



Acton-Boxborough Regional
School Committee Meeting

March 15, 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

March 15, 2018
7:00 p.m.

AGENDA (Revised 3/15/18)

1. **Call to Order** (7:00)
2. **Chairman's Introduction** – *Amy Krishnamurthy* (7:05)
 - 2.1. Annual Spring Town Elections
 - Acton Election is March 27
 - Boxborough deadline to submit papers is April 3 for Election on May 22
 - Thank you to Deanne O'Sullivan and Dennis Bruce
3. **Public Participation** (7:15)
4. **Blanchard Memorial School Presentation** – *Dana Labb* (7:25)
5. **Proposed Legislative Communication from the School Committee** (7:45)
 - 5.1. Draft Letter regarding Gun Violence and Regulations - **VOTE** – *Paul Murphy*
6. **MCAS Update** – *Deborah Bookis* (8:05)
7. **School Building Committee Update** – *Mary Brolin* (8:15)
 - 7.1. MSBA Meeting on 2/14/18
 - 7.2. Recommendation to Submit Statements of Interest (SOIs) to MSBA for
 - 7.2.1. Conant School – **VOTE**
 - 7.2.2. Gates School - **VOTE**
 - 7.3. Building Committee Meeting on 2/28/18 and 1/31/18
 - Documents used may be found at: <http://www.abschools.org/district/school-capital-and-space-planning>
 - 7.4 Recommendation to Approve Changes to Building Committee Membership - **VOTE**
8. **Merriam School Principal Announcement** – *Bill McAlduff* (8:30)
9. **Town Meeting Preparations** (*Acton Meeting begins April 2, Boxborough on May 14*) (8:35)
 - 9.1. Presenters for Acton and Boxborough – *Amy Krishnamurthy*
 - 9.2. Financial Reporting of Per Pupil Costs per the Regional Agreement (Section 11/App A Section e) – *Dave Verdolino* (*brought to meeting*)
10. **Kindergarten Registration Update** – *Marie Altieri* (8:45)
11. **Subcommittee Reports** (8:50)
 - 11.1. **Policy**
 - 11.1.1. NEW: Section 504, File: IHBA – Second Read – **VOTE** - *Dawn Bentley*
 - 11.1.2. Discipline of Students with Disabilities, File: JKF – First Read – *Dawn Bentley* (*revised draft followed by current policy*)
12. **School Committee Member Reports** (*oral*) (9:00)
 - 12.1. MASC/MASS Summit on Poverty, 3/9/18 - *Diane Baum, Tessa McKinley*

12.2. ALG Meeting on 2/28/18

13. **Consent Agenda – VOTE** (9:10)

13.1. **Statement of Warrants & Approval of Minutes of 3/1/18, 2/28/18, 2/15/18**

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

13.2.1. ABRPTSO Grant of \$1500 to the High School for Community Service Awards Night

13.2.2. AB Boys Basketball Boosters (\$621) and AB Colonial Club (\$2100) Donations to High School for cheer/gymnastics teams mats

13.2.3. Blanchard PTF donation of \$3750.60 for ipads and covers at Blanchard

13.3. **High School Field Trip to France, 4/9/19 – 4/18/19**

14. **FYI** (9:15)

14.1. Donations to our Schools:

14.1.1. Schlumberger-Doll Research donation of \$500 to Discover STEM 2017

14.1.2. PTO grant of \$350 to the High School for Author Visit

14.1.3. Applied Materials donation of \$300 to the Jr High for picnic tables

14.1.4. Exxon Mobil Educational Alliance Energy Grant of \$500 to the Junior High

14.1.5. Exxon Mobil Educational Alliance Math & Science Grant of \$500 from the W. Acton Mobil Mart to the Gates School

14.1.6. AB Boys Basketball Boosters Donation of \$500 to help fund assistant coach

14.2. February 1, 2018 Enrollment Report

14.3. Family Learning Series - FY18 Calendar of Presentations

14.4. Town Meeting Budget Book (*next meeting*)

15. **Adjourn** (9:20)

Next Meetings:

ABRSC Meeting, March 29 at 7:00 p.m. in the R.J. Grey Junior High Library (*if needed*)

Acton Town Meeting begins April 2

See warrant at www.acton-ma.gov/warrant

Boxborough Town Meeting begins May 14

Posted on 3/9/18 at 3:00 p.m.

Reposted on 3/15/18 at 3:45 p.m. to add 7.4 Building Committee Membership Vote

5.1
SC
3/15/18

DRAFT 3

It is with great sadness and mounting outrage that we find ourselves bearing witness once again to another tragedy borne of gun violence; this latest incident occurring on February 14, 2018 at the Marjory Stoneman Douglas High School in Parkland, Florida, where a 19-year old armed with an AR-15 style semi-automatic rifle activated the fire alarm and began to fire at students and teachers and killing seventeen people. The United States appears to be unique in the developed world in that it has suffered repeated tragedies without taking adequate action to stop gun violence.

It is unconscionable that these types of tragedies persist. The Second Amendment empowers Congress to regulate firearms, yet Congress has consistently thwarted opportunities to do so and has been unresponsive to the outcries following school massacres. While the leaders in Congress fail to act, the students in our District are speaking out and saying "Enough". To show their resolve to affect the change that has thus far been lacking, students of our District will be joining many other schools across the nation in a National School Walkout. Other demonstrations are also planned. We encourage this activism, but we are disheartened that the leadership on gun violence is not coming from our leaders in government. Rather, it is coming from students who have a legitimate concern for their safety.

This rampant gun violence makes it clear that as long as guns continue to be poorly regulated, the Second Amendment is not serving our society in the manner in which it was intended. It's the duty of Congress to correct this fault. Further delay will only allow further gun violence. We demand that Congress act now to pass legislation that, at a minimum, prevents access to assault rifles.



Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
ph: 978-264-4700 fax: 978-264-3340
www.abschools.org

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

ph: 978-264-3313
dbookis@abschools.org

To: William McAlduff, Interim Superintendent of Schools
From: Deborah Bookis, Assistant Superintendent for Teaching and Learning
Date: March 8, 2018
Re: MCAS, Accountability and Frameworks Update

Spring MCAS 2017 Results

As the Massachusetts Department of Elementary and Secondary Education (ESE) stated in their grades 3-8 MCAS letter to parents this past fall, MCAS results are only one measure of a child's growth and achievement. This is consistent with our District 2015 Administrative Statement on Standardized Testing. Their letter further articulated that 2017 is a baseline year for the new ELA and mathematics tests; they expect that over time, more students will score Meeting Expectations or above; and this year's results cannot be compared to last year's results. The score categories for the 2017 ELA and mathematics tests were: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations.

Next Generation Tests

Grade <i>Blue = CBT</i>	ELA % Meeting or Exceeding Expectations	ELA Transitional Growth	Mathematics % Meeting or Exceeding Expectations	Mathematics Transitional Growth
3	57%	-----	59%	-----
4	65%	61 above	65%	63 above
5	73%	55 on	72%	58 on
6	78%	76 above	83%	82 above
7	76%	62 above	81%	67 above
8	73%	49 improved but below	84%	68 above

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

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Legacy Tests

Grade	ELA % Proficient or Advanced	ELA Growth	Mathematics % Proficient or Advanced	Mathematics Growth
10	97%	71 above	95%	68 above

Grade	STE % Proficient or Advanced
5	69%
8	74%
10	96%

Spring 2017 Accountability Results

Our elementary schools and RJ Grey Junior High had “No Level” as a designation this year because students participated in the grades 3-8 2017 Next Generation MCAS tests. ABRHS was placed into Level 2 because it did not meet gap-narrowing goals. In 2016 the high school surpassed these targets; this year (2017) the decline in two areas was more than 2.5, which under ESE’s formula, garnered us zero points in the Progress and Performance Index (PPI) calculation. It’s important to note that even with the declines from 2016, the Composite Performance Index (CPI) is still greater than many of our comparable districts in those two areas. Acton-Boxborough Regional High School’s percentile at 98 shows the overall performance of our high school relative to other schools that serve the same or similar grades. This means that ABRHS is performing higher than ninety-seven percent of the high schools in the state.

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Spring 2018 MCAS

Grades 3-8

As part of DESE's multi-year plan to move to computer-based tests (CBT), all students in grade 4, 5, 7 and 8 are required to take the spring 2018 CBT MCAS. The District decided last fall that all students in grade 6 would also take the CBT MCAS; however students in grade 3 will continue to take the paper-based tests (PBT) until the final phase of DESE's implementation plan in the spring of 2019.

The testing window for the 2018 ELA, Mathematics and STE MCAS is April 2 - May 25. Each subject area will have two sessions of testing. The tests are all untimed; students will have until the end of the day to complete the test session. The ELA and Mathematics tests will be aligned to the 2017 Massachusetts ELA and Mathematics Curriculum Framework. The STE test will include questions on the "overlapping" old (2001/2006) and new (2016) STE standards and will still be in the legacy test format (multiple choice and open response). Universal Accessibility features are built into all of the computer-based tests and students will be provided practice with the computer-based format prior to the testing session.

Grade 10

Students in grade 10 will take the MCAS legacy tests in ELA, mathematics and STE as paper-based tests. ELA will be administered on March 28 and 29; mathematics on May 23 and 24; and STE on June 6 and 7.

Grade 10 Field Test Participation

In October 2016, the Board of Elementary and Secondary Education (BESE) voted to maintain the current Competency Determination (CD) requirement for high school graduation (pass one of four STE tests; score proficient or higher on the ELA and mathematics tests). To ensure fairness during the transition period to the next generation high school tests, students in the classes of 2021 (present 9th graders) and 2022 (present 8th graders) will be held to an interim standard defined as a similar level of achievement to the required standards on the legacy tests. The spring 2018 field tests in ELA and mathematics will build an item test bank and practice tests/exemplars for the first administration of the next generation tests in 2019. Groups of 10th graders from each high school are required to participate in one of the field tests. ABRHS was chosen to participate in the EA field test will take place on May 2. Participation in the field test does not replace or affect participation in the operational (legacy) spring 2018 tests. Families and schools will not receive any data about how individual students or school aggregates performed on these field tests. Information will be sent to parents/guardians of participating students early next week.

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Looking Ahead

Frameworks

ESE has initiated a process to review the 1999 *Massachusetts Arts Curriculum Framework*. This framework includes the state learning standards for the visual and performing arts, as well as supporting resources to aid educators in providing students with a meaningful arts education. ESE is currently forming a Review Panel that will begin to update the 1999 *Massachusetts Arts Curriculum Framework* in June of this year.

