



Acton-Boxborough Regional  
School Committee Meeting

October 18, 2018

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

Library  
R.J. Grey Junior High School

October 18, 2018  
7:00 p.m.

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AGENDA

1. **Call to Order (7:00)**
2. **Chairman's Introduction – Diane Baum**
3. **Public Participation**  
*Per policy BEDH, members of the public may speak for up to 2 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.*
4. **Student Representatives' Update**
5. **Statement of Warrants & Approval of Minutes – Diane Baum**
6. **Superintendent's Update – Peter Light (7:10)**
7. **Presentation: Minuteman Technical High School – Superintendent Dr. E. Bouquillon and Pam Nourse, School Committee member from Acton (7:15)**
8. **Presentation: Department of Elementary and Secondary (DESE) New Accountability Overview – Deborah Bookis (7:25)**
9. **Presentation: October 1, 2018 Student Enrollment – Marie Altieri (7:45)**
10. **School Building Committee – Mary Brolin (8:05)**
  - 10.1. meeting on October 10
  - 10.2. ABRSD Educational Plan for MSBA – First Read – *Marie Altieri (vote required on 11/1/18)*
11. **FY19 Superintendent Goals – First Read – Peter Light (8:25)**
12. **School Committee Meeting Venue Discussion – Diane Baum (8:35)**
13. **Recommendation to Accept Gift from AB PTSO to the R.J. Grey Junior High for the FY19 Student Plan Books – VOTE – Peter Light (8:45)**
14. **Subcommittee Reports – Diane Baum (8:50)**
  - 14.1. Policy – *Amy Krishnamurthy*
  - 14.2. Capital Improvement (*met on 10/10/18*)
15. **School Committee Member Reports – Diane Baum (8:55)**

16. **FYI**

- 16.1. ABRSC Operating Protocols, voted 9/20/18
- 16.2. Acton Finance Committee FY19 Point of View (POV), *October 2018*
- 16.3. “Who’s Raising our Kids? Nurturing Human Values in a Digital World” with Sharon Maxwell, Ph.D., Nov 5<sup>th</sup> 7:00 – 9:00 p.m. in the R.J. Grey Junior High Auditorium Family Learning Series
- 16.4. FY19 No School/Delayed Opening/Emergency Release Memo

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

**Next Meetings:**

ABRSC, November 1, 7:00 p.m. in the Junior High Library (packet posted Oct 26)

ABRSC, November 15, 7:00 p.m. in the Junior High Library (packet posted Nov 8)

Posted on 10/12/18 at 4:30 p.m.

**NOTE:** Please see the separate “List of Documents Used” for materials for this meeting, found on page 4 of the posted packet at [https://www.abschools.org/school\\_committee/meetings\\_agendas\\_packets\\_and\\_minutes](https://www.abschools.org/school_committee/meetings_agendas_packets_and_minutes)

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

Library  
R.J. Grey Junior High School

October 18, 2018  
7:00 p.m.

