Recognition Assembly. Our student recognition program, "Everyday Leaders," continued. Twice per trimester, RJ Grey teachers nominated students who demonstrated daily acts of kindness, enthusiasm, and respectfulness toward peers and teachers throughout the year. These students were treated to a lunch with Principal Shen.

At the end of the school year, we said goodbye to three retiring staff members: Bill Maver, Scott Biron, and Vanessa Banyas.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL

Overview

ABRHS total student 2016-17 enrollment based on the October 1, 2016 report was 1,855 students. This included 447 9th graders, 490 10th graders, 464 11th graders, and 452 12th graders.

We were pleased to welcome several new faculty and staff: Lauren Doshier – English, Kelly Antonuccio – Science, So Hyun Kong – Fine Arts, David Brusie – English, Katherine Greene – Music, Alice Greer – Library, Elizabeth Lough – Counseling, Jennifer Cohn – General Education Support Services, Anne Marie Gaebel – Mathematics.

The administrative structure at the high school continued to support students with an assigned Counselor, Dean of Students, and Associate Principal team for each student entering the high school. This ultimately allowed for students to have a three-tier support system that does not change throughout their time at A-B.

Student Wellness continued to be on the forefront of the school goals for 2016-2017. In the Advisory program, students met in small groups with an advisory teacher for a 15-minute period each Tuesday. This time was used to update students on information but also, most importantly, provided an opportunity to take a short time to reflect on how everyone was doing and practice some mindfulness techniques to support health and well-being. The regular Advisory meetings and contact between students and Advisory teachers represent another part of the student support system. Three committees that provided support to the wellness program included:

Wellness and Advisory

This twenty-person committee worked to support health and well-being within a rich learning environment to provide opportunities for all students to experience success.

Wellness Steering

This nine-person committee drew on the expertise of staff members and students, as well as community partners, including the 7-12 PTSO, Acton-Boxborough United Way, Danny's Place Youth Services, and the Metro West Medical Center to raise awareness about topics, tools, and resources for positive mental health and wellness. The student swag bags, planners, and monthly Wellness Thursday workshops were all part of the AB "Because You

Matter” Campaign, directed by this committee and made possible by the Healthy Teens Initiative Grant sponsored by the Acton-Boxborough United Way.

Assessment, Instruction, and Workload

This thirteen-person committee worked to plan professional learning around assessment, instruction, and workload. Their goal was to help teachers promote students' deeper learning, engagement, and ownership and, in turn, realize how this work promotes students' wellness and sense of success.

Student-based clubs and organizations working on wellness included the following: Ambassadors Club, Student Council, Peer Counselors, Peer Leaders, and the Wellness Club, which started in 2016-2017.

Department Information

The **World Language Department** continued the tradition of World Language Week in March with celebrations and events for the participation of all students and staff. The Chinese classes also celebrated the Chinese New Year with help from the Acton Chinese Language School.

For the 2016-2017 year, the **Mathematics Department** added an elective class called Exploring Computer Science. It was offered to students in all grades to provide a gentle introduction to coding, robotics, applications of technology in their lives, and a host of other technology related topics.

The high school **English Department** continued to revise the curriculum to best meet the needs of students. The Project English class, a senior course, initiated a new requirement for the students to create and implement a community service learning project. At the junior level, the department added new works to the English III curriculum to expose students to more diverse voices and cultures. This work will continue at all grade levels in 2017-2018. The department also revised the writing and grammar curriculums for grades 9-12, so they align with the Massachusetts ELA Frameworks while reflecting the department's learning outcomes.

During the 2016-2017 school year, David James, K-12 Health and Physical Education Department Chair, moved from McCarthy-Towne to teach **Health and Physical Education** at the high school. Basic Health and PE courses included Grade 9 Fitness for Living and Grade 10-12 instruction in a variety of physical education and movement activities. The department added archery to the curriculum after some training from the Department of Fisheries and Wildlife; it was well received by students and staff.

This past year, the ABRHS **Counseling Department** continued their ongoing work on mental health and wellness. Specifically, all freshmen were trained in the Signs of Suicide Prevention Program (SOS), and all seniors participated in the SOS Booster Program. Both trainings are designed to increase student knowledge and attitudes about depression, while also training students on what to do when they are concerned about themselves or a friend. New for the 2016-2017 school year, the Counseling Department paired the SOS Program with a screening tool for students who might be struggling with depression or thoughts of suicide.

The 2016-2017 school year marked a redesign of the **Library** space at the High School, used by hundreds of students every day for independent study in the silent section and for group study in a designated area. These two sections were swapped geographically in the library, so that students and staff enter the group study section, which made the library a more vibrant and welcoming space at the heart of the school. The library also continued to house the school's Writing Center, where students can access help with any stage of the writing process. The library has an overall goal not only to support the study needs of ABRHS students but also to promote literacy and a love of reading for pleasure. In 2016-17, students and staff enjoyed events such as Blind Date With A Book and World Read Aloud Day. The librarian also coordinated two young-adult author visits. New York Times bestseller Michelle Knudsen gave a presentation to a large group of students in the fall and also lead a smaller writing workshop; in the spring, award-winning author Julie Berry visited a senior English class.

Monthly meetings with the **PTSO Co-Chairs** provided for a continued flow of information and updates between the high school and the PTSO. The PTSO helped to sponsor events at the high school including: Leadership Workshops, Career Speaker Program, Community Service Awards Night, The Robert Creeley Poetry Event, and World Language Week.

Our **School Council** for 2016-2017, consisting of six staff members, six parent representatives, six student representatives, and one community member, continued to work on the School Improvement Plan, which centered on four main goals: 1) Social and Emotional Learning, 2) Classroom Instruction and Assessment, 3) Mental Health, Wellness and Learning, and 4) School and Community Awareness of Administration Team Structure.

The **ABRHS student government** consisted of Class Leaders from each grade level, the Student Council, Student School Committee Representatives, and a regional state Student Advisory Council Representative. Elections for student government positions were held in the spring, except for the freshman class, which was held in the fall.