On January 23, 2018, ESE voted to release the current draft of the 2018 History and Social Science Curriculum Framework for public comment. Please click [here](http://www.doe.mass.edu/candi/StandardsReview/hss.html) (<http://www.doe.mass.edu/candi/StandardsReview/hss.html>) to know how you can provide comments (via a public survey) and participate in the upcoming events. The public comment period is open until April 2. The comments will inform additional revisions to the framework. ESE has set June 26 as a tentative date to vote to adopt the final draft of the framework. ABRSD posted this information and the link to our website on January 25, 2018.

MCAS 2019

All students in grades 3-8 and 10 will take computer-based tests. Students in grade 10 will take the next generation ELA and mathematics high school test. Next generation STE tests in 5 and 8 will also be given in 2019. Grade 10 STE test will be given in the legacy format.



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

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

MCAS, Accountability and Frameworks Update

March 15, 2018

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Spring 2017 MCAS Results - Next Generation Tests

- New baseline
- Cannot be compared to spring 2016 results

Grade	ELA % Meeting or Exceeding	ELA Transitional Growth	Mathematics % Meeting or Exceeding	Mathematics Transitional Growth
3	57%	----	59%	----
4	65%	61 above	65%	63 above
5	73%	55 on	72%	58 on
6	78%	76 above	83%	82 above
7	76%	62 above	81%	67 above
8	73%	49 improved but below	84%	68 above

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Legacy Tests

Grade	ELA % Proficient or Advanced	ELA Growth	Mathematics % Proficient or Advanced	Mathematics Growth
10	97%	71 above	95%	68 above

Grade	STE % Proficient or Advanced
5	69%
8	74%
10	96%

Spring 2017 Accountability Results

- Elementary Schools and RJ Grey JH - No levels
- ABRHS - Level 2

Spring 2018 MCAS

- Grades 3-8
- Grade 10
- Grade 10 Field Test Participation

Looking Ahead

- Frameworks
 - MA Arts Curriculum Frameworks
 - History and Social Science Curriculum Framework
- MCAS 2019

Required Motion Language for March 15, 2018 School Committee VOTES to Authorize the Superintendent to Submit Statements of Interest to the MSBA

Motion for VOTE #1:

*To authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 6, 2018 for the **Luther Conant School** located at 80 Taylor Road in Acton, MA 01720 which describes and explains the following deficiencies and the priority categories for which an application may be submitted to the Massachusetts School Building Authority in the future*

Priority #2 Elimination of existing severe overcrowding:

The Conant school's capacity based on gross square footage and MSBA guidelines is 307 students, compared to 442 students as of 10/1/17.

Priority #5 Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility:

The Conant School was built in 1970 with essentially no renovations, other than roofing in 1986.

Priority #7 Replacement of, or addition to, obsolete buildings in order to provide a full range of programs consistent with state and approved local requirement:

Lack of proper accessibility and space at the Conant School affects programs that may be offered to these students.

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

Motion for VOTE #2:

*To authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated April 6, 2018 for the **Paul P. Gates School** located at 75 Spruce Street in Acton, MA 01720 which describes and explains the following deficiencies and the priority categories for which an application may be submitted to the Massachusetts School Building Authority in the future*

Priority #2 Elimination of existing severe overcrowding:

The Gates school's capacity based on gross square footage and MSBA guidelines is 300 students, compared to 402 students as of 10/1/17.

Priority #5 Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility:

The Gates School was built in 1968 with essentially no renovations, other than roofing in 1986.

*Priority #7 Replacement of, or addition to, obsolete buildings in order to provide a full range of programs consistent with state and approved local requirement:
Lack of proper accessibility and space at the Gates School affects programs that may be offered to these students.*

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

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
School Building Committee (SBC) DRAFT Minutes**

R.J. Grey Junior High School, Room 409
16 Charter Road, Acton, MA 01720

February 28, 2018
6:00 p.m.

Members Present: Mary Brolin, Amy Krishnamurthy, Dennis Bruce, Bill McAlduff, Peter Berry, Jason Cole, Bob Evans, JD Head, Adam Klein, Lynne Newman, Mac Reid, Damian Sugrue, Chris Whitbeck.

Members Absent: Marie Altieri, Rob Bukowski, Brian Griffin, Ted Kail, Steve Mielke, Maria Neyland, Katie Raymond.

Other: Karen Coll.

1. Mary Brolin called the meeting to order at 6:01
2. Members reviewed draft minutes of the January 31, 2018 School Building Committee meeting, and asked some questions about the MSBA process as outlined in the draft minutes. After discussion, revisions to the draft minutes were proposed. Jason Cole moved, Peter Berry seconded, and the minutes were unanimously approved as amended.
3. Review and Approve OPM Request for Services and Advertisement

Bill McAlduff said that the need for this extra meeting in February was to enable us to meet our preferred timeline. The Building Committee must approve both the Request for Services (RFS) and the advertisement for an OPM prior to posting. If we post the ad on March 1, we will be able to work through the process in time to get onto the MSBA review board's May 7 agenda; if not, we wouldn't be able to present our candidate to the MSBA until August. Mary Brolin noted that the date planned for interviewing short-listed OPM candidates is the first day of Acton's annual Town Meeting; that should not pose a problem as long as the interviews are held during the day.

JD Head reviewed the draft RFS, including revisions that had been made after the document was submitted to the MSBA on February 20. Revisions included:

- In Section 3, Project Description, Objectives and Scope of Services, adding the enrollment numbers from the MSBA enrollment certification for each of the three proposed options of a Douglas/Gates twin school; a Douglas/Conant twin school; and a Douglas standalone building.
- Increasing the expected duration of the design development/construction documents/bidding phase of the project from three months to 10 months. This would delay our goal of starting construction during the summer of 2020 and opening the new school in time for the 2022 school year. In response to a question from Peter Berry about the impact on our timeline, Bill said that we might not need the full 10 months, and that the feasibility study might also take less than the 18 months outlined in the RFS. In addition, we might be able to begin site work as the feasibility study is being finalized.
- In Section 4, Evaluation Criteria, distributing the 15 points allocated to past performance of the OPM between the two indicators, documented past performance (10 points) and satisfactory working relationships (five points).
- Additional clarifications and minor revisions.

In response to a question from Peter, Bill confirmed that we would not be required to go with the lowest bidder, but would be able to negotiate with any preferred OPM candidates.

Adam Klein noted that the estimated cost range of the project was not the same in the RFS and the draft advertisement. The estimated costs in the ad are correct, and JD Head will revise the RFS. Mac Reid asked about the process of obtaining voter approval of the funds; the projected costs need to be approved first by the Building Committee and the MSBA before they are put to a vote at Town Meetings.

Damian Sugrue made a motion to accept the RFS as amended, Peter Berry seconded, and the committee **VOTED** unanimously to approve the RFS document as amended.

Dennis Bruce moved to accept the advertisement, Adam Klein seconded, and the committee **VOTED** unanimously to approve the advertisement.

Amy Krishnamurthy left the meeting at 6:27, prior to the vote.

4. Bill said that the committee should be prepared at its next meeting on March 14 to identify an OPM review panel. In his role as Procurement Officer, JD Head is required to be part of that panel; it was also suggested that Katie Raymond, an engineer would be a strong potential member. Mary Brodin asked that anyone else with an interest in participating on the panel email her or Bill to let them know.

Jason Cole moved, Bob Evans seconded, and the meeting was adjourned at 6:35pm.

Respectfully submitted,
Karen H. Coll

Documents Used:

Draft OPM Request for Services Submitted to MSBA 2-20-18

Final SOI, Douglas School, Submitted to MSBA 4-7-16

Draft Advertisement for OPM

Next Building Committee Meetings (all in RJ Grey Library unless otherwise noted):

March 14 (Note: Meeting will be in Superintendent's Conference Room)

April 11

May 9

June 13 (Note: Meeting will be in Superintendent's Conference Room)

**ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
School Building Committee (SBC) Approved Minutes**

Superintendent's Conference Room 13
Administration Building, 15 Charter Road, Acton, MA 01720

January 31, 2018
7:00 p.m.

Members Present: Mary Brolin, Amy Krishnamurthy, Dennis Bruce, Bill McAlduff, Marie Altieri, Peter Berry, Jason Cole, Bob Evans, JD Head, Adam Klein, Lynne Newman, Maria Neyland, Katie Raymond, Mac Reid, Damian Sugrue.

Members Absent: Rob Bukowski, Brian Griffin, Ted Kail, Steve Mielke, Chris Whitbeck.

Other: Dave Verdolino, Karen Coll.

1. Mary Brolin called the meeting to order at 7:03pm.
2. **Minutes** - Maria Neyland moved, Mac Reid seconded, and the minutes of the December 13, 2017 Building Committee meeting were unanimously approved. Mary noted that Bill McAlduff had given a great explanation of the MSBA process, and referred members to page 2 of the 12/13 minutes.
3. **MSBA Update**

Members reviewed the study enrollment certification letter, which included the details behind the projections. Bill McAlduff and Marie Altieri summarized the progress to date. Enrollment information was submitted in July, along with information on housing, births, etc. The projections made by the MSBA were initially lower than ours. After reviewing additional information provided by the district, including maps of every room in the schools, they revised their 10-year average projections and building size. While the proposed building will be quite large, it will probably not be big enough to handle to highest peak in enrollment; additional space may have to be included in the next renovation/replacement project at Conant.

Bill commented that MSBA has refined its process over the years, becoming more user-friendly and accurate, and easier to work with.

Jason Cole asked what impact our space planning, including the preschool space, might have on the reimbursement rate. Bill said that MSBA has guidelines for allowable uses of space, such as size limits on cafeterias and gyms; if we want to exceed those guidelines, we would have to negotiate with MSBA and the additional space would not be included as a reimbursable cost. MSBA does not typically address preschools or have guidelines for them, but space has been included in the proposed building for eight pre-K classrooms plus support space.

Adam Klein said that there might be concerns raised about some of the potential space utilization changes outlined in the enrollment certification letter, particularly the conversion of the science lab at Blanchard to regular classroom use. Many Blanchard families have strong feelings about the science lab and might be opposed to giving it up. The enrollment letter has been posted in the School Committee packet and is a public document. We should recognize and be prepared to address their concerns. Bill noted that these are only planning items at this point, and that further discussion will be required, including the equity of having a science lab at only one of the elementary schools. Mac Reid said that, because we don't have neighborhood schools in the district and families choose and take pride in their schools for diverse reasons, 'equity' doesn't mean that all

schools have to have the same things, although Damian Sugrue pointed out that there are already concerns among some families about 'have' and 'have not' schools and programs. Marie said that Blanchard is already struggling with a lack of space; the tradeoff will be class sizes versus specialty spaces.