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**LIST OF DOCUMENTS USED**

- 5. Statement of Warrants & Approval of Minutes – Diane Baum**  
Meeting minutes of October 4, 2018 – **VOTE**
- 6. Superintendent’s Update – Peter Light**
- 8. Presentation: Department of Elementary and Secondary (DESE) New Accountability Overview – Deborah Bookis**
- 9. Presentation: October 1, 2018 Student Enrollment – Marie Altieri**  
Memo regarding October 1, 2018 Enrollment Report
- 10. School Building Committee – Mary Brolin**
  - 10.1 Materials from meeting on October 10
  - 10.2 ABRSD Educational Plan for MSBA – First Read – *Marie Altieri (vote required on 11/1/18)*
- 11. FY19 Superintendent Goals – First Read – Peter Light**
  - 11.1 Superintendent Goals Overview
  - 11.2 Superintendent Goals 2018-19
  - 11.3 Acton-Boxborough Regional School District 2018-2019 Goals, voted 10/4/18
  - 11.4 MA Superintendent Rubric  
(Appendix A of DESE MA Model System for Educator Evaluation Part III)
- 13. Recommendation to Accept Gift from AB PTSO to the R.J. Grey Junior High for the FY19 Student Plan Books – VOTE – Peter Light**
- 14. Subcommittee Reports – Diane Baum**
  - 14.1 Policy – *Amy Krishnamurthy*  
Training Materials from meeting on 10/3/18
- 16. FYI**
  - 16.1 ABRSC Operating Protocols, voted 9/20/18
  - 16.2 Acton Finance Committee FY19 Point of View (POV), *October 2018*
  - 16.3 “Who’s Raising our Kids? Nurturing Human Values in a Digital World” with Sharon Maxwell, Ph.D., Nov 5<sup>th</sup> 7:00 – 9:00 p.m. in the R.J. Grey Junior High Auditorium Family Learning Series
  - 16.4 FY19 No School/Delayed Opening/Emergency Release Memo

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)  
DRAFT Minutes

Library  
R.J. Grey Junior High School

October 4, 2018  
7:00 p.m.

Members Present:	Diane Baum, Michael Bo, Mary Brolin, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Angie Tso, Eileen Zhang (7:06 p.m.)
Members Absent:	none
Others:	Marie Altieri, Peter Light, Beth Petr, Dave Verdolino

1. The ABRSC was called to order at 7:00p.m. by Chairperson Diane Baum. She announced that the meeting was being taped by Acton TV.
2. **Chairman’s Introduction**  
Diane Baum asked members if they would be interested in discussing possible new seating arrangements for the School Committee meetings. The merits and drawbacks of the current set up came up at the workshop last November with Dr. Rob Evans. There was consensus to add this to a future meeting agenda as well as to consider asking Dr. Evans to return for another discussion.
3. **Public Participation**  
*Per policy BEDH, members of the public may speak for up to 2 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.*  
  
Corey Spaulding spoke from the audience and stated that she was recording her comments with the Chairperson’s permission. She said that she was at the meeting with her daughter’s permission and read a statement regarding significant issues that they had had with a different school district. Ms. Spaulding made a public records request for documents that she stated she would return for in 2 weeks.
4. **Student Representatives’ Update**  
Arnav Mehra updated the Committee on current events at the High School. He elaborated on Michael Cheng’s previous comments regarding the new start times and how well the students like the change. Members of the athletic community have told him that it has not altered their practice sessions like they were concerned about. Arnav thanked the Committee for supporting the extracurriculars including the new Girls in Science club. He asked for their support of an expansion of the fitness center because many more athletes use it to lift weights because that type of training is so beneficial in all sports. He said that the fitness center is now overcrowded and over used.
5. **Superintendent Evaluation Workshop – Dorothy Presser - MASC Field Director**  
5.1. DESE MA Model System for Educator Evaluation, January 2012  
Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher

5.1.1. Appendix A. Superintendent Rubric

5.1.2. Appendix B. End-of-Cycle Summative Evaluation Report: Superintendent, Pages B-1 through B-8

Diane Baum read the Evaluation of the Superintendent policy (CBI) and emphasized that evaluating the Superintendent is a major component of the Committee's job. She introduced Ms. Presser and welcomed her back to the district.

The MA Board of Elementary and Secondary Education requires some elements that all districts must include, although not all of the elements have to be used. The three key components are: Five step cycle, Two part tool and Multi-part Rating System. See slides 5-11. A member disliked that "Proficient" was so prominent on the checklist because the visual could influence a member's response. Dorothy said that the checklist does not have to be used, although the rubrics must be.

It was emphasized that when creating the Evaluation Document, the number of elements should be limited to 8-12. There must be a representation of each standard. "Discuss the Artifacts of Evidence" is in red because it is so important. School Committee members will understand that a goal is being met if the Superintendent keeps them informed as the process moves forward.