Extracurricular Activities

Extracurricular clubs continue to be very popular at ABRHS. For the 2016-2017 school year, we had approximately 58 clubs with 1560 students participating. Additional activities included a large student population in athletics, ABRHS Band, National Honor Society and Proscenium Circus.

The ABRSD **Athletic Department** had 1774 student athletes participating in athletics in 2016-17. A-B won state championships in Track and Field and in both boys and girls swimming. Eighty percent of the varsity teams made it to the postseason, with three teams making it all the way to the sectional finals and two teams to the state semi-finals.

At ABRHS, **Proscenium Circus** continues to be an educational theatre community for and by students to open and question the world, functioning as a teaching and working theater. The 2016-2017 mainstage season included the sold-out musical, "Mary Poppins," and spring play, "The Three Musketeers." PC entered both the Massachusetts Educational Theatre Guild (METG) and International Thespian Society (ITS) festival with "Fire in the Hole." Awarded the best production in the state by ITS, "Fire in the Hole" was one of 14 school productions to make it to the state level of METG and received over 12 individual awards

from best ensemble to best lighting. Over 120 students participated in the 24-hour class play program, where students had to create an original play based on their grade's history curriculum. Proscenium Circus inducted 35 students into International Thespian Society, the honor society for theatre students.

The ABRHS *Music Department* continued to offer students many exciting and rewarding experiences. Here are a few highlights of the 2016-2017 school year:

- A new String Orchestra program was introduced, enabling the schools to support a whole new group of students in our community.
- The A-B Chamber Choir was selected to perform at the Massachusetts Music Educators Association state conference in March. Each year the MMEA invites a handful of our state's finest student ensembles to perform for state music educators.
- The Concert Band had an opportunity to work with a conductor in residence for a week. Daniel Lutz, Director of Bands at UMass Lowell and a composer, worked with our band and conducted at our annual March concert. The band performed one of Mr. Lutz's compositions and gained a rare insight into how a composition comes to life – from the composer himself.

The school's "*Accept the Challenge Program*" encouraged every student to become involved in some way in volunteer activities. During the school's twenty-first annual Community Service Awards Night on January 11, 2017, the community celebrated the students' accomplishments and recognized that A-B students volunteered over 77,000 hours during 2016.

On Friday, April 28, the Class of 2017 organized the 23rd annual *Senior Community Service Day*. The day began with the annual Senior Breakfast, where the faculty and administration cooked a wonderful breakfast for the seniors at the school. Then the students spent the day volunteering in and around Acton and Boxborough. Over 450 students in matching T-shirts could be seen all over the community – raking leaves, clearing paths and planting gardens.

ABRHS focused again in 2016-17 on *energy and resource conservation*. Electricity consumption has decreased by more than 30% over the benchmark set in 2010, resulting in both cost savings and a reduced environmental footprint for the school. This reduction is due to a strong commitment to energy conservation by faculty, staff and students, as well as efficiency projects in both lighting and mechanical equipment.

The high school continued a strong commitment to recycling and composting. The student *Recycling Club* managed a robust weekly pickup of recyclables from classrooms and offices throughout the building. In the cafeteria, students sorted out compostables and recyclables from their lunch stuff, and plans are underway to introduce compostable trays in place of styrofoam trays. Compostables and recyclables make up 75% of the stream from the cafeteria, a dramatic reduction in solid waste.

The *Resource Force* student team also promoted energy conservation by working on mapping natural gas leaks in Acton's pipelines as part of a town-wide effort to identify and solve the very high number of gas leaks.

Retirements

At the end of 2016, ABRHS said goodbye to two members of the community who retired, Diana Woodruff (Visual Arts Regional Dept. Leader) and Charlene Golden (Science Lab Technician).

STUDENT SERVICES

During the 2016-17 school year, our Student Services Department provided a wide range of services to students, ages 3-22. Our specialized staff includes special educators, English Language Education teachers, and related service providers such as speech-language pathologists and occupational therapists, counselors, and nurses in each school building. The program components and services provided throughout the district are outlined below.

Early Childhood Services

The Carol Huebner Early Childhood Program continued to provide an integrated learning environment for preschool-aged children. Students with identified special education needs and those who are developing typically are educated side-by-side, meeting required Individuals with Disabilities Education Act (IDEA) regulations to educate children in the least restrictive environment. We provided half- and full-day programs to children from ages three to five years, across nine sessions (three full-day and six half-day, meeting four days per week). One hundred seventeen students were enrolled in the program by the end of the 2016-2017 school year. Additionally, we supported seventeen preschoolers with drive-in related services that included speech-language therapy, physical therapy and occupational therapy.

During the summer, a combination of private early childhood educators, district early childhood staff, district kindergarten teachers and administrators came together for research and development on incorporating more play into the curriculum. This research focused on addressing children's social/emotional development and cognitive development.

Outcomes included creating mapping templates to demonstrate how play can be implemented in various curriculum standards and compiling suggested activities to meet curriculum standards.

Throughout the 2016-2017 school year, Early Childhood staff worked in collaboration with area preschool/daycare teachers and directors to provide consultation, visitations and support to students in the community.

Special Education

The Special Education Department has a dedicated staff of special educators, speech-language pathologists, school psychologists, occupational therapists, physical therapists, and behavioral specialists. These specialists, along with our trained assistants, address student needs in both the general education and special education settings. Our Directors, Coordinators and Educational Team Leaders oversaw meetings, services and programming in each building to ensure consistency.

The Acton-Boxborough Regional School District continues to offer a continuum of specialized services from preschool to the age of 22. Learning Center programs, specialized programs, and related services were provided to meet the needs of individual learners. All of our services emphasize skill development and skill remediation, along with the development of self-advocacy skills for greater independence and responsibility for learning.

Special education regulations require students be educated in the least restrictive environment, alongside typical peers whenever possible. To ensure that a continuum of services is provided in the public school setting, program design, review, and development are essential and on-going.