4. Request for Services for Owner's Project Manager – Update and Input

Members reviewed the Feasibility Study Agreement document. Bill explained how cost estimates for the OPM and designer listed in the agreement were derived, largely based on the experience at other similar projects. Typically, fees for the OPM are about 35%-45% of the total cost of the feasibility study; there are similar guidelines for designer fees and other costs, plus a small amount for contingencies. Designer fees usually also include some contingency or contracted services expenses. We will have to negotiate fees with prospective OPMs and designers. The feasibility agreement will also need legal review to be sure it agrees with the A-B regional agreement and other factors.

Exhibit C in the feasibility agreement spells out the reimbursement rate calculation, including potential incentive points. Some incentive point opportunities have been dropped over time, such as a 1% bonus for using a construction manager at risk. The two categories that could apply to our project are for maintenance and energy efficiency; both offer a maximum of two percentage points, but it is unlikely that we could get the full amounts. The reimbursement calculation will be revisited at the time we develop our project scope and sequence in about 18 months, and the factors could change by then. MSBA allows applicants to request a second look if they are dissatisfied with the rate.

Peter Berry asked for clarification of when the feasibility phase ended and the design phase began. Bill referred to Exhibit B in the feasibility agreement, which states that we have to look at the feasibility of all three possible options: a Douglas/Gates twin school, a Douglas/Conant twin school and a standalone Douglas school. Simply renovating Douglas will probably be ruled out fairly quickly, as renovations of 30% or more of the value of the building trigger a number of safety, accessibility and other code requirements that would greatly increase the project cost. Although we have identified our preferred plan, we also need to look at other options in case the Gates site doesn't work out.

Committee members were given a packet of information for later review about the process for selecting and hiring an OPM and designer. The timeline going forward will depend on how quickly MSBA can review and approve our RFS, at which point we can begin a search for an OPM. Once the district, typically through a Building Committee subcommittee, solicits applications from OPMs, candidates are brought in for interviews and the subcommittee will develop a ranking document. Using the ranking document, the district will select a preferred candidate and will negotiate a fee. A draft OPM contract will be prepared and submitted to an MSBA OPM review panel, which will need to approve the selection of the OPM. The OPM review panel often includes representatives of the school district in their meetings but there is no guarantee. The OPM review panel also often agrees with the district's preferred OPM but, again, that is not guaranteed.

Because the OPM selection process is qualifications-based, it is more flexible than a strictly price-based selection. Bill said that typically all proposals come from large firms that do this type of project on a regular basis, and they will be familiar with the MSBA process and how it works. Some firms do both OPM and design work.

5. Additional Planning to Move Forward

Mary said that, in addition to JD Head and Katie Raymond, the current committee membership could use more engineering and construction expertise, as well as more representation from the Boxborough Finance

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Committee. Mary has emailed members who have not attended recent meetings to see if they plan to remain on the committee. She is also looking for recommendations of other people with those types of expertise. Bill added that the committee could also use an architect.

Katie raised the question of a possible extension of the town sewer system to the West Acton/Gates area. That could affect cost of construction and could also benefit West Acton businesses. JD is a member of a committee looking at this issue. The discussion is on hold for now, but the group would be interested in working with schools. The sewer is not a prerequisite for construction of a new school building; JD commented that sewers are probably the greenest option but there are other good solutions. Mary clarified by saying that the district would only pay what a separate wastewater disposal solutions would cost us, not more in an effort to support the sewer expansion. The sewer expansion committee would be happy to talk with the school building committee about our potential interest in the project.

Bill said that, as part of the feasibility study, the designer will ask us about sewers and will reach out to the engineer working on the sewer committee. JD said that people in Acton have strong opinions about sewer expansion, and that it could become a politically charged conversation.

6. Amy Krishnamurthy moved, Katie Raymond seconded, and the meeting was adjourned at 8:04pm.

Respectfully submitted,
Karen H. Coll

Documents Used:

MSBA Study Enrollment Certification, 1-23-18

MSBA Feasibility Study Agreement Document, Douglas School (unexecuted)

Next Building Committee Meetings (all in RJ Grey Library unless otherwise noted):

March 14 (Note: Meeting will be in Superintendent's Conference Room)

April 11

May 9

June 13 (Note: Meeting will be in Superintendent's Conference Room)

**Acton-Boxborough School Building Committee Members
To be Voted March 15, 2018**

Acton-Boxborough Regional School District Staff

William McAlduff, Interim Superintendent
Marie Altieri, Deputy Superintendent
J.D. Head, Director of Operations
Lynne Newman, Gates Principal
Damian Sugrue, Conant Principal
Chris Whitbeck, Douglas Principal

Acton-Boxborough Regional School Committee

Mary Brolin, Boxborough
Amy Krishnamurthy, Acton
Dennis Bruce, Acton

Town Leaders

Jason Cole, Acton Finance Committee
Bob Evans, Acton Finance Committee
Ted Kail, Boxborough Finance Committee
*Gary Kushner, Boxborough Finance Committee

Peter Berry, Acton Board of Selectmen
Maria Neyland, Boxborough Board of Selectmen

Community Members

~~Rob Bukowski, Acton~~
Katie Raymond, Acton

~~Brian Griffin, Boxborough~~
Steve Mielke, Boxborough
Adam Klein, Boxborough
Mac Reid, Boxborough

*Add: 3/15/2018
Remove



Beth Petr <bpetr@abschools.org>

Merriam Principal Announcement - Juliana Schneider

William McAlduff <wmcaiduff@abschools.org>
To: All Staff <allstaff@abschools.org>

Wed, Feb 28, 2018 at 3:36 PM

To All Staff:

After careful consideration including: review of credentials and references; observation of the staff and parent forums; reviewing all of the feedback shared; and two separate interviews with each of the finalists; I am pleased to announce that Ms. Juliana Schneider has been appointed as the next Principal of the Merriam School.

I want to extend my sincere appreciation and thanks to the Merriam Principal Search Committee, led by Deputy Superintendent Marie Altieri, for their excellent work in identifying three quality finalist candidates. I also want to thank all staff and parents/guardians who were able to participate in the forums and for providing quality feedback on each of the candidates.

Juliana has been Merriam's Assistant Principal since 2014. In that role, she has served on a number of school and district committees, including the Merriam Curriculum Committee, the District Technology Committee and the Capital Study Visioning Team, among many others. She is also an Adjunct Instructor at Lesley University. Prior to coming to Merriam, Juliana was an elementary school teacher in several school districts in eastern Massachusetts.

I know you will join me in congratulating Juliana on her appointment. She will officially begin her new duties effective July 1, 2018.

Sincerely,

Bill McAlduff

--

Bill McAlduff
Interim Superintendent of Schools



Acton-Boxborough Regional School District

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

David A. Verdolino
Director of Finance

TO: Regional Financial Oversight Committee
FROM: Dave Verdolino, Director of Finance
RE: FY2017 Calculation of PPE by school
DATE: March 15, 2018

Per Appendix A to the Regional Agreement, we have calculated the per pupil expenses (PPE) for each of the district's schools for FY 2017. The calculation spreadsheet is attached. It is intended that this calculation will be reviewed with the Regional Financial Oversight Committee at its next meeting (date TBD).

Process

We employed the same template, and a consistent method of determining direct and indirect costs charged to each school, as in previous years. In so doing, we accessed the following sources of relevant data:

- Munis accounting records and DESE End-of-Year Report data
- Above includes all fund sources (Appropriated, Grants and Special Revenues)
- Above excludes DESE Function codes not relevant for comparative purposes, as follows:
 - 6000 – Civic/Community Services
 - 7000 – Fixed Assets
 - 8000 – Debt Service
 - 0000 – OPEB Funding
- Similarly, DESE Function codes 3300 (transportation) and 9000 (out of district) are excluded from the PPE calculations, but are included in the accompanying spreadsheet to tie costs to DESE reports.
- Student enrollment data from SIMS as of October 1, 2016
- Integrated pre-school costs are reported separately; so elementary PPE is K-6 only.
- Districtwide costs not directly allocable to specific schools are allocated to schools on a pro rata basis.

Overview of Results

Summary of total PPE by elementary school, after allocation of districtwide costs:

	<u>FY15 PPE</u>	<u>FY16 PPE</u>	<u>FY17 PPE</u>	<u>Change FY16 to FY17</u>	
				<u>(\$)</u>	<u>(%)</u>
Blanchard	\$14,828	\$14,173	\$15,138	\$965	6.8%
Conant	12,529	13,451	13,979	529	3.9%
Douglas	11,301	12,170	12,900	729	6.0%
Gates	12,225	12,861	13,759	898	7.0%
McCarthy/Towne	12,246	12,440	12,951	510	4.1%
Merriam	12,530	12,812	13,584	773	6.0%
(FYI) Acton Average	\$12,166	\$12,747	\$13,435	\$688	5.4%

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



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Analysis

A detailed analysis of the variations among PPE changes at all schools would need to consider factors such as the experience of instructional staff, the effects of attrition between years, special education service requirements, etc. and is beyond the scope of this memo. However, much of the variation shown as the change in PPE from FY16 to FY17 in the preceding summary can be attributed to such normally occurring factors (i.e., versus staff FTE additions, program changes, etc.).

The impact of adding (or subtracting) sections would not likely have a dramatic effect on PPE variations, as they would generally reflect each building’s net enrollment change, as seen in this table:

	<u>Total # of Sections</u>			<u>Grades</u>		<u>Oct. 1 Enrollment</u>		
	<u>FY16</u>	<u>FY17</u>	<u>Net</u>	<u>Add</u>	<u>Sub</u>	<u>FY16</u>	<u>FY17</u>	<u>Net</u>
Blanchard	18	19	+1	K, 1/2	3	403	413	+10
Conant	19	20	+1	K, 4	2	434	451	+17
Douglas	21	20	-1		K	476	456	-20
Gates	19	18	-1	2	K, 4	428	404	-24
McCarthy/Towne	21	21	--			469	475	+6
Merriam	23	23	--	3	5	512	517	+5

As Blanchard’s relative PPE is often the primary focus of this exercise, we noted that it saw a slightly larger increase in PPE than the district’s other elementary schools from FY16 to FY17. We determined that the primary reason for this increase related to the Pathways program that was introduced at Blanchard in FY17. The FY17 budget request for this initiative estimated 5.9 FTE additional staff (1.0 teacher/BCBA, 4.0 ABA trainers, 0.3 each speech therapists, occupational therapist and BCBA) plus materials (\$9,600). The program began in FY17 and the incremental cost associated with the aforementioned positions and materials was just under \$300,000. It should be noted that the projected savings (i.e., avoided out-of-district costs) as a result of this program’s implementation would not have appeared as Blanchard-based costs in this analysis.