Developing a year-long agenda is helpful so progress on the goals is visible. Presenting all of the updates at the end of the year makes it very difficult when it is time to evaluate. A 2 year goal is fine, but yearly benchmarks should be established.

Ms. Presser shared different ways that Committees handle new and retiring members when it comes to evaluating the Superintendent. Current AB practice is to have Committee members stepping off complete the evaluation and newly elected members (in the month or two prior to the end of the year) do not participate until the next year. This has worked well.

Ms. Presser noted that a new ruling by the Supreme Judicial Court states that the composite evaluation needs to be released to the School Committee at same time as the public to avoid a deliberation.

The Committee discussed what kind of measurable tools should be used. It was emphasized that the Superintendent and Committee would develop these together. Measurement is not always a number but can be an accomplishment as well. There was consensus that members should go right through the process - work with the Superintendent, align the goals, then talk about what is the evidence. This way Mr. Light knows what is expected and needed. If a survey is called for, then it can be done. A member suggested that all members keep a file throughout the year of evidence so doing the evaluation at the end is easier.

Mr. Light explained that as members go through the goals, they will see a narrative reflection that has embedded links to support the goal. This is the same evaluation tool used for principals and staff so he is very familiar with it. That will also help the Committee effectively evaluate his performance over the year. Once the School Committee adopts the district goals, he will share the year-long agenda. The narrative will have links to presentations that members have seen throughout the year. At the end of the year, it will be tied together.

Diane Baum explained that the goals arrive out of the work of the district. The evaluation is a reminder to keep thinking of the district goals throughout the year. Each meeting agenda aligns with the goals.

6. **Statement of Warrants & Approval of Minutes – Diane Baum**

6.1. Meeting minutes of September 20, 2018 – **VOTE**

Paul Murphy moved, Tessa McKinley seconded and it was unanimously,  
**VOTED:** to approve the minutes as amended.

6.2. Minutes of Protocol Subcommittee meeting on September 17, 2018 – **VOTE**

Amy Krishnamurthy moved, Tessa McKinley seconded and the Committee,  
**VOTED:** to approve the subcommittee minutes as amended.  
(Adam Klein and Mary Brolin abstained.)

7. **Superintendent’s Update – Peter Light**

Mr. Light described equity work as a slow process that will take years to complete. In response to a question, he stated that AB could be considered on the cutting edge of talking about equity for high performing districts because most of the discussion has been taking place regarding lower performing districts. The commitment of educators at AB to bring this topic to the forefront, given our demographic, was something that attracted Mr. Light to our district. Members were urged to look at the linked information. Dawn Bentley was thanked for her great work.

The Superintendent thanked the Acton Police/Town officials and JD Head for meeting about Sidewalk and Crosswalk Safety. Members appreciated the focus on safety, particularly given the recent student accident and several in previous years. Mr. Light agreed to keep the Committee informed. School officials also met with the Kelley’s Corner group and did a site walk to see where students try to cross the various roads and how they use the sidewalks. Traffic patterns are being reviewed. The Administration wants to work with the Town so steps are planned with kid safety in mind. Members appreciated the MIIA Safety flyer and discussions with students about pedestrian safety. The flyer will be sent home. A member asked if the bus routes could also be sent with the sidewalk information so the sidewalk committee can put all of the information together.

8. **School District 2018-2019 Goals - Second Read – VOTE - Peter Light**

Amy Krishnamurthy moved to approve the School District 2018-2019 Goals. Ginny Kremer seconded the motion and discussion followed.

Members discussed the importance of reviewing the bus ridership data that has been collected since school started. This includes the large number of emails received from families. Several members have heard from community members about their experiences with the new single tier busing system.

Mr. Light explained that at the last School Committee meeting’s First Read, it was clear that there was misunderstanding regarding Goal #1’s Strategic Goal Action. The Action was now broadened because it is a social-emotional goal, not a reading goal. He stated that “dedicated to reading” would also be deleted from the last “Evidence/Measures” item of that goal.