Our speech-language pathologists (SLPs) engaged in professional learning opportunities that focused on evaluation and eligibility for students who are also English learners. Districtwide, the SLPs continued to work collaboratively to reflect on evaluation procedures and to share professional resources.

The motor staff, which includes Physical Therapists, Occupational Therapists, and a Certified Occupational Therapy Assistant, provide related motor services across the district for students ages 3 through 21. Therapists have been incorporating more collaborative strategies and movement opportunities for students within various buildings. Staff have increased their data collection measures for students in order to consistently document skill progression.

The department engaged with parents regularly in order to support open dialogue between parents and guardians and school personnel. The A-B Special Education Parent Advisory Council (PAC) is an integral part of the Student Services organization, meeting regularly with the Special Education Director with suggestions and parent input on a wide variety of issues. PAC monthly meetings supported parents/guardians, offering learning, networking, resources, and other family supports.

Counseling and Psychological Services

Our Counseling and Psychological Services team continues to place the highest value on creating an environment that is not only safe but also nurturing for every student to learn and grow.

Counselors and psychologists worked with students to anticipate daily student stressors that might contribute to potential problems and crises. The counseling department referred students and their families to appropriate agencies as needs were determined. Daily issues for students included, but were not limited to, attendance issues, stress management, and a wide range of mental health issues.

In order to promote continued high academic achievement and support for students, counselors assisted students in the college planning and application process, as well as other post-secondary planning activities. The goal has been to ensure students have a plan after graduation with coordinated personal goals.

Specific to the high school, the Counseling Department has a Student Support Team (SST) that complements the work of the state-mandated Child Study and Student Assistance Teams. These teams allow counselors, psychologists, alternative program staff, special

educators and administrators to meet regularly to discuss at-risk students and to promote a safe school culture. In addition, effective communication and a strong sense of collaboration between the school resource officers and school officials continue to be critical components of our commitment to safe schools. Our school resource officers work closely with building principals and administrators to develop personal relationships with students and faculty to ensure a visible presence within all schools. In addition, they provide professional networking and liaison support, crisis intervention, and consultation.

During the 2016-17 school year, counselors and psychologists continued to train students annually on the warning signs of depression and suicide by delivering the Signs of Suicide (SOS) curriculum and screener to students in grades 7, 9 and 12 within small instructional groups.

At the elementary level, counselors and psychologists worked closely together to review the most current assessment practices and fine-tune their skills to respond to student stress and anxiety.

The counselors and psychologists spent time throughout the year learning and collaborating with various community counseling agencies. The partnership between outside agencies, home and school is paramount to a student's success.

Health and Nursing

Our Health and Nursing Department continued involvement with the DPH (Department of Public Health) Essential School Health Services Grant (ESHS), which has brought approximately \$250,000 to the district over time. This grant was renewed and continued to provide financial assistance to the district for the purpose of staffing, direct care, nurse leadership, and professional learning.

To support students and staff, the nurses worked on restructuring school district paperwork related to field trips, designed to reflect medical implications reflective of DPH medical delegation rules and nurse practice.

Nurse leaders updated the district e-learning modules for life-threatening allergies and bloodborne pathogens to align with current research, including a quiz to check for understanding. These online modules ensured that district staff were trained and provided nurses with the ability to track quiz scores and determine whether additional training was necessary.

The school nurses continued to mentor Northeastern University nursing students through the school year. These senior level students are able to assist and contribute much to school health. Some of their contributions include curriculum development, classroom teaching, and health education pamphlets and bulletin boards.

The high school nurses, in collaboration with the Acton town nurses, were able to bring the Impact (computerized neurocognitive assessment tool) test to AB; testing was provided for well over four hundred and twenty 9th-grade students. Impact is a tool to help healthcare providers evaluate and manage a suspected concussion.

Statistics: During the 2016-17 school year, our nurses logged just over 50,000 visits to the health offices, identifying and supporting 1,355 students with special health care needs. The number of students with at least one visit to the health offices (excluding mandated screenings) was 4,641. Overall, our registered nurses are noting an increasing trend in assessing and treating students with anxiety, depression, ADHD and autism.

In addition, school nurses provided support by organizing and staffing flu clinics for staff and community members and obtained free Epipens through a grant program (kept on-hand in our schools and administered in the case of anaphylactic reaction). Our nurse leaders co-chaired the Superintendent's Wellness Committee, which resulted in a report on the topic of School Culture and Climate and updates to the district's School Wellness Policy and Procedures.

English Language Education Program

The English Language Education Program (ELE) continues to address the ever-growing number of students requiring support from the ELE program (currently nearly 270).

We addressed Massachusetts Department of Elementary and Secondary Education (DESE) Rethinking Equity and Teaching for English Language Learners (RETELL) requirements for teachers and school administrators. ABRSD hosted two Sheltered English Instruction (SEI) courses for teachers; as a result, we trained approximately fifty teachers in strategies to support English learners. Our ELE team presented to staff across the district to educate them about the RETELL Initiative and requirements for the endorsement related to teacher licensure renewal. Additionally, our administrators began training during the 2015-16 school year in a required SEI course for school administrators. This year, our ELE staff also began an English Language Education curriculum, as mandated by DESE.

Because of its moderate incidence rate of students requiring ELE support, ABRSD continued to receive federal grant funding under Title III. This grant supplements programming for students who are English learners, as well as supports parent engagement and professional learning. Through this grant, we offered an English as a Second Language (ESL) beginner class to parents at the Acton Library during school hours. Our Title III grant also provided summer school programs for over 70 students for the third summer in a row, expanding to include three classes and to allow incoming first-grade students to attend. Our ELE Department hosted a Community Resource Fair in March for our families, with support from our PTOs and other community participants. The Title III grant also funded data management software, ELLevation™, to help manage our ELE program compliance and notification requirements.

Conclusion

During the 2016-17 school year, the ABRSD Student Services Department supported district students, staff, and families with specialized services, professional learning opportunities, regulatory guidance, and more. We continued our focus on supporting health, safety, and well-being across the district.