Lastly, because the new Pathways program was housed at Blanchard, the difference between Blanchard PPE and the weighted average of Acton-based elementary schools rose slightly from FY16 to FY17, in contrast to the previous year:

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Blanchard PPE	\$14,828	\$14,173	\$15,138
Wtd. Acton Average PPE	12,167	12,734	13,426
Blanchard > Acton Avg.	21.9%	11.3%	12.7%

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Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: March 9, 2018
Re: Kindergarten Registration

Kindergarten Registration and Enrollment

We completed our on-line registration for Kindergarten on March 1, 2018. At this time we have 302 students registered. This compares to a projection of 313. We traditionally enroll 15-20 more students between now and September.

Table 1: Kindergarten Enrollment Compared to Projections

Kindergarten Enrollment	Projection	3/1/18 Actual	Delta
Acton	238	241	Over by 3
Boxborough	67	58	Under by 9
Staff/Choice	4	3	Under by 1
Total	309	302	Under by 7
Estimated to enroll by 9/1	18	320	Over by 11

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Projected Kindergarten Class Sizes

We budgeted 17 kindergarten classrooms, which can accommodate up to 330 students, so we are on target with space and class size for this incoming kindergarten class. The School Committee guidelines for kindergarten class size is 18-20 students per class.

Table 2: Class Size Projections

Class Size Projection	Enrollment	Classrooms	Average Class Size
Total 3/1/18 Enrollment	302	17	17.8
Possible 9/1/18 Enrollment	320	17	18.8
High Estimate 9/1/18 Enrollment	330	17	19.4

All Day Kindergarten

Of the 302 students enrolled, 232 (77%) have requested All Day Kindergarten. This is slightly higher than our average over the last several years (67% - 70%). Once we have the lottery, we will know how many seats are available in each school and how many will be on the waitlist.

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Table 3: All Day K Enrollment

All Day K	Total Classroom Sections	All Day Classrooms	Half Day Classrooms
Blanchard	4	2 or 3	1 or 2
Conant	3	2	1
Douglas	2	1	1
Gates	2	1	1
McT	3	1 or 2	1 or 2
Merriam	3	2	2

School Based Lotteries

Based on the first choices for schools, we will need a lottery for Blanchard and Douglas. The other four schools have enough seats to accommodate all first choices. The Douglas lottery will result in a waitlist of 2-3 students for Douglas. The Blanchard lottery will result in a waitlist of 15-18 Acton families who chose Blanchard. The lottery will be held by the end of March, and families will be notified of their school placement and their All Day K placement by April 1.

Blanchard had a total of 85 students who requested Blanchard as a first choice school. 65 of those students have priority to Blanchard (58 live in Boxborough, 7 are siblings of current Blanchard students from Acton). We can place a few new Acton students at Blanchard, but the rest will be placed in one of their Acton choice schools. Given that all of the Blanchard classrooms are occupied, it will be difficult to have four kindergartens at Blanchard after 2018-2019. The more Acton families we enroll at Blanchard, the more siblings will have a guarantee to attend Blanchard in the future.

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

DRAFT File: IHBA

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 free and appropriate public education (FAPE), which is the provision of related aids and services to meet the educational needs of eligible students with a disability as adequately as the needs of students without disabilities.

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; Second Read: 3/15/2018

Approved: TBD

Acton-Boxborough Regional School District

First Read 3/15/18

DRAFT File: JKF

replaced original posted version.

Discipline of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline.

In general, students with disabilities who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities. Generally, this removal can occur without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods for up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, as long as the removal does not constitute a "change in placement" as described below. However, when a student with a disability is excluded from their program for more than ten school days in the school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one teacher.

If the IEP Team, including the parents, determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and parents/guardians consent to a new Individualized Educational Program (IEP). The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student as necessary.

A suspension of longer than ten (10) school days or a series of shorter term suspensions that constitute a pattern are considered to represent a **change in placement. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.** Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP.

Any student who is removed from school for a disciplinary offense for more than ten consecutive

days will have an opportunity to receive educational services and make academic progress during the period of removal under the school-wide education service plan, and will so be informed at the time of the suspension/expulsion.

If a principal imposes an out-of-school suspension for a student in preschool or in grades K through 3, the principal will send to the superintendent a copy of the written determination and an explanation of the reasons therefore, before the out-of-school suspension takes effect.

In the event a student possesses uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, the District may place a student in an interim alternative education setting (IAES) for up to 45 school days. Hearing officers may also order the placement of a student in an appropriate IAES for up to 45 school days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent disagrees with the Team's decision on the manifestation determination or with a decision regarding placement, the parent has a right to request an expedited due process hearing with Bureau of Special Education Appeals. Additional information regarding the procedural protections for special education students can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Discipline of students with disabilities under Section 504 of the Rehabilitation Act provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a "significant change in placement" for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student's disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 schools days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals **with knowledge** of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student's disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student's ability to benefit from his/her education. If the conduct is not directly related to the student's disability, the district may discipline the student as it does general education students. Additional information regarding the

procedural protections for students eligible for services under laws providing for services for students with disabilities under Section 504 can be obtained from the Assistant Superintendent for Student Services at 978-264-4700, extension 3265.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized **in this policy** ~~under the Discipline of Students with Disabilities section~~ also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the student was eligible for special education before the conduct that precipitated the disciplinary action occurred.

The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by the school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for students with special education services can be obtained from the Director of Special Education at 978-264-4700, extension 3265.

References: Individuals with Disabilities Education Act (IDEA)
Section 504 of the Rehabilitation Act of 1973
MGL Chapter 71, Section 37H, 37H ½, 37H ¾

Current policy but out of date

File: JKF

DISCIPLINE OF SPECIAL NEEDS STUDENTS

The Individuals with Disabilities Education Act (IDEA) and related regulations provide eligible Acton and Acton-Boxborough students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, Acton and Acton-Boxborough special education students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a special education student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's special education Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new Individualized Educational Program. The Team also must conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students can be obtained from the Director of Pupil Services who can be reached at 978-264-4700, extension 3265.

Discipline of Students Subject to Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act provides eligible students some of the same procedural rights and protections as does IDEA. Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Pupil Services who can be reached at 978-264-4700, extension 3265.

TOWN OF ACTON

Acton Leadership Group
Wednesday, February 28, 2018

7:30 AM

Room 204

Acton Town Hall

Agenda Topics

- | | | |
|----|---|--------------------------------|
| 1. | Approval of Minutes from February 8, 2018 | All |
| 2. | Update of FY 18 Revenues and Expenses | Steve Ledoux
Bill McAlduff |
| 3. | Review of Spreadsheet | Marie Altieri
Steve Barrett |
| 4. | Review of Long Range Financial Plan | Steve Noone |
| 5. | Public Comment | |
| 6. | Adjourn | |

ALG Minutes February 28, 2018

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

Audience: Mark Hald, asst. Town Manager & Brian McMullen, asst. finance director/principal assessor.
No public.

Extra Info: spreadsheet & ALG deficits and remedies

Minutes accepted

2. FY revenue and expenses update

SL: expects less in excise tax payments. The \$2.7m will come due in the middle of March

Bill: nothing to report. There will be more detail after the close of the third quarter

3. Spreadsheet

SB: added the changes from last meeting: the addition of reserves to \$2.382m making the deficit zero.

The levy will be 2/3rds; the increase 3.63% SB: noted that for the outer years FY20 & 21 the plan now has taxing the full amount and using the formula for reserve replenishment.

4. Long range plan, FC

SN: the fin com has been concerned about the outer years. The use of reserves and the and the increase in taxes.

He handed out "ALG deficits and remedies" which lists the deficits and then has a plan for the remedies. The first was to increase the reserve use by \$2M—which will give an additional \$700K; add in the agreed to reserve use from FY19 of \$382 [these amounts stay the same over the two year period]

SN: agreed that the deficits shown in the outer years never materialize due to the ALG process. He also noted that one ALG session is not tied to the agreements if the previous session but that the FC is concerned with the spending if the outer years and he hopes that the FC plan presented will become a part of the next ALG session.

It is hoped that there will not be a need for a meeting in March and the next meeting will be when the ALG reconvenes after Town Meeting.

Amy said she wanted to thank Bill for fitting into the ALG process so well. Bill said the process was something unique and more towns should follow the same pattern. Steve L said that before he started work, Dore made him attend an ALG meeting.

Adjourned 8 AM

Ann Chang

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

Library
R.J. Grey Junior High School

Thursday, March 1, 2018
7:30 p.m.

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Dennis Bruce, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Kathleen Neville, Deanne O’Sullivan, Eileen Zhang
Members Absent: none
Others: Beth Petr

1. The ABRSC was called to order at 7:30 p.m. by Amy Krishnamurthy, Chairperson.
2. **Chairman’s Introduction – Amy Krishnamurthy**
The meeting was taped and will be broadcast this week.
3. **Interview of ABRSD Superintendent Finalist Peter Light**
Mr Light introduced himself and stated that being a leader is about relationships with people. Trust and accountability are essential. Leaders have an obligation to make connections with the kids. There has to be a core value of equity, regarding access to the curriculum, culturally responsive and making sure to provide opportunities to all students given all socio economic backgrounds. He has worked with a very active student wellness advisory council, developed an arts academy and many other programs. He established a donated bioscience lab that led to professional development for some teachers and great job opportunities and internships for students. He developed a week long “camp” for freshmen before they started the High School to alleviate anxiety using older students as guides. He wants to look for what is next in education and appreciates that AB has the same attitude - achievement through innovation.

The Committee asked a series of questions of Mr. Light.

Rather than commenting on challenges he thought he might face at AB, Mr. Light reframed the question into “What are you curious about now?” He heard a lot about the relationship between student wellness and achievement and how they are similar. He would love to explore this topic in his entry plan. He also heard it come up around the homework policy and beliefs. The number of different leaders that the District has had in a short amount of time is something he would like to consider. Typically there would be cultural healing that needs to go on in that kind of a situation. He talked about the various teams that the superintendent interacts with and must built relationships with, including the School Committee. A new person has to be sure the teams are strong. He talked about being able to celebrate the two cultures of Acton and Boxborough, and the consistency of the framework vs the personalization of the individual schools as something he’d like to explore. He would explore how capital planning is done at AB using E&D because that is a little different.

Mr. Light addresses conflict starting with a mindset that conflict is healthy. He begins by letting people know that conflict shows there is a level of trust in the group. He does not judge success by lack of conflict.

Regarding how he would foster meaningful inclusive learning environments and opportunities for students in the high needs category as well as all students, Mr. Light said he would ask if our schools' culture reflects what we want it to. Focus groups should talk about what inclusion means to all of the different groups. He gave an example of hanging flags from all of the countries that students are from in the school lobby so it's a celebration. Be sure families' cultures are included in the curriculum. The more you tie your values into the curriculum, the better. This is about achievement and socio-emotional learning and includes making our communications culturally inclusive as well. Sufficient translations should be available to all. The more students are engaged to become leaders in this for the younger children, the better.