Mr. Light emphasized the importance of taking the time to monitor significant changes, like the new school start times, well. The District is trying not to add additional new work to be sure the desired impact actually happens. He stated that the changes made for the current year

have been so significant that it may look like the Administration is not doing as much this year, but it is not accurate.

Members asked that after a year long study of assessment at the High School, it seemed like they did not hear much about post assessment study and the homework changes. (They felt a lot was reported about the elementary changes.) Mr. Light assured the Committee that they will hear more on this, as well as the schedule changes, when the High School presents to them in November. Surveys will be given to all stakeholder groups and the feedback will be examined and presented as appropriate.

John Petersen spoke from the public, noting that under responsible party, many people are listed. He would expect them to report back on how the work has gone. A supporting document showing the clear division of labor in regard to responsibility would be helpful in his opinion, as well as a definition of deliverables.

The Committee unanimously **VOTED** to approve the School District 2018-2019 Goals.

9. **Subcommittee Reports – Diane Baum**

9.1. **Building– Mary Brolin (meeting on Oct 10)**

Visioning sessions are going on with a wrap up on October 16<sup>th</sup> after the members' school tours. Mary will offer a "Building Committee 101" session for new members to get up to speed on the process.

9.2. **Budget – Amy Krishnamurthy (meeting on Oct 2)**

Dave Verdolino will give a similar "Budget 101" soon for new members. Finding and retaining bus drivers continues to be a challenge. All 3 dispatchers have had to drive every day. A preliminary timeline has been looked at for FY20.

9.3. **Policy – Amy Krishnamurthy (meeting on Oct 3)**

The first meeting was held as an orientation.

9.4. **Capital Planning (meeting on Oct 10)**

Mr. Light reported that the first meeting is prior to the upcoming Building Committee meeting. Jason Cole and Gary Kushner are the Acton and Boxborough reps respectively. Skanska has been contracted to review the draft plan, pricing, packaging of plan to maximize bid capacity, and help us develop it into a 5 year plan, as well as address a gap in the work. Hiring this professional advisor will be very beneficial.

10. **School Committee Member Reports – Diane Baum**

10.1. **Acton Leadership Group (ALG)**

Paul Murphy reported that Fincom came out with a Point of View (POV) draft.

10.2. **Boxborough Leadership Forum (BLF)**

Mary Brolin reported that the Town's budget schedule is set including Jan 5 for a Boxborough Budget Saturday and Feb 2 for a Capital Saturday.

10.3. **PTSO Co-Chairs meeting**

Tessa McKinley reported that there are many new members. They will meet on the first Monday of every month.

10.4. **Legislative Liaison**

Ginny Kremer met with Senator James Eldridge and he updated her on the foundation budget and work that was not completed by the end of the fiscal year. The foundation amendment was to incorporate a joint commission to try to get state funding to more realistic levels for English Language Learners (ELL), Circuit Breaker and high needs individuals. Governor Baker added an amendment to the civics bill for the 7<sup>th</sup> graders.



11. **FYI**

11.1. Memorandum of Understanding Between ABRSD and the Police Departments Regarding the School Resource/Liaison Officer Program including Appendix A “Role of the Office of the Middlesex District Attorney”, Policy Exhibits KLGA-E

Mr. Light explained that the Attorney General’s office adopted a new template for this year. In response to question, he said that the Student Resource Officers (SROs) are paid for by the police department. Boxborough does not have a specific officer assigned to the schools. Acton has 3 officers assigned to the District.

11.2. Don’t Worry Alone: Stories of Hope – Community Art Show & Sources of Hope, Oct 24<sup>th</sup>, 6:30 – 8:30 p.m. The Gallery at Villageworks, AB Cares – The Superintendent highlighted this important presentation.