HEALTH AND PHYSICAL EDUCATION

Physical Education at the Acton-Boxborough Regional High School is an integral part of the education process. Physical and Health Education are graduation requirements, meeting the Massachusetts Department of Elementary and Secondary Education state requirements and following the National Standards for Physical and Health Education curriculum. Fitness for Living is our Grade 9 integrated Health and Physical Education course. The goal of this wellness education program is for students to learn about and develop accurate information about health and fitness. They will learn about and discuss risk prevention topics, such as Stress Management, Teen Dating Violence, Sports Health, Decision Making, CPR and First Aid, Substance Abuse, Media Literacy, Cardiovascular Fitness, and Nutrition. Students in grades 10-12 are instructed in a variety of physical education and movement activities. These activities are designed to develop emotional well-being, strength of character, sensitivity to the differences of others, as well as a sense of citizenship, self-worth, and identity. Students have the opportunity to participate in team games, group fitness, and cooperative activities. Some examples of the sports and activities include archery, aerobics, body bar and step aerobics, badminton, flag football, Frisbee, dancing, disc golf, soccer, speedball, tennis, softball, volleyball, fitness center, mixed games, water aerobics, Pilates, and Yoga. Once a year, the ABRHS Physical and Health Education Department organizes a Health and Fitness Day, which is dedicated to encouraging more physical fitness and involves the whole high school community. Students and staff members “get up and move” by walking around the track, Zumba, and playing games of Frisbee.

The Junior High Physical Education experience complements the total educational development that students follow during their two years at RJG. Students follow a curriculum that guides them through a host of experiences centered on developing a healthy lifestyle. Skills and activities are introduced through progressions, and each unit builds upon previously learned skills. Students experience a wide variety of life-long activities that they can carry with them the rest of their lives; these include tennis, basketball, floor hockey, and volleyball. The RJ Grey Junior High welcomed a new Physical Education staff member this year.

Health Education at RJG promotes the resiliency of its adolescent students. Health educators facilitate lessons that encourage positive decision-making with regard to mental, physical, and social health. Students are challenged to examine the short-term and long-term effects of health-related decisions. The ultimate goal is for adolescents to act independently in promoting their own health, seek resources when necessary, and contribute to public health issues.

At the elementary schools, Physical Education is a meaningful experience for students, who are exposed to a wide variety of exercises, games, skills, rules for sports, and some adventure challenges. The Elementary Physical Education Department follows our State and National Guidelines for curriculum. Following state mandates, two assessments were added to the curriculum. All 2nd-grade students are tracked on their ability to self-turn a jump rope throughout the year. In addition, all 4th-grade students are assessed on their skill of overhand throwing. All six elementary schools hosted “Back to School Physical Education Nights.” These were family events where parents and students came to the gyms at night to experience a typical day in physical education. It was fun and exciting to see parents playing alongside students.

PERFORMING ARTS

At the Acton-Boxborough Regional High School, the band, chorus and (*new in 2016-2017*) *orchestra* programs continued to flourish as they performed in and around our community, and elsewhere. It was so exciting to see the rebirth of a string program in our school. The orchestra has gotten off to an excellent start and numbers are showing strong growth across the board. In addition to marching in our own Acton Memorial Day Parade, the band marched in a number of parades outside of our community, including the Marlborough Labor Day Parade, the Boston Columbus Day Parade, and the Quincy Christmas Parade (where they took 1st place). The band performed with a guest conductor and composer, Mr. Daniel Lutz, Director of University Bands at University of Massachusetts at Lowell, at their spring concert. Our Chamber Choir was selected to perform at the MMEA Music Educators All-State Convention. The choral department put on an outstanding talent show, traditionally known as "Cabaret." Twelve of our student musicians from band, chorus, and orchestra were selected to perform at the MMEA Eastern District Festival held in January; seven of them earned All-State recommendations. Our Madrigal Singers put on a Madrigal Dinner for the community at which they performed a renaissance-style dinner theater. [See the High School entry for information about Proscenium Circus.]

At the R. J. Grey Junior High School, the eighth-grade band and chorus each participated in the Great East Music Festival, held at West Springfield High School in May. They each earned a Platinum Medal for their outstanding performances (highest ratings). The JHS musical, "Once Upon A Mattress," had a terrific run of performances with a huge cast of approximately eighty students involved. Fifteen students were selected to perform in the concert band, orchestra or chorus at the MMEA Eastern Junior District Music Festival held in March. The seventh- and eighth-grade band marched in the Boxborough Memorial Day Parade.

At the elementary schools, the Beginning and Advanced Bands performed very well in their Winter and Spring Concerts. The bands also performed at each school's Memorial Day assembly, along with songs and poems performed by individual classes. The choruses sang in a Pan Choral Concert with members of the junior high and high school choruses. The combined Acton Elementary School Bands marched in the Acton Memorial Day Parade, while the Blanchard Memorial Elementary School Band marched in the Boxborough Memorial Day Parade. A very special honor was earned by the Blanchard Band as they received a Gold Medal for their outstanding performance at the MICCA concert festival.

VISUAL ARTS

Throughout the school year, student efforts and accomplishments in the Visual Arts program were exhibited in each of the eight schools and the High School Administrative Conference Room, as well as off-site venues. Student artwork appeared in various school newsletters.

Acton-Boxborough students continue to garner awards in the annual Boston Globe Scholastics Art Awards competition. This year students received four Gold Key awards, 13 Silver Key awards, and 13 Honorable Mention awards for their artwork. Gold Key winners

were honored at ceremonies at the Museum of Fine Arts, Boston, and their winning work was sent to New York for the national judging.

Visual Arts students had the opportunity to participate in a variety of art shows during the school year. High school Portfolio students presented their work at the annual "Elections" exhibit held at the Acton Memorial Library. Photography student work was included in a show of Massachusetts High School Student Photographs at the State Transportation Building in Boston. Acton-Boxborough Portfolio Class students also participated in a seventh year of an interdisciplinary unit of study between the English and Visual Arts Departments. Collaboration included multi-grade levels of students in English and Visual Arts classes working together and connecting with the community-based Robert Creeley Foundation. Portfolio students created broadside designs to accompany 2017 Creeley Foundation Award Winning Poet Marie Howe's work. One student's artwork was chosen for the broadside design, which was printed in a limited edition and is available for purchase to benefit the Foundation.