Communication must be 2-way. A good communicator is also a good learner who listens for emotion and with perspective, and deeply understands where someone is coming from. Listening is the start of communication, then something must be done about it. Being able to articulate back to people about what is going on is important - accountability and then action. The best communicators are able to tie in changes and then effect it. If change cannot happen, then follow up should at least be done. Respect is also essential. A leader is the primary example of being respectful in the community and must be able to call people out when they are not respectful.

When asked about the process he would use to develop a school budget, Mr. Light said he would talk with the School Committee about his approach first because it is their budget. Establishing the budget timeline is the first step for a Superintendent to be sure that it is clear. His first year would really be about learning what the current process is. Effective leaders don't come in the first year and make changes. He would make sure the Central Office team is meeting with all of the building principals to hear about the individual schools. He would want to know about our capital funding process, because it matters to the MSBA and others. He will need to understand the regional transportation budget. Credibility with the community must be established. Mr. Light talked about his experience with teacher negotiations. After a difficult process using a traditional approach, he and his team tried interest based bargaining, with much success.

As the principal at Franklin High School, after the district had 3 principals in 5 years, Mr. Light described his success as not easy. Although he made mistakes he was never afraid to own up to them and talk about how to move forward. He stated that no one will be a perfect leader. Ultimately, people think he is a real person. They know they can talk to him about what is wrong and he will listen. When he started at the High School, they needed a real human being. His decisions were not always popular, but they always put students first.

Mr. Light thanked the Committee for a great day. (He had been in the district all day meeting with various groups.) He found everyone passionate about education and considers that a wonderful attribute. Although there are issues that the community will disagree on, with listening and synthesizing the information, the passion is still there. That is what excites him about coming to AB.

4. **Approval of Meeting Minutes**

Mary Brolin moved, Katie Neville seconded and it was unanimously,

VOTED: to approve the minutes of 1/11/18, 11/16/17, 11/9/17 and 10/19/17 as written.

5. **Open Meeting Law Complaint**

Amy Krishnamurthy reported that a complaint was received on February 20, 2018 regarding the timeliness of the approval of minutes for the meeting on January 11, 2018. The minutes were just approved and will be posted to the website tonight. A response will be sent to Mr.

Ballard including the minutes and explaining that there have been 6 school committee meetings in the 7 weeks since January 11th that have kept the staff very busy. Attention will be paid to approving meeting minutes in a timely manner.

The ABRSC adjourned at 8:30 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: Agenda, memo with 2 finalists' resumes, list of questions, draft minutes, Open Meeting Law Complaint

Next Meetings (all in the Jr High Library):

ABRSC Meeting to interview Superintendent Finalist Anthony Parker, February 28 at 7:30

ABRSC Meeting to discuss and vote on the new Superintendent, March 12 at 7:00 p.m.

ABRSC Meeting, March 15 at 7:00 p.m.

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

Library
R.J. Grey Junior High School

Wednesday, February 28, 2018
7:30 p.m.

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Dennis Bruce, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Kathleen Neville, Deanne O'Sullivan, Eileen Zhang
Members Absent: none
Others: Beth Petr

1. The ABRSC was called to order at 7: 30 p.m. by Amy Krishnamurthy, Chairperson.
2. **Chairman's Introduction – Amy Krishnamurthy**
The meeting was taped and will be broadcast next week. Mary Brolin asked that it be sent to Boxborough cable for broadcast as well.
3. **Interview of ABRSD Superintendent Finalist Anthony Parker**

The Committee asked a series of questions of Mr. Parker.

He spoke about how he helped to build a number of new programs in Weston to serve more students, in better ways. He identified school choice in the Acton-Boxborough elementary schools as a growing challenge for our community and something he would have to learn about and address. He had seen some indications that morale might be low in the teaching community and he would work to identify the root cause and improve it. He also heard that the district was trying to attract more teachers of color and keep them teaching here. He would work hard to build relationships with both communities – Acton and Boxborough.

He would foster meaningful inclusive learning environments and opportunities for students in the high needs category as well as all students using by focusing on programming and practices. This would include professional development and articulating expectations. He spoke about a very successful enrichment program called June Academy that he and others established. It was another way of teachers connecting with kids who they might not have experienced them as learners.

Regarding communication, Mr. Parker prefers face to face discussion, although email, letters, regular memos and community forums are all options he would use. He has heard that our staff wants a superintendent that is visibly present so he would focus on that. He would determine a regular schedule and stick to it.

He would work with the principals, Central Office and Finance team to learn what the priorities are in order to develop a new budget. He would not change the process in the first year, but look at what is working and what is not. He would prioritize based on what is best for kids. This includes the building projects because they are good for kids. He learned much about this process in Weston where the Superintendent collaborated with key stakeholders to create and deliver a message. He did not have experience with a long term capital plan as a

district, although he did have one at his High School. He would need his administrative team to guide him in that area.

When asked about how he would balance budget numbers, Mr. Parker said that efficiencies should always be looked for, making sure the outcome on kids won't be affected. They look at current programming and the staff in place, and make adjustments or justify not changing anything depending on the decision.

He would make choices about what we are offering and doing to maintain a healthy work life balance for students and staff. In Weston, that includes no homework or major assignments weekends, or on breaks or holidays. For students it's about the workload and all of the assessments. He described this as an ongoing conversation.

He talked about being the "bad guy" when he pushed to establish an attendance policy at his school. It was difficult, but ultimately an improvement that was accepted.

Regarding the relationship of special education and regular education, Mr. Parker said that teachers often ask about how to meet an IEP - is it the regular education teacher or the special education teacher who is responsible. He feels it is the regular education teacher because the student is in their class and the special education teacher is there to support the classroom teacher.

Mr. Parker thanked the Committee for a very interesting day. (He had been in the district all day meeting with various groups.) He told them that they are doing good work. AB students are articulate and engaging. Despite having some concerns, when he asked the teachers what keeps them at AB, they all said it is a good place to teach and learn.

Amy Krishnamurthy reminded everyone that there will be a similar finalist interview the next night, followed by discussion and probably a decision at a meeting on March 12.

The ABRSC adjourned at 8:33 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: Agenda, Memo with 2 finalists' resumes, List of questions

Next Meetings (all in the Jr High Library):

ABRSC Meeting to interview Superintendent Finalist Peter Light, March 1 at 7:30 p.m.

ABRSC Meeting to discuss and vote on the new Superintendent, March 12 at 7:00 p.m.

ABRSC Meeting, March 15 at 7:00 p.m.

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

Library
R.J. Grey Junior High School

February 15, 2018
7:00 p.m. Open Meeting
7:05 p.m. Annual Budget Hearing
7:30 p.m. (approx.) Open Business Meeting

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Dennis Bruce, Amy Krishnamurthy, Tessa McKinley, Maya Minkin (7:05 p.m.), Paul Murphy, Kathleen Neville, Deanne O’Sullivan, Eileen Zhang
Members Absent: none
Others: Deborah Bookis, Dawn Bentley, Bill McAlduff, Beth Petr, Dave Verdolino, Sally Dias from NESDEC

1. The ABRSC was called to order by Chairperson Amy Krishnamurthy at 7:00 p.m.
2. **Chairman’s Introduction**
 - 2.1. Annual Spring Town Elections
 - Acton Election is March 27
 - Boxborough deadline to submit papers is April 3 for Election on May 22
3. **The FY19 BUDGET HEARING was called to order at 7:05 p.m. by Amy Krishnamurthy.**

Please see material posted for 1/27/18 and 2/1/18 School Committee meetings at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>

1. **ABRSC FY19 Budget Presentation– Bill McAlduff and Dave Verdolino**
 1. FY19 Final Budget Presentation
 2. ABRSD Budget Summary and Line Item Detail
 - i. Budget Character Code - Summary and Detail
 - ii. Budget by Admin Responsibility – Summary and Detail
 3. Recommended Assessments and Table 6

Bill McAlduff presented the slides and invited the public to comment on the proposed budget. Priorities include: an expansion of resources available for capital needs, single tier busing at the elementary level, and the addition of 9.9 FTE positions being offset by a reduction of 3 FTE for a net total of 6.9 FTE of new personnel. The \$88,721,492 proposed FY19 budget is an increase of 3.06% from FY18. The change in assessment is an increase of 2.90%, translating to an increase of 3.90% for Acton taxpayers and a decrease of 2.09% for Boxborough.

John Petersen spoke from the audience stating that although he is fully supportive of this budget, he asked that the Committee consider the implications of it on Acton tax rates. He advocated for using property values as an equalizer in computing the projected tax rate that would be school associated (not taking Minuteman Tech into account). He urged the Committee to present at the Town Meetings using these tax rates.

A Boxborough fincom member asked what the 5% increase in salaries represented. For staff it reflects cost of living, staff steps, ERI, and COLA. All of this information is posted on the website. A reminder was also given for the Committee to be cautious going forward with a large building project coming up and the number of unknown expenses that could come up due to that. Mary Brolin stated that whenever costs are eligible for state funds, the district will apply for them. There was some discussion about the need for a 5 year capital plan. The

superintendent will be starting work on that with the budget subcommittee in the spring. This will be included in next year's budget binder.

At 7:45 p.m., Brigid Bieber moved to adjourn the FY19 Budget Hearing, Paul Murphy seconded and the Committee voted and approved the motion.

The ABRSC returned to their Business Meeting at 7:45 p.m.

4. Public Participation

A member of the public asked the Superintendent about the district's weapon policy. Mr. McAlduff explained that there is a policy and state statute that governs this topic. The policy can be found in the school handbooks. He knows there are concerns about a recent communication and internally they are looking at this carefully and will address it.

5. ABRSD FY19 Budget

5.1. Recommendation to Approve the FY19 ABRSD Budget and Assessments – VOTE – *Bill McAlduff*

Brigid Bieber moved, Paul Murphy seconded and it was unanimously,

VOTED: that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2018 through June 30, 2019 be set at \$88,721,492, and that member towns be assessed in accordance with the Education Reform Law and the terms of the Regional Agreement and amendments thereto as follows:

Town of Acton \$59,981,960

Town of Boxborough \$11,351,353,

with the remainder to be accounted for by the following sources of funds:

Anticipated Chapter 70 Aid \$14,968,061

Anticipated Chapter 71, Section 16C Transportation Aid \$1,337,757

Anticipated Charter School Aid \$32,361

Anticipated Regional Bonus Aid \$25,000

Anticipated Federal Medicaid Reimbursement \$150,000

Anticipated Investment Earnings \$100,000

and a transfer from E&D Reserves in the amount of \$775,000.

Deanne O'Sullivan asked the Committee if they would be interested in drafting a joint letter in response to the recent gun violence at the school in Florida. As leaders in our district, Deanne felt they should start speaking up about this to our state elected officials and try to start some initiatives to make our own state safe. The Committee agreed that Deanne and Paul Murphy should draft a letter to be discussed at the next meeting.