11.3. Alarming Dangers in School Zones flyer from *MIAA* (*MIAA*)  
(See Superintendent’s Update earlier in the meeting.)

The ABRSC was adjourned at 8:34 p.m.

Respectfully submitted,

Beth Petr

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

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    - 5.1.1. Appendix A. Superintendent Rubric
    - 5.1.2. Appendix B. End-of-Cycle Summative Evaluation Report: Superintendent, Pages B-1 through B-8
  
- 6. Statement of Warrants & Approval of Minutes – Diane Baum**
  - 6.1. Meeting minutes of September 20, 2018 – **VOTE**
  - 6.2. Minutes of Protocol Subcommittee meeting on September 17, 2018 – **VOTE**
  
- 7. Superintendent’s Update – Peter Light**
  
- 8. School District 2018-2019 Goals - Second Read – **VOTE** - Peter Light**
  - 8.1. Memo
  - 8.2. Revised Goals from First Read on 9/20/18
  
- 10. School Committee Member Reports – Diane Baum**
  - 10.1. Acton Leadership Group (ALG) – meeting on 9/27/18
  - 10.2. Boxborough Leadership Forum (BLF) – meeting on 9/26/18
  
- 11. **FYI****
  - 11.1. Memorandum of Understanding Between ABRSD and the Police Departments Regarding the School Resource/Liaison Officer Program including Appendix A “Role of the Office of the Middlesex District Attorney”, PolicyExhibits KLGA-E
    - 11.1.1. Acton
    - 11.1.2. Boxborough
  - 11.2 Student Enrollment Update, 9/15/18
  - 11.3. Updated FY19 ABRSC Subcommittees and Assignments, 9/20/18
  - 11.4. Don’t Worry Alone: Stories of Hope – Community Art Show & Sources of Hope, Oct 24<sup>th</sup>, 6:30 – 8:30 p.m. The Gallery at Villageworks, AB Cares
  - 11.5 Alarming Dangers in School Zones flyer from MIIA



# Acton-Boxborough Regional School District

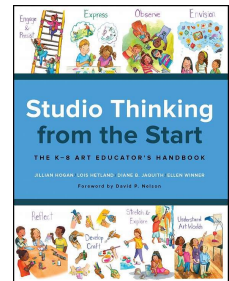
15 Charter Road Acton, MA 01720  
978-264-4700  
[www.abschools.org](http://www.abschools.org)

Peter J. Light  
Superintendent of Schools

## Superintendent's Update October 18, 2018

### Hot off the presses!

The AB Visual Arts Department was recently featured in a new art education publication [\*Studio Thinking from the Start\*](#) written by Jillian Hogan, Lois Hetland, Diane B. Jaquith and Ellen Warner and published by Teachers College Press. The book discusses and provides examples of how teachers and students can practice the eight Studio Habits of Mind, which has been a focus of professional learning for our Visual Arts teachers. Congratulations to Director Leo Muellner and the entire Visual Arts Department for this recognition! We will be providing you with more history about this project at a coming meeting, so please stay tuned!



### Transportation Update

Last meeting, I reported to you that we were optimistic about our efforts to bring in additional bus drivers. I am pleased to report that two new drivers began routes this past Monday and we expect two additional drivers to start early next week. There will be a period of transition as these new drivers learn the various routes, students and families, but this will help alleviate staffing in the transportation office. We are also continuing our recruiting efforts until we have built up a substantial substitute driver pool. The next few weeks should see a substantial reduction in routes needing to be “doubled up” and a resulting increase in consistency in ride and bus stop times.

### Leary Field Update



After much anticipation and many delays, I am happy to report that we have lights again at Leary Field! Installation of the light poles and connection to power was completed late last week. While we are putting the finishing touches on the wireless control system, the lights at Leary Field are now operational for events. Thank you to all of those involved in supporting this significant project and to our community for your patience during the unanticipated delays.