The eighth-grade art teacher at RJ Grey continued the tradition of the "Rotunda Project." This project involves all sections of Art 2 students creating artwork that is displayed in the rotunda in the main entrance area of the school. This installation changes yearly.

For several years the seventh-grade art teacher at RJ Grey has organized an "Empty Bowls" project where grade 7 students create hand-built ceramic bowls that are used and sold during an ice cream social held at the school. The proceeds from the sale of these bowls are donated to the Acton Community Supper and Acton Food Pantry. In December, the high school art teachers organized a sale of student-created "wearable" artwork, the proceeds of which supported the Acton Food Pantry.

In December, ABRHS students held an art sale to benefit the Acton Food Pantry and raised \$270. In May 11 student photographers created work for the exhibit, *Still Standing: The Barn of Acton*. The exhibit was a collaborative project with the Acton Historical Society. The show was installed at the Hosmer House throughout the month of May.

During March and April, Acton-Boxborough student artwork was exhibited in Youth Art Month Shows at the State Transportation Building in Boston and the Worcester Art Museum. "Students Make Their Mark," an exhibit of representative student artwork from each of the eight schools, was on display at the Acton Senior Center during the month of February. The work of 42 students was included in this K-12 exhibit. The K-12 exhibit, "Places," was held at the Sargent Memorial Library and included the artwork of 47 students, representing all eight schools in the district.

The art and music teachers at McCarthy-Towne continued to work collaboratively to offer a monthly experiential workshop for students, highlighting the integral connections between art and music. Concepts such as rhythm, shape, composition, and pattern were explored through movement, storytelling, painting and sculpture.

In May, the K-12 Visual Arts staff participated in a Professional Learning workshop at the Old Frog Pond Farm sculpture park. The K-12 art teachers worked collaboratively to create sculptural installations and took the first steps towards developing an event for students at the farm.

The art teacher at Gates worked with a local artist who visited the school to share his sculptural work and career as an artist. The art teacher also organized a school-wide exhibition of student artwork in the spring for the school community and parents.

The Conant art teacher served on the Massachusetts Art Education Board as MAEA President-elect, conference committee chair, and editor of the MAEA News. She also put together and hosted her first school-wide art show in collaboration with the Conant music teacher in June. The Conant Arts Night is now an annual event.

The Visual Arts Director served on the Massachusetts Art Education Board as Administration and Supervision Director. She also served on a national Ad Hoc committee of six members for the National Art Education Association, developing a proposal for a national art competition for high school students.

Diana Woodruff, K-12 Visual Arts Director, retired at the end of the 2016-17 school year.

EDUCATIONAL TECHNOLOGY

It is important to recognize the completion of the district's current technology plan and to begin the process toward the creation of a new one. With the district's recent launch of the new Long Range Strategic Plan (<http://www.abschools.org/district/mission-and-values>), the timing has never been better to move forward with the creation of a brand new three-year technology plan.

Previous Educational Technology Plans for Acton-Boxborough and Acton Public Schools focused on building the foundation and infrastructure needed to support a teaching and learning environment in which all students could use technology to enhance their learning in meaningful ways. Over the course of the last five years, much work has been done to add reliable, service-driven technology to our infrastructure and to support the growing needs of education in the 21st century. In order to meet the technology needs of all members of our learning community, the Educational Technology (EDTech) team must combine their support in infrastructure, data management, multimedia and desktop support services with on-site technology integration and instruction.

Over the course of the 2016-17 school year, much work was done to begin the process of creating a new technology plan (to be completed 2017-2018) that will act as the blueprint for identifying the strategies needed to support our schools and administrative offices and provide the vision to help shape the district's success in education for the future. The district established the *Technology Planning Committee*, which was comprised of constituents from across the learning community, including teachers, administrators, parents, students, and staff members. The larger group was also divided into the five following subcommittees.

Learning Subcommittee

The charge of this subcommittee was to set a vision and plan for learning enabled by technology through building on the work of leading education researchers, higher education leaders, nonprofit educational organizations, and ABRSD staff. This group focused on using technology to transform learning experiences with the goal of providing greater equity and

accessibility for all students. Areas addressed through the work of this subcommittee included:

- Evaluate and propose emerging technology trends that engage and empower learning for both general and special education classrooms PreK-12.
- Evaluate, propose, and identify common learning spaces that promote collaborative exploration, creativity, critical thinking skills, and student-centered experiences for all students.
- Identify technology-enabled learning opportunities that build upon or expand our current curriculum programs, supports, and interventions.
- Modify the existing AB digital literacy standards to align with the new MA Digital Literacy and Computer Science Frameworks, Common Sense Media digital citizenship standards, and ISTE standards. Define building-based strategies for outreach and communication.

Teaching & Professional Learning Subcommittee

The charge of this subcommittee was to examine our current instructional technology-learning environment and begin planning for the future. The group looked to identify emerging learning technologies that provide more access to curriculum content and explore how these tools impact teacher instruction. This group also looked at the current technology skills of our teachers to determine what is needed by educators to succeed in the 21st century classroom. The group identified professional learning opportunities that meet these needs. Other areas addressed through the work of this subcommittee included:

- Identify professional learning needs that support technology integration and are based on the current International Society for Technology in Education and National Educational Technology Standards for Teachers.
- Distinguish instructional strategies that help to promote personalized, student-centered learning.

Leadership/Culture Subcommittee

The charge of this subcommittee was to examine our learning community's current relationship with technology and to develop an action plan for creating a culture that accepts and embraces technology. This group worked with building leadership to better understand how technology can support the unique educational philosophies of our six elementary schools and meet the unique needs of our secondary school students. Other areas addressed through the work of this subcommittee included:

- Create a shared vision for how technology can best meet the needs of all members of our learning community and develop a plan that translates the vision into action.
- Align technology plan with district's new Long Range Strategic Plan.
- Define methods for annual evaluation of technology plan.