6. Superintendent Search Update – *Diane Baum*

6.1. Announcement of Finalists

6.1.1. Recommendation to Accept the Finalists proposed by the Search Screening Committee – VOTE

Diane Baum thanked the 14 members of the Screening Committee and read her memo announcing Peter Light, Anthony Parker and Peter Sanchioni as finalists.

Mary Brolin moved, Paul Murphy seconded and it was unanimously,

VOTED: to accept the 3 finalists as recommended.

6.2. Draft Next Steps for Discussion

Sally Dias thanked the search committee and Diane Baum in particular. The Committee discussed the handout with possible steps, keeping in mind that the screening committee's work was now done and the School Committee was responsible for the remainder of the process.

Acton TV will tape the public interviews for those who cannot attend. They will not be broadcast until all 3 are done. Several committee members may be absent so Beth will look into remote participation with Amy Bisiewicz. Sally Dias will contact and schedule the finalists. The Committee discussed the merits of visiting finalists' districts. Brigid said that during the previous search, some people questioned how valuable it was. If done, the same people should do all of the visits for consistency. A visit can show how a candidate organizes his time and it is another chance to get to know him in a different setting. Mary Brolin offered to coordinate the visits. Paul and Eileen will join her. When finalists come to AB, members who are available can have an informal dinner with them prior to the community forums.

Sally said that candidates have been given a list of people to be called for a reference and they can add to it. She will give the lists to the School Committee members who will do the calls. Up to 3 people maximum should call to be consistent, then compare notes. Dennis Bruce, Brigid Bieber and Deanne O'Sullivan volunteered. Sally will send suggested questions. She advised that the same questions should be asked of everyone and they should call the same type of people for each candidate. The questions used for the interim search could also be used. Mary Brolin said that they did conference calls together and took turns writing them up. What is shared back with the Committee is high level only. The calls are confidential. NESDEC will check on the last degree only to be sure that it is valid. Anything else is up to the district. The Committee agreed that no further checks would be done, unless there was a reason to do so.

The Committee discussed how to do the interviews. Sally suggested topics to avoid such as age, marital status, children, religion, and plans to move. Members will send Amy their themes or interests regarding interview questions by Feb 23. They agreed not to have any discussion after each interview but to wait for the final meeting.

Amy asked that when it is time to discuss and eventually appoint the new superintendent, a motion not be made until every member has a chance to speak first. A motion was made very early in the discussion during the last process. The Committee agreed to let everyone speak before making a motion. They do not have to state a preference. The information resulting from the reference calls, visits and community feedback will be shared prior to the meeting to appoint. Mary and Tessa will compile the feedback forms.

John Petersen spoke from the audience saying that when there are more than 2 choices, a ranked choice voting system, not just a motion for one candidate, can be more transparent for the public.

Sally emphasized that the only liaison to the press would be the School Committee Chairperson. The contract discussion would be held in executive session. All School Committee members will get all of the information from each of the 3 finalists using a password from NESDEC, just like the screening committee did.

7. Statement of Warrant & Approval of Minutes

Amy Krishnamurthy read the warrant listing. Committee members signed the documents.

Mary Brolin moved, Brigid Bieber seconded and it was unanimously
VOTED: to approve the minutes of the meetings on 1/27/18 and 2/1/18.

The ABRSC was adjourned at 9:10 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda, list of warrants, NESDEC folder

NEXT MEETINGS:

- March 1 – ABRSC Meeting at 7:00 p.m. in the Jr High Library
- March 15 – ABRSC Meeting at 7:00 p.m. in the Jr High Library

13.2.1

Memorandum

To: William McAlduff

From: Larry Dorey



Date: 1-29-18

Re: PTSO Grant to ABRHS

Please present to the School Committee the following grant received from AB PTSO:

ABRHS Recipient	Donor	Amount
ABRHS -- grant for Community Service Awards Night	ABR - PTSO	\$1,500.00

Acton-Boxborough Athletics

Director of Athletics: Steven Martin
36 Charter Road
Acton, MA 01720
Phone: 978-264-4700 X:3420
E-Mail: smartin@abschools.org
Web: www.abschools.org

TO: Superintendent Bill McAlduff
FROM: Steve Martin, ABRSD Athletic Director
RE: Gifts
DATE: 2/28/18

I would like to respectfully ask for the School Committee's vote at their next meeting to accept very generous gifts from the following groups:

AB Boys Basketball Boosters for \$500.00 to help fund an assistant coach

AB Boys Basketball Booster for \$621.00 to help fund mats for cheer/gymnastics teams

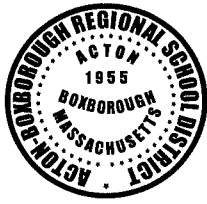
AB Colonial Club for \$2100.00 to help fund mats for cheer/gymnastics teams

We are very grateful for the ongoing support of our Acton and Boxborough community. Please don't hesitate to contact me if you have any questions.

Thank you.

Steven Martin

Director of Athletics



Acton-Boxborough Regional School District

Blanchard Memorial School
493 Massachusetts Avenue
Boxborough, MA 01719
978-263-4569

<http://blanchard.abschools.org>



13.2.3.

MR. DANA LABB, PRINCIPAL

dlabb@abschools.org

DR. KAREN TOWER, ASST. PRINCIPAL

ktower@abschools.org

MS. KATHY BOWER, ADM. ASST.

kbower@abschools.org

MS. GAIL KESSLER-WALSH, GUIDANCE COUNSELOR

gwalsh@abschools.org

TO: Bill McAlduff, Superintendent of Schools

FROM: Dana Labb, Principal

DATE: March 6, 2018

RE: Donation from Blanchard's Parents/Teachers/Friends Organization (PTF)

The Blanchard Memorial School has received a check from Blanchard's Parents/Teachers/Friends Organization (PTF) in the amount of \$3,588.00 for the purchase of 25 iPads and a check in the amount of \$162.60 for the purchase of 25 iPad covers for the third grade classroom of Courtney Stevens. We ask that you and the Acton-Boxborough Regional School Committee please approve this generous donation. We are extremely grateful to our PTF's continued support of our school.

Thank you.

Acton Public Schools
Acton-Boxborough Regional School District
Acton, MA

OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE
FIELD TRIP PERMISSION FORM

Submit for Superintendent and School Committee approval

*- will need at least
3*

- **Name of Teacher(s):** Patricia Braunegg
- **School:** ABRHS
- **# of Students going:** TBD **# of Chaperones (gender):** 1(female); more will be recruited as needed

Name of Chaperone: Patricia Braunegg

• **Date(s) of Exchange:** exact dates TBD; students from the Lycée Sainte Ursule - Louise de Bettignies in Paris, France would be coming to the U.S. in October or November 2018; participating ABRHS French students would spend approximately 10 days with their host families in France in April 2019; although our travel dates have not yet been confirmed, we are hoping to leave for France on the evening of Tuesday, April 9, 2019, and to return on the evening of Thursday, April 18, 2019; School Time Involved: we want to minimize the amount of school time during which our students will be absent; however, our April 2019 school break overlaps with the religious holidays of Passover and Easter, and we feel that it is important for our students and chaperones to be back in the United States for these

• **Purpose of Trip/Destination:** To further ABRHS French students' knowledge of the language, history, and culture of France; to provide an opportunity for cross-cultural friendships among our students and their French peers

• **Have you taken this trip before?** Not this particular trip. The teacher/chaperone has run student trips to Canada, - most recently, a Quebec City homestay in April 2017 - as well as an exchange with a French high school during the 2014-15 school year, and has traveled extensively in Europe.

• **Any special arrangements required (such as extra insurance, ADA accommodations)?**
Not at this time.

• **Cost per Student:** (Please describe how the cost is determined.) Please see attached. The majority of the cost is determined by the company providing the trip. Additional costs involve bus transportation for our students to and from ABRHS and Logan Airport; these costs are determined by the bus company providing the service

• **Who will pay for the trip?** Students and their families.

• **Has any fundraising been done?** No.

• **Are any parents driving?** No.

• **Have you followed the procedure outlined in Policy IJOA?** Yes.

• Other comments:

We feel that an exchange would allow our students to gain a deeper, more personal knowledge of France by combining visiting sites of interest with immersing themselves the day-to-day life of a French family. Forum by Prométour, (formerly Prométour) which has been helping us organize this exchange, previously helped us with our 2014-15 French exchange and with our 2017 Quebec homestay. We have been very satisfied with the quality of the programs and services that they provide, and are looking forward to working with them again on the proposed exchange.

Approved Not Approved
[Signature]
Department Leader Date 1/23/2018

Approved Not Approved
[Signature]
Principal Date 1/30/18

Approved Not Approved
[Signature]
Superintendent Date 2/2/18

Approved Not Approved

School Committee Date _____

Estimated cost per student
(assuming 16 students and 3 chaperones, based on current exchange rates, taxes, and surcharges):

payable to Prométour: \$2100.00
includes:

- the Student Protection Plan from Travel Insured International
- Roundtrip airfare (Boston-Paris, Paris-Boston)
- associated transportation costs while in Europe
- service of a professional, bilingual Prométour Tour Director with the group on tour
- departure taxes and airline fuel surcharges at \$531.00 per person
- French host family stay
- most meals with the host families
- classes and activities during the exchange program (to be confirmed between the partner schools prior to departure)
- all cultural visits, activities, tours and admissions as per itinerary:
Château de Versailles, Sacré-Cœur, Musée d'Orsay, Bateau Mouche excursion,
Tour Eiffel

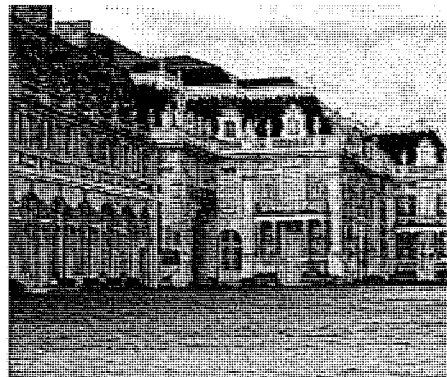
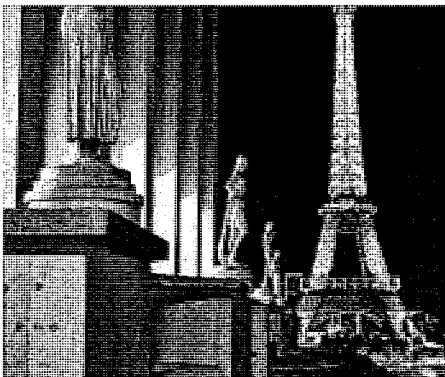
payable, via separate check, to ABRHS or similar: \$70.00
includes:

- tips for Prometour Tour Director while in France: \$20.00
- r-t transport by bus (+tips) for ABRHS students, ABRHS-Logan Airport, on arrival and return days: estimated cost: \$50.00

total: \$2170.00

Itinerary: attached

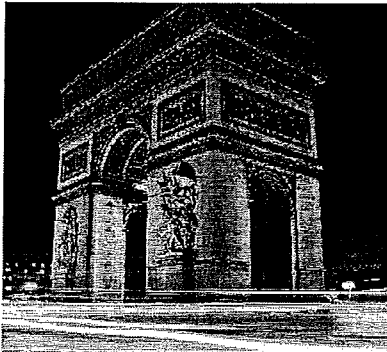
SCHOOL EXCHANGE IN PARIS



APRIL 9 - 18, 2019*

10 DAYS / 8 NIGHTS

**Travel dates to be confirmed upon flight booking*



DAY 1: USA | FRANCE (Tuesday)

- Fly overnight to **Paris**.