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

### **Traffic at Parker Damon and Charter Road**

The district is working with the Acton Police to study the traffic patterns along Charter Road during dismissal at the Parker Damon Building. Community members have expressed concerns about unsafe driving in the area during these times. Some of the concerns result from heavy traffic along the roadway and include issues such as parking and stopping in unsafe locations, and driving vehicles on the wrong side of the road. We will be meeting this week to discuss possible solutions and will update the community with more information as it becomes available. In the meantime, I ask that drivers who access this area of the campus during dismissal hours please be respectful of important traffic safety laws and exercise increased caution.

### **Telephone System at Blanchard**

We experienced an irreparable failure of a server at Blanchard which supports the telephone and public address system at that school. This failure did not affect any other schools in the district because the system was supported by a vendor that installed it before full regionalization. Our current provider is working to install several temporary telephone lines into the school and we are exploring our options to replace this server permanently. Two-way radios have been provided to each classroom in the building for emergency internal communications. Principal Labb has communicated with his families about this issue and will continue to keep the community apprised of any additional developments.

### **Entry Plan Update**

I continue to make progress on my entry plan by visiting schools and classrooms throughout the months of September and October. It has been wonderful see the variety of instructional practices in our classrooms across the district and to see and hear from students about what they are learning. Additionally, I have begun holding forums with groups that include students, faculty and families. To date, I have met with students at the high school, faculty at McCarthy-Towne and the Junior High School and families from McCarthy-Towne and the Blanchard Memorial School. Over the next week or so, I have additional forums scheduled for students (Junior High, Blanchard, Conant, Douglas, McCarthy-Towne and Merriam), faculty (Conant, Douglas, and Blanchard) and for families (Merriam). Forums for the remaining stakeholders at each school have been scheduled and will take place over the coming month. As a reminder, I utilize the stakeholder feedback, observations of school and classroom practices, and documents and data from the district to develop a Report of Entry Findings, which I anticipate will be presented to you in January.



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

## MA Department of Elementary and Secondary Education New Accountability and Assistance System

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Deborah Bookis  
Assistant Superintendent for Teaching and Learning

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## Background

*The enactment of the federal Every Student Succeeds Act (ESSA) and the state's transition to the Next Generation MCAS assessment gave us the opportunity to rethink the design of our district and school accountability and assistance system.*

-MA DESE School Leader's Guide to the 2018 Accountability Determinations

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Components

1. System highlights
2. Accountability indicators
3. Weighting of accountability indicators
4. Criterion-referenced component
5. Categorization of schools and districts
6. Normative component

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1 System highlights

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## System highlights

- Additional accountability indicators
  - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
  - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
  - In addition to the performance of the school as a whole
- Discontinuation of accountability & assistance levels 1-5
  - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from the Department
- Districts classified based on district-level data
  - No longer based on the performance of a district's lowest performing school

# 2

## Accountability indicators

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## Accountability indicators – grades 3-8

Indicator	Measure
Achievement	<ul style="list-style-type: none"> <li>English language arts (ELA)</li> <li>Mathematics</li> <li>Science achievement (Composite Performance Index (CPI))</li> </ul>
Student Growth	<ul style="list-style-type: none"> <li>ELA <b>mean</b> student growth percentile (SGP)</li> <li>Mathematics <b>mean</b> SGP</li> </ul>
English Language Proficiency	<ul style="list-style-type: none"> <li>Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)</li> </ul>
Additional Indicator(s)	<ul style="list-style-type: none"> <li>Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)</li> </ul>

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## Accountability indicators - high schools