Productivity Subcommittee

This subcommittee was charged to focus on "the business of learning" and operational technology. Namely, this group evaluated how technology currently impacts our administrative and service-driven departments (HR, Finance, Food Services, Facilities,

Transportation, Community Education) and will continue to provide recommendations for new technologies that can improve productivity and provide cost-savings.

Embedded in this category:

- Identify data silos within current departments and create an action plan that merges databases together.
- Identify and reduce inter-departmental redundancies that impact efficiency and accuracy.

Infrastructure Subcommittee

This subcommittee focused on the service-driven aspects of the Educational Technology Department. It was charged with building a long-term maintenance plan for our current infrastructure and on staffing to support both administrative and instructional needs.

- Provide a comparable study of nearby school districts' technology staffing levels in operational and instructional technology and identify areas of need.
- Provide five-year purchasing plan that maintains a robust, reliable, scalable, and flexible infrastructure.
- Clarify technology purchasing across all schools and departments.

The work completed by the committee over the course of the 2016-17 school year and the data that was collected from surveys, staff meetings, and student advisory councils are being used to complete the new technology plan that will be unveiled in the 2017-2018 school year. The district looks forward to sharing it with the public upon its completion.

COMMUNITY EDUCATION

The Community Education office is located in the Administration Building, 15 Charter Road, Acton. Its staff organizes, staffs, and directs the following programs and activities:

Day and Evening Classes: During the 2016-2017 school year Community Ed. offered approximately 1,500 classes and activities for children, teens and adults. Info about all our programs can be found on the Community Ed. website: <http://abce.abschools.org> and in *INTERACTION*, the course catalog that is mailed four times a year to over 21,000 area homes. During 2016-2017, over 13,000 students enrolled in classes.

Extended Day: To meet the needs of working families in the Acton and Boxborough communities, Community Ed. offers high quality before- and after-school care to children in grades K-6 at three sites: the Administration Building, the Conant School, and the Gates School. In 2016-2017, over 250 children attended Extended Day. Our programs offer them the opportunity to play, explore, create, and make friends in a safe, stimulating environment. We also provide enrichment activities through mini-classes, special events and homework tutoring to complement classroom learning. These programs are self-sustaining, funded entirely by the tuition and fees.

Private Music Lessons: Community Ed. offers private music lessons for both children and adults. During 2016-2017, fifteen professional music instructors provided lessons to close to 200 students.

Summer Day Program: Located at the Administration Building, this program offered weeklong sessions to 80+ children per week in grades K-6. Activities include: Arts and Crafts, Music and Drama, Cooperative Games, Red Cross Swim Lessons, Free Swim, and Special Events.

Vacation Week Programs: During February and April school vacations and on some of the district's "no school" days (e.g. Election Day, Veterans Day), Community Ed. ran childcare programs that provided unique enrichment activities, free swim at the high school pool, and all sorts of fun and games.

Youth Winter Basketball League: Over a 12-week period, more than 700 boys and girls in grades 3-12 participated in weekly practices and league play. The league is staffed by more than 150 volunteer coaches and league directors and over sixty paid student and adult referees.

Driver Education: Community Ed. runs a Registry-approved driving school, offering classroom instruction and on-road training to 300+ students annually. Our program partners with the RMV to offer weekend license tests.

Pool Programs: Throughout each year, Community Ed. runs a wide variety of classes and activities at the ABRHS pool. These include year-round children's swim lessons, youth swim teams year-round, master's competitive swimming, morning and evening lap swim, adult swim lessons, water walking and exercise classes, lifeguarding classes, and open swim. Staffing is provided by a combination of adult instructors and 30+ students.

Fitness Center: Community Ed. sponsors public hours at the ABRHS Fitness Center that are led by a team of volunteers. During the school year, community hours are open on Monday, Wednesday and Thursday evenings, as well as Saturday mornings. During the summer, hours shift to weeknights only.

Scheduling Use of School Fields: Little League, Softball, Pop Warner, Youth Lacrosse, and Youth Soccer, as well as individuals, businesses, and community organizations, receive permits for school field use through Community Ed.

Scheduling Use of School Buildings: Use of the eight school buildings outside of school hours is scheduled through Community Ed. The buildings are heavily used by the community, with hundreds of reservations booked each year.

Snack Shack at Lower Fields: Community Ed. operates the snack shack at the bathrooms/concessions facility at the Lower Fields. It provides a great first job opportunity for about 12-15 high school students each year.

Community Education receives no funding from the school district or towns and runs all programs on a self-sustaining basis. Monies are returned to the district to use for space and equipment. For more information about Community Education and the programs that it offers, call (978) 266-2525 or visit our website, www.abce/abschools.org.

FACILITIES AND TRANSPORTATION

The School District Master Plan and the development of a potential building project continued as a major focus for the Facilities Department in FY2017. The District Master Plan Review Committee (DMPRC) was formed to solicit feedback about seven possible options for a Master Plan going forward. Twelve public forums (and an online forum via Acton TV) were held to share information and gather community opinion about the pros and cons of each option. Feedback consistently identified 2-3 preferred options with some suggestions for modifications.

In February, 2017, the Massachusetts School Building Authority (MSBA) approved the district's application for state reimbursement support for a potential building project. Only 17 projects were accepted out of 87 proposals, and this approval will result in a significant reduction in costs for the Acton and Boxborough communities.

In June, 2017, the DMPRC made a recommendation to the School Committee for a twin school with two possible grade configuration options. A study by Dore & Whittier Management Partners identified the Gates property as the most feasible location. A Building Committee was formed in line with the MSBA requirements and began to review funding options for the feasibility phase of the project in preparation for the Special Town Meeting anticipated in December 2017.