DAY 2: PARIS (Wednesday)

- *Bienvenue en France!* A **Forum representative** will greet you at the airport and help you transfer to your partner school.
- Board your private motorcoach to **Paris**.
- Upon arrival, meet your exchange partners and host families.
- Start your exchange program. While living with a host family, you will discover that French is more than just a textbook language as you fully immerse into the daily life of your family and school community. You will attend school with your exchange partner, apply your language skills in real-life situations, and experience life as a true local.
- Spend your first dinner and evening with your host family.

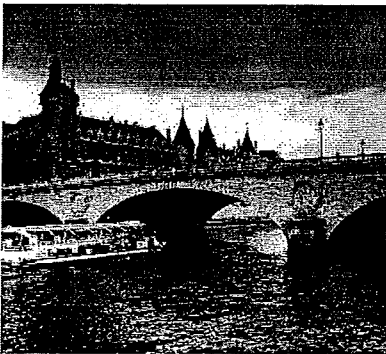


DAY 3: EXCHANGE PROGRAM (Thursday)

- After breakfast, attend school with your exchange partner.
- Activities and workshops may be organized at the school during your visit (to be confirmed with the French school).
- Dinner and night accommodation with your host family.

DAY 4: PARIS (Friday)

- This morning, meet your Forum Tour Manager and head to the **Musée d'Orsay** to see its extensive collection of 19th and 20th century art.
- Stroll down the capital's most famous avenue, the **Champs-Élysées**.
- Walk through **le Trocadéro** and view "la Ville Lumière" from the third floor of the **Tour Eiffel**.
- Afterwards, board a glass-topped **Bateau Mouche** and enjoy a refreshing cruise on the Seine River.
- Dinner and night accommodation with your host family.

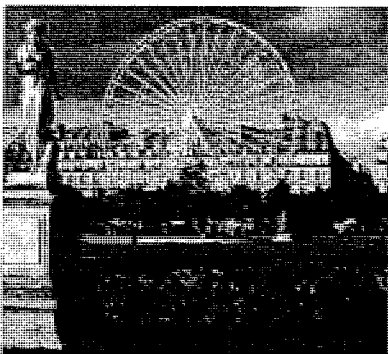


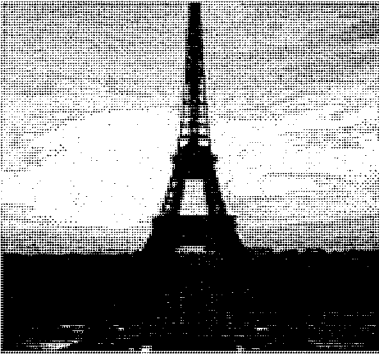
DAY 5 & 6: WEEKEND WITH HOST FAMILY (Saturday & Sunday)

- Enjoy the weekend with your exchange partner and their family.
- Dinner and night accommodation with your host family.

DAY 7: EXCHANGE PROGRAM (Monday)

- After breakfast, attend school with your exchange partner.
- Activities and workshops may be organized at the school during your visit (to be confirmed with the French school).
- Dinner and night accommodation with your host family.





DAY 8: VERSAILLES (Tuesday)

- Today, meet your **Forum Representative** and take the RER train to Versailles.
- Take a guided visit of the **Château de Versailles**, the extravagant palace built for the Sun King: walk in the footsteps of Louis XVI, Marie-Antoinette and President Jefferson and Wilson.
- Later, explore the elegantly landscaped gardens.
- Return to Paris in the afternoon and head to the highest point in Paris, **Montmartre** (known locally as La Butte).
- Climb the steps to reach the Sacré-Cœur, Montmartre's hilltop church and most famous landmark and test your knowledge during a **Treasure Hunt**.
- Dinner and night accommodation with your host family.

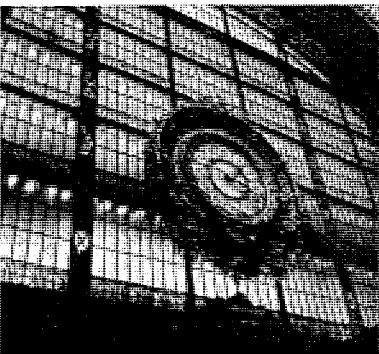
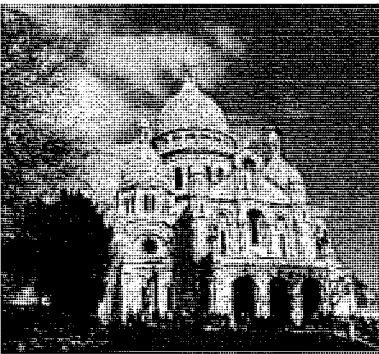


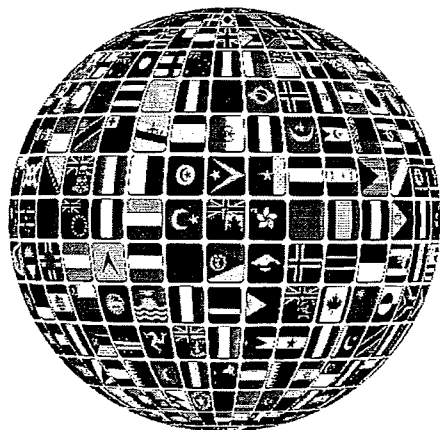
DAY 9: EXCHANGE PROGRAM (Wednesday)

- After breakfast, attend school with your exchange partner.
- Activities and workshops may be organized at the school during your visit (to be confirmed with the French school).
- Dinner and night accommodation with your host family.

DAY 10: DEPART (Thursday)

- After breakfast, it's time to say *au revoir* to your host families.
- Meet your **Forum Representative** and board your private motorcoach to the airport for your return flight home.





YOUR EXCHANGE PARTNER:

LYCÉE SAINTE-URSULE – LOUISE DE BETTIGNIES

Address: 25 rue Daubigny, 74017 Paris

An exchange program is a once-in-a-life time opportunity for students to truly explore, understand, and dive deep into another culture and language. As students fully immerse into the life of their host family and school, they'll experience a type of personal growth and empowerment that can only happen in this unique setting. Students not only travel but host their exchange partners resulting in a lifelong bond between both students and families.

The conditions and details of the exchange will be agreed upon between the two participating schools. Schools should agree beforehand what hosting arrangements will be made if the final number of students participating in the exchange differs between schools (e.g. additional host families are recruited, families host more than one student, or the number of students traveling is reduced to match the partner school). Forum cannot guarantee that schools will have the same number of participants traveling and, therefore, cannot be held responsible if the number of traveling students from each school differs.

HOSTING A VISITING STUDENT

The primary responsibility of a host family is to create a welcoming and safe environment for their visiting student. We encourage families to get to know their student and spend time together both inside and outside the home. Visiting students look forward to learning about American culture and customs and practicing their English in daily life. Families will receive a profile form with information about their student prior to hosting.



ACTON BOXBOROUGH

PRICE PER PERSON SHEET

This is your tailor-made travel experience – you will not be combined with another group!

PRICE PER PERSON

20 to 24 participants	\$ 2,000
15 to 19 participants	\$ 2,100
10 to 14 participants	\$ 2,295

PAYMENT SCHEDULE

March 5 th , 2018	\$ 500
June 5 th , 2018	\$ 400
September 5 th , 2018	\$ 400
November 5 th , 2018	\$ 400
January 5 th , 2019	Balance

PRICE INCLUDES:

- ✓ Round-trip airfare* from Boston to Paris
- ✓ Departure taxes and airline fuel surcharges of \$531 per traveler
- ✓ Associated transportation costs while in Europe
- ✓ All cultural and aforementioned visits, activities, tours, and admissions as per itinerary
- ✓ Service of a dynamic professional bilingual Forum Tour Manager with the group on tour
- ✓ \$50 check (sent before departure) to purchase a prepaid cell phone with phone card for the duration of your exchange
- ✓ **Three free travelers regardless of the group size**

EXCHANGE PROGRAM:

- ✓ French host family stay with your exchange partner's family
- ✓ Meals with the host family (exceptions might apply)
- ✓ Classes and workshops during the exchange program (confirmed between the partner schools prior to departure)

PRICE DOES NOT INCLUDE:

- ✓ Meals not indicated in your itinerary
- ✓ Tips are at your discretion – these are standard guidelines:
 - Forum Tour Manager: 4 Euros per day, per traveler
 - Bus Drivers: 1 Euro per day, per traveler
- ✓ Rooming and Adult Supplements:
 - Twin Room Guarantee Supplement \$40 pp/night or Single Room Guarantee Supplement \$80 pp/night
 - Adult Activity Supplement \$10 pp/day

NOTES

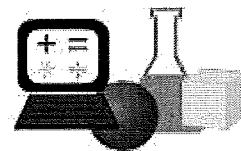
- *Airlines have the legal right to increase fuel surcharges to flight tickets after bookings have been made. In the event of an increase in airline taxes and/or fuel surcharges, Forum reserves the right to update prices accordingly.
- **Forum Language Experience** has purchased the **Student Protection Plan** from Travel Insured International on behalf of all participants. **Cancel For Any Reason** is an available **option** that must be purchased at the time of trip deposit. ***CFAR is not available to residents of NY***
- Forum has quoted this package at an exchange rate of 1 Euro = 1.22 USD. In the event of a significant change in the exchange rate, Forum reserves the right to update prices accordingly.