Indicator	Measure
Achievement Legacy Tests	<ul style="list-style-type: none"> <li>English language arts (ELA) achievement (Composite Performance Index (CPI))</li> <li>Mathematics achievement (CPI)</li> <li>Science achievement (CPI)</li> </ul>
Student Growth	<ul style="list-style-type: none"> <li>ELA <b>mean</b> student growth percentile (SGP)</li> <li>Mathematics <b>mean</b> SGP</li> </ul>
High School Completion	<ul style="list-style-type: none"> <li>Four-year cohort graduation rate</li> <li>Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled)</li> <li>Annual dropout rate</li> </ul>
English Language Proficiency	<ul style="list-style-type: none"> <li>Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)</li> </ul>
Additional Indicator(s)	<ul style="list-style-type: none"> <li>Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)</li> <li>Percentage of 11<sup>th</sup> &amp; 12<sup>th</sup> graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &amp;/or other selected rigorous courses)</li> </ul>

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## Weighting of accountability indicators

### Weighting of indicators - grades 3-8

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, &amp; science achievement values (based on scaled score)</li> </ul>	60%	67.5%
Student Growth	<ul style="list-style-type: none"> <li>• ELA/Math Student Growth Percentile (SGP)</li> </ul>	20%	22.5%
English Language Proficiency	<ul style="list-style-type: none"> <li>• Progress made by students towards attaining English language proficiency</li> </ul>	10%	
Additional Indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> </ul>	10%	10%

## Weighting of indicators - high schools

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, &amp; science achievement</li> </ul>	40%	47.5%
Student Growth	<ul style="list-style-type: none"> <li>• ELA/Math Student Growth Percentile (SGP)</li> </ul>	20%	22.5%
High School Completion	<ul style="list-style-type: none"> <li>• Four-year cohort graduation rate</li> <li>• Extended engagement rate</li> <li>• Annual dropout rate</li> </ul>	20%	20%
English Language Proficiency	<ul style="list-style-type: none"> <li>• Progress made by students towards attaining English language proficiency</li> </ul>	10%	
Additional Indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• Percentage of students completing advanced coursework</li> </ul>	10%	10%

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Criterion-referenced component

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## Criterion-referenced component

- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
  - Every school has a group of lowest performers
  - Identified from cohort of students who were enrolled in the school for more than one year

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## Criterion-referenced component

- Targets set for each accountability indicator, for the school as a whole & for the lowest performing students in each school
- For 2018 reporting, targets will only be set for one year; Long-term targets will be set in the future

Indicator	3-8		High schools	
	All students	Lowest performing students	All students	Lowest performing students
ELA scaled score	✓	✓	✓	✓
Math scaled score	✓	✓	✓	✓
Science achievement	✓		✓	✓
ELA SGP	✓	✓	✓	✓
Math SGP	✓	✓	✓	✓
Four-year cohort graduation rate	N/A	N/A	✓	
Extended engagement rate	N/A	N/A	✓	
Annual dropout rate	N/A	N/A	✓	
EL progress	✓		✓	
Chronic absenteeism	✓	✓	✓	✓
Advanced coursework completion	N/A	N/A	✓	

\*Minimum group size for each indicator = 20 students

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## Criterion-referenced component

- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

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ABRSD

16

## Criterion-referenced component calculation – grades 3-8

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA scaled score	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science achievement	2	4	-	-	-	-
<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>60%</b>	<b>4</b>	<b>8</b>	<b>67.5%</b>
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20%</b>	<b>8</b>	<b>8</b>	<b>22.5%</b>
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	10%	4	4	10%
<b>Weighted total</b>	<b>6.1</b>	<b>9.6</b>	<b>-</b>	<b>4.9</b>	<b>7.6</b>	<b>-</b>
Percentage of possible points	63.5%		-	64.5%		-
Criterion-referenced target percentage	64%					

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ABRSD 17

# 5 Categorization of schools and districts

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## Categorization of schools

Schools without required assistance or intervention (approx. 85%)			Schools requiring assistance or intervention (approx. 15%)	
<b>Schools of recognition</b>  Schools demonstrating high achievement, significant improvement, or high growth	<b>Meeting targets</b>  Criterion-referenced target percentage 75-100	<b>Partially meeting targets</b>  Criterion-referenced target percentage 0-74	<b>Focused/targeted support</b>  • Non-comprehensive support schools with percentiles 1-10 • Schools with low graduation rate • Schools with low performing subgroups • Schools with low participation	<b>Broad/comprehensive support</b>  • Underperforming schools • Chronically underperforming schools
	2018: Performance against targets reported in 2 categories (meeting & partially meeting) 2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)			

**Notes:**  
 • School percentiles & performance against targets will be reported for all schools

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## Categorization of districts

Districts without required assistance or intervention		Districts requiring assistance or intervention	
<p><b>Meeting targets</b></p> <p>Criterion-referenced target percentage 75-100</p>	<p><b>Partially meeting targets</b></p> <p>Criterion-referenced target percentage 0-74</p>	<p><b>Focused/targeted support</b></p> <ul style="list-style-type: none"> <li>•Districts with low graduation rate</li> <li>•Districts with low participation</li> </ul>	<p><b>Broad/comprehensive support</b></p> <ul style="list-style-type: none"> <li>•Underperforming districts</li> <li>•Chronically underperforming districts</li> </ul>

**2018:** Performance against targets reported in 2 categories (meeting & partially meeting)  
**2019:** Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)

- **Notes:**
- Performance against targets will be reported for all districts

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## Normative component

## Normative component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools administering *similar* (all next gen or legacy) MCAS statewide assessments
- Used to identify the lowest performing schools in the state
- Same calculation used at the subgroup level to identify low-performing subgroups (“subgroup percentile”)

## DESE’s Accountability data dos & don’ts

- **Do not:**
  - Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)
    - Additional indicators, fewer years of data, different comparison groups
  - Equate 2018 accountability categories with historical accountability & assistance levels
    - No crosswalk between categories & levels
- **Do:**
  - Use results for internal planning purposes
  - Review accountability resources
  - Ask questions!



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9.

Marie Altieri  
Deputy Superintendent

To: Acton-Boxborough Regional School Committee  
From: Marie Altieri, Deputy Superintendent  
Date: October 12, 2018  
Re: October 1 Enrollment Report

Attached are the official October 1 enrollment reports that are submitted to the Department of Elementary and Secondary Education (DESE) for the annual Student Information Management System (SIMS) submission. I have included a summary page which shows how the actual enrollment for 2018-2019 compares to the NESDEC projections from a year ago.

Summary points:

- Kindergarten continues to be difficult to predict accurately. We have enrolled 17 more students than projected - 330 Kindergarten students enrolled as compared to 313 projected. In our budget presentations and kindergarten presentations, I planned for 330 students, so we are on target that way.
- Even more importantly, the enrollment by individual town was significantly different than projections. There are 60 Boxborough K students enrolled as compared to a projection of 75. There are 266 Acton students enrolled as compared to a projection of 239. In total, there are 15 (20%) fewer students enrolled than projected, and 27 (11%) more Acton students enrolled than projected. Given the hometown guarantee, it is difficult to plan for the number of classrooms at Blanchard with such swings in enrollment.
- Enrollment is not increasing or decreasing, but rather we are in a plateau. The elementary schools have had 2715, 2703, and 2706 each of the last three years. The high school has had 1867, 1837, and 1827 the last three years. The only exception is the junior high, which had 911, 964, and 923 the last three years. This appears to have been a two year bubble of increased enrollment at the junior high. The total number of students across the district has gone from 5701 to 5654 in the last two years.
- Average elementary class sizes are 21.8. We have made a great deal of progress with improving class sizes since the average class sizes of 24 several years ago.

*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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- Students who qualify for free and reduced lunch continues to increase. We have a total of 571 students, which represents 10.5%. A year ago we had 529 students who qualified for free or reduced lunch, or 9.65%. In 2010, we had 139 students, or 2.5% of our students who qualified for free and reduced lunch.