Energy efficiency and conservation continue as high priorities for the district with excellent results. Electricity use for FY2017 is down 37% below the 2009 benchmark. Natural gas use for FY2017 is down 27% below the 2009 benchmark (weather-normalized). These efficiencies yield significant cost savings, a reduced carbon footprint, and excellent opportunities for student learning and engagement.

The district was awarded \$245,000 for energy efficiency projects via Green Communities grant funding in June, 2017, and has received more than \$1 million in total through this program via grant funding and utility incentives over the past seven years. The projects funded with this most recent round include LED lighting upgrades in several areas (library and cafeteria at the high school, twenty classrooms in the Parker Damon Building, and hallways at the junior high school).

The district has been awarded \$1,250,000 from the Commonwealth (in partnership with EnerNOC) for a 2MW/4MWH energy storage battery array to be installed on the central campus. This storage array will generate cost savings for the district by shaving peak demand in electricity use.

The district has deepened its commitment to renewable energy, including stipulating 80% renewable sourcing in its electricity contract. The district has also contracted to receive net metering credit payments for a 400 kW solar parking lot canopy under construction in a nearby town. The three solar arrays on school roofs (totaling 280 kW) generate 6% of the district's electricity use.

As a result of conservation, efficiency and renewable sourcing, the district has eliminated most of its use of fossil fuel-based electricity (an 85% reduction from the FY2009 benchmark) while also cutting energy costs substantially.

A Sustainability Policy was approved by the School Committee in June, 2017 (available via the ABRSD website). In alignment with this policy, the district will move forward with introducing compostable trays for school lunches in place of styrofoam.

Compostables and recyclables are captured in several school cafeterias (and all kitchens) with the support of students coaching their peers on how to sort their stuff. This shift generates cost savings and a dramatic reduction in solid waste as compostables and recyclables make up 80% of the waste stream from the cafeterias & kitchens. In addition, single stream recycling is in place in all offices and classrooms with support from student recycling teams.

Student Green Teams are active in our schools, helping to promote energy conservation and/or recycling and composting with support from the Energy Manager. This provides a hands-on opportunity for students to participate in building a culture of conservation in our schools, yielding a more sustainable footprint for the district and meaningful avenues for student engagement, in addition to cost savings.

IN CONCLUSION

Educating the children of Acton and Boxborough is a responsibility that the School Committee, administration, faculty and staff of the AB schools take very seriously. We thank the community for its continued strong support of our students, both financially and otherwise, in the endeavor of providing them with the best education possible. The School Committee also recognizes the significant contribution of our parents and guardians in many different ways that make our district special and unique.

Finally, we recognize that our staff is the backbone of our school district. AB is fortunate to have dedicated administrators, faculty and staff who work hard every day on behalf of the children they serve.

Thank you all.

William H. McAlduff, Jr.
Interim Superintendent of Schools
On Behalf of the School Committee
January 2018

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2017-2018

Levels	Sept.				Oct.				Nov.				Dec.				Jan.				Feb.				A			
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot				
Pre-school	89	21	2	112	84	25	2	111	85	25	2	112	95	27	2	124	95	26	2	123								
Preschool Total	89	21	2	112	84	25	2	111	85	25	2	112	95	27	2	124	95	26	2	123	0	0	0	0				
K	283	66	5	354	282	67	3	352	286	66	3	355	286	66	4	356	287	66	4	357								
1	296	41	5	342	295	41	7	343	296	41	7	344	295	41	7	343	294	41	7	342								
2	298	63	3	364	297	65	3	365	299	65	3	367	298	64	3	365	296	64	3	363								
3	334	50	5	389	330	52	6	388	329	52	6	387	328	52	6	386	328	52	6	386								
4	361	48	7	416	356	50	9	415	357	50	9	416	358	50	9	417	358	50	9	417								
5	355	59	8	422	354	58	8	420	354	59	8	421	356	60	8	424	356	60	8	424								
6	347	66	8	421	339	69	12	420	339	69	12	420	340	68	12	420	340	68	12	420								
Elem Sub Total	2274	393	41	2708	2253	402	48	2703	2260	402	48	2710	2261	401	49	2711	2259	401	49	2709								
OOD Pre k-6	16	3	3	22	17	3	0	20	17	3	0	20	17	3	0	20	19	4	0	23								
Elem. Total	2290	396	44	2730	2270	405	48	2723	2277	405	48	2730	2278	404	49	2731	2278	405	49	2732	0	0	0	0				
7	407	71	8	486	407	72	7	486	410	73	7	490	411	72	7	490	411	69	6	486								
8	405	68	5	478	406	67	5	478	405	67	5	477	405	66	5	476	406	65	6	477								
J.H.S. Total	812	139	13	964	813	139	12	964	815	140	12	967	816	138	12	966	817	134	12	963	0	0	0	0				
9	349	76	4	429	348	75	4	427	347	75	4	426	348	75	4	427	347	75	4	426								
10	367	77	7	451	365	75	7	447	365	76	7	448	364	76	7	447	363	77	7	447								
11	415	74	8	497	422	70	9	501	420	70	9	499	421	72	9	502	424	70	9	503								
12	372	81	9	462	367	76	9	452	368	76	9	453	367	75	9	451	366	74	10	450								
9-12 Ungr.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
P.G.	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
H.S. Total Secondary	1504	308	29	1841	1502	296	29	1827	1500	297	29	1826	1500	298	29	1827	1500	296	30	1826	0	0	0	0				
Total	2316	447	42	2805	2315	435	41	2791	2315	437	41	2793	2316	436	41	2793	2317	430	42	2789								
OOD 7-13	58	12	0	70	60	12	0	72	59	12	0	71	59	12	0	71	60	12	0	72								
Reg. Total Preschool Total	2374	459	42	2875	2375	447	41	2863	2374	449	41	2864	2375	448	41	2864	2377	442	42	2861	0	0	0	0				
Elem Total Secondary Total	89	21	2	112	84	25	2	111	85	25	2	112	95	27	2	124	95	26	2	123								
Grand Total	4753	876	88	5717	4729	877	91	5697	4736	879	91	5706	4748	879	92	5719	4750	873	93	5716	0	0	0	0				

A = ACTON Pre-School In D. = In District Distribution: W. McAlduff D. Verdolino All Principals (2)
 B = BOXBOROUGH P.G. = Post Graduates M. Altieri A. Bisewicz
 C = Choice/Staff/Tuition Ungr. = Ungraded D. Bookis K. Nelson
 D. Bentley J. Nichols/J. LeShombe S. Cunningham

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

Actual Acton-Boxborough Grade K-6
Jan 1st, 2018

Grade	Blanchard		Total		Conant		Total		Douglas		Total		Gates		Total		McCarthy		Total		Merriam		Total		#Sec	Avg. Size		
	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM	ADK	AM						
K	20	19	17	22	78	20	21	20	61	20	18	38	19	21	40	20	20	20	20	80	20	20	20	60	357	17	21.0	
Gr. 1					16				3											0				1	21			
Gr. 2					18				0											1				1	21			
Gr. 3					55				47											70				70	386	17	22.7	
Gr. 4					50				73											74				97	417	17	24.5	
Gr. 5					71				95											70				72	424	18	23.6	
Gr. 6					74				68											70				70	420	18	23.3	
Total	18	24.9			448	19	23.4		444	19	22.6		429	18	22.3		401	22	22.5		495	22	22.4		493	7709	115	22.8

73 Acton residents attend school in Boxborough

45 Boxborough residents attend school in Acton



2017-2018 ABRSD Family Learning Series

Building Resilience: Mindset, Mindfulness & Movement

For parents/caregivers and community members



BENSON-HENRY
INSTITUTE

Resilient Schools: Helping School Communities Manage Stress and Learn Lifelong Resiliency Skills

Rana Chudnofsky, Ed.M.

9.12.17 ABRHS Auditorium 7-8:30PM



Robert Evans, Ed.D.

Executive Director
The Human Relations Service
Wellesley, MA

Raising Resilient Children in Challenging Times

Robert Evans, Ed.D

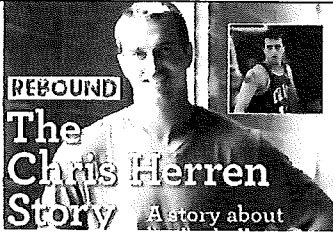
10.11.17 JH Auditorium 7-8:30 PM



What Parents and Caregivers Can Do to Nurture Lifetime Readers

Steven Layne, Ed.D

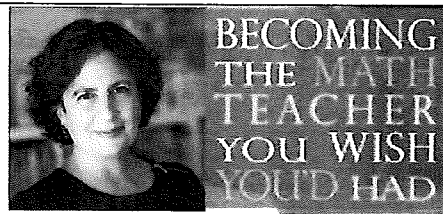
11.7.17 ABRHS Auditorium 7-8:30 PM



REBOUND: The Chris Herren Story

Chris Herren

11.20.17 ABRHS Auditorium 7-8:30 PM



Mathematics and Mindset

Tracy Johnston Zager

12.14.17 ABRHS Auditorium 7-8:30 PM

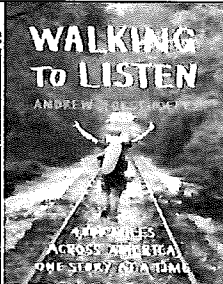


Attunement & Somatic Regulation: A Body Based Approach Toward Increasing Understanding & Resilience

Heather Finn, LICSW

2.6.18 ABRHS Auditorium 7-8:30 PM

JP High



The Missing Medicine: Listening as a Practice in Healing & Transformation

Andrew Forsthoefel

Students grades 9-12 welcome to attend
3.7.18 JH Auditorium 7-8:30 PM



DR. ANTHONY RAO

Movement

Anthony Rao, PhD

4.10.18 ABRHS Auditorium 7-8:30 PM



Perfectionism

Lisa Coyne, PhD

May TBD ABRHS Auditorium 7-8:30 PM
Students grades 6-12 welcome to attend

Supported by the ABRSD, ABRSD PTOs, PTF, and PTSOs, AB Special Education Parent Advisory Council, Danny's Place Youth Services, and AB United Way

Please visit <http://www.abschools.org/families/family-learning> for more information and to confirm locations.



Acton-Boxborough Regional School District
2017-2018 Family Learning Series

Attunement & Somatic Regulation:

A Body Based Approach Toward Increasing Understanding & Resilience Within Your Child

with Heather Finn, LICSW

February 6, 2018 7-8:30pm | RJ Grey Auditorium

This presentation will build participants understanding of a child's developmental and regulatory needs from a "bottom up" perspective, and explore the role of interpersonal attunement and somatic regulation in helping children cope with and rebound from stress. Specific focus will be placed on helping participants make sense of children's behavioral responses to stress, and to develop skills that can help children regulate their emotions and behaviors more effectively through use of body based interventions and sensory tools. Participants will also be introduced to Sensory Motor Arousal Regulation Treatment (SMART), a therapeutic intervention designed to explore and expand the repertoire of regulating experiences for children and their caregivers with the aim of nurturing healing, growth and resilience.



Heather Finn, LICSW, is Clinical Director and a practicing psychotherapist at the Trauma Center at JRI. Heather specializes in the treatment of children, adolescents and families who have been impacted by chronic adversity and traumatic stress. She has particular interest in the healing role that physical play and movement can have in building positive attachments and supporting resilience on individual, family and community levels.

Heather is a trainer and contributing developer of the Sensory Motor Arousal Regulation Treatment (SMART) model, and a trainer for the Attachment, Regulation, Competency (ARC) trauma treatment framework. She is also the lead-author of a case study demonstrating the utilization of the SMART model "The Boy Who Was Hit in the Face: Somatic Regulation and Process of Pre-Verbal Complex Trauma" in the Journal of Child Adolescent Therapy.

*Supported by the ABRSD PTOs, and PTSOs, AB Special Education Parent Advisory Council,
Danny's Place Youth Services and AB United Way*