Date of quote: January 10, 2018 | Prices are valid until: First payment deadline | Your Forum Tour Consultant: **Sharmila Hall**

Forum Language Experience, Forum by Prométour and Forum are all used interchangeably.
Forum Language Experience is a member company of Prométour Inc.
California Seller of Travel License number: 2061627-40

info@forumlanguageexperience.com | 1-888-282-0991

AB PIP STEM
www.actonpip.org



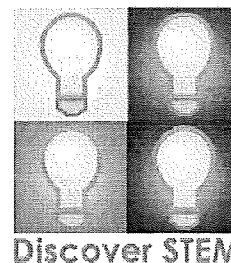
TO: Bill McAlduff, Superintendent of Schools
FROM: Dewi Win and Karen Pierce. AB PIP co-chairs
DATE: 2/15/18
RE: Donation from Schlumberger-Doll Research

AB PIP STEM has been notified that Schlumberger-Doll Research has donated \$500 toward DiscoverSTEM 2017. We ask that you and the Acton-Boxborough Regional School Committee please approve this generous donation, which will be used to cover our expenses for hosting this year's DiscoverSTEM, which took place on November 5, 2017. Over 45 STEM exhibitors acted as mentors to approximately 70 students who volunteered to help the exhibitors describe their STEM products, ideas, and career paths. We estimated 250+ guests attended the event, (For a recap, please visit actonpip.org.)

All monies donated to AB PIP STEM are used to support community K-12 family STEM events, which are free to all guests. We also provide scholarships to graduating seniors who have volunteered the most during their junior and high school years..

We are extremely grateful to Schlumberger-Doll Research for their continued support of AB PIP STEM.

Thank you.
Dewi Win and Karen Pierce
AB PIP STEM co-chairs



MEMORANDUM

Memorandum

To: William McAlduff
From: Larry Dorey
Date: 2-2-18
Re: PTSO Grant to ABRHS

Please present to the School Committee this grant received from the AB PTSO:

ABRHS Recipient	Donor	Amount
ABRHS – PTSO Account	AB PTSO – for Author Visit (Rosemary Kirstein)	\$350.00

**Raymond J. Grey Junior High School**

16 Charter Road, Acton, Massachusetts 01720-2995

(978) 264-4700 x3303 FAX (978) 264-3343

Andrew Shen, Principal**Acton-Boxborough Regional School District****James Marcotte, Assistant Principal****Allison Warren, Assistant Principal****David Lawrence, Assistant Principal**

Date: Tuesday, February 5, 2018
To: Bill McAlduff, Superintendent of Schools,
Acton-Boxborough Regional School Committee
From: Andrew Shen, RJ Grey JHS Principal
Re: Gift from Applied Materials and Jeff Lischer

Dear Bill,

We would like the School Committee to know that we have received a gift of \$300.00 from Applied Materials. This represents a donation from Jeff Lischer, a 7th grade parent along with matching funds from his employer, Applied Materials. These funds would be used towards the purchase of outdoor picnic tables for our new vegetable garden/orchard courtyard. Please let me know if you have any questions.

Regards,

Andrew Shen

/attach



Raymond J. Grey Junior High School
16 Charter Road, Acton, Massachusetts 01720-2995
(978) 264-4700 x3303 FAX (978) 264-3343
Andrew Shen, Principal

Acton-Boxborough Regional School District
James Marcotte, Assistant Principal
Allison Warren, Assistant Principal
David Lawrence, Assistant Principal

Date: February 12, 2018
To: William McAlduff, Superintendent of Schools,
Acton-Boxborough Regional School Committee
From: Andrew Shen, RJ Grey Principal
Re: Gift from Exxon Mobil

Dear Bill,

We would like the School Committee to accept a gift of \$500.00 from Exxon Mobil/Alliance Energy. This annual gift is given to support student activities in the area of Math and/or Science.

Please let me know if you have any questions.

Regards,

Andrew Shen

encls.



Acton-Boxborough Regional School District

Paul P. Gates School
75 Spruce St.
Acton MA 01720
Ph. 978-266-2570
<http://gates.abschools.org>



Lynne Newman
Principal

TO: William McAlduff, Interim Superintendent of Schools

FROM: Lynne Newman

RE: Donation for School Committee Acceptance

DATE: 2/2/2018

The Gates School is the recipient the 2017 Exxon Mobil Educational Alliance Math & Science grant of \$500 from the West Acton Mobil Mart.

We would appreciate the Acton-Boxborough Regional School Committee's acceptance of this very generous gift which will be use to support our math and science curriculum.

Thank you.

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2017-2018

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				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	96	28	2	126	
Preschool Total	89	21	2	112	84	25	2	111	85	25	2	112	95	27	2	124	95	26	2	123	96	28	2	126	
K	283	66	5	354	282	67	3	352	286	66	3	355	286	66	4	356	287	66	4	357	288	66	4	358	
1	296	41	5	342	295	41	7	343	296	41	7	344	295	41	7	343	294	41	7	342	293	42	6	341	
2	298	63	3	364	297	65	3	365	299	65	3	367	298	64	3	365	296	64	3	363	294	67	3	364	
3	334	50	5	389	330	52	6	388	329	52	6	387	328	52	6	386	328	52	6	386	331	53	6	390	
4	361	48	7	416	356	50	9	415	357	50	9	416	358	50	9	417	358	50	9	417	360	50	8	418	
5	355	59	8	422	354	58	8	420	354	59	8	421	356	60	8	424	356	60	8	424	358	62	8	428	
6	347	66	8	421	339	69	12	420	339	69	12	420	340	68	12	420	340	68	12	420	342	67	12	421	
Elem Sub Total	2274	393	41	2708	2253	402	48	2703	2260	402	48	2710	2261	401	49	2711	2259	401	49	2709	2266	407	47	2720	
OOD Pre k-6	16	3	3	22	17	3	0	20	17	3	0	20	17	3	0	20	19	4	0	23	20	4	0	24	
Elem. Total	2290	396	44	2730	2270	405	48	2723	2277	405	48	2730	2278	404	49	2731	2278	405	49	2732	2286	411	47	2744	0
7	407	71	8	486	407	72	7	486	410	73	7	490	411	72	7	490	411	69	6	486	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	406	66	5	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	817	135	11	963	0
9	349	76	4	429	348	75	4	427	347	75	4	426	348	75	4	427	347	75	4	426	348	74	4	426	
10	367	77	7	451	365	75	7	447	365	76	7	448	364	76	7	447	363	77	7	447	362	76	7	445	
11	415	74	8	497	422	70	9	501	420	70	9	499	421	72	9	502	424	70	9	503	422	70	9	501	
12	372	81	9	462	367	76	9	452	368	76	9	453	367	75	9	451	366	74	10	450	367	74	9	450	
9-12 Ungr.	0	0	0	0	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	0	0	0	0	
H.S. Total	1504	308	29	1841	1502	296	29	1827	1500	297	29	1826	1500	296	29	1827	1500	296	30	1826	1499	294	29	1822	0
Secondary Total	2316	447	42	2805	2315	435	41	2791	2315	437	41	2793	2316	436	41	2793	2317	430	42	2789	2316	429	40	2785	
OOD 7-13	58	12	0	70	60	12	0	72	59	12	0	71	59	12	0	71	60	12	0	72	56	11	0	67	
Reg. Total	2374	459	42	2875	2375	447	41	2863	2374	449	41	2864	2375	448	41	2864	2377	442	42	2861	2372	440	40	2852	0
Preschool Total	89	21	2	112	84	25	2	111	85	25	2	112	95	27	2	124	95	26	2	123	96	28	2	126	
Elem Total	2290	396	44	2730	2270	405	48	2723	2277	405	48	2730	2278	404	49	2731	2278	405	49	2732	2286	411	47	2744	
Secondary Total	2374	459	42	2875	2375	447	41	2863	2374	449	41	2864	2375	448	41	2864	2377	442	42	2861	2372	440	40	2852	
Grand Total	4753	876	88	5717	4729	877	91	5697	4736	879	91	5706	4748	879	92	5719	4750	873	93	5716	4658	851	87	5722	0

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

W. McAlduff D. Verdolino All Principals (2)
 M. Altieri A. Blawicz
 D. Bookis K. Nelson
 D. Bentley J. Nichols/J. LaShombe
 S. Cunningham

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

Actual Acton-Boxborough Grade K-6
Feb 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					
	56	21			41	20			20	18			21	20		40	40		41	20							
K	20	19	17	21	77	20	21	20	61	20	18	38	20	21	41	21	20	20	19	80	21	20	20	61	358	17	21.1
		0		15				3			0			1		0			1				1		20		
Gr. 1	21	20	18	59	18	19	19	56	22	22	44	19	18	20	57	21	22	21	64	20	20	21	61	341	16.5	20.7	
		0		18				0			0			2				1		1			1		22		
Gr. 2	21	19	20	60	21	23	44	22	22	22	66	20	22	22	64	23	22	22	67	21	20	22	63	364	16.5	22.1	
				2				0			0			2				2		2			2		8		
Gr. 3	19	18	18	55	24	23	47	24	24	24	72	24	24	25	73	24	24	24	72	24	24	23	71	390	17	22.9	
				12				1			3			1				3		3			1		21		
Gr. 4		25	25	50	24	24	25	73	25	25	24	74	25	25	50	25	24	25	74	24	24	24	25	97	418	17	24.6
				5				3			0			0				3		3			3		14		
Gr. 5	25	23	23	71	24	23	24	24	95	24	24	24	72	24	24	48	23	23	24	70	24	24	24	72	428	18	23.8
				13				1			0			1				4		4			2		21		
Gr. 6	23	26	25	74	22	23	23	68	24	23	23	70	23	23	23	69	23	23	24	70	25	22	23	70	421	18	23.4
				9				2			1			0				4		4			1		17		
				74				10			4			7				17		17			11		123		
Total	18	24.9		446	20	22.2		444	19	22.9		436	18	22.3		402	22	22.6		497	22	22.5		495	2720	120	22.7

74 Acton residents attend school in Boxborough



49 Boxborough residents attend school in Acton



2017-2018 ABRSD Family Learning Series

Building Resilience: Mindset, Mindfulness & Movement


For parents/caregivers and community members

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

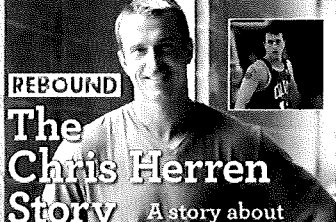
10.11.17 JH Auditorium 7-8:30 PM

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 A story about

REBOUND: The Chris Herren Story

Chris Herren

11.20.17 ABRHS Auditorium 7-8:30 PM





BECOMING THE MATH TEACHER YOU WISH YOU'D HAD

Mathematics and Mindset

Tracy Johnston Zager


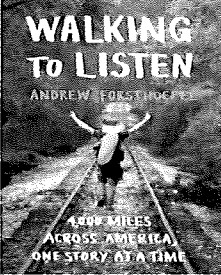
12.14.17 ABRHS Auditorium 7-8:30 PM

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

Heather Finn, LICSW

2.6.18 ABRHS Auditorium 7-8:30 PM
JR High





Walking to Listen
Andrew Forsthoefel

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

Andrew Forsthoefel

Students grades 9-12 welcome to attend
~~3.7.18~~ IH 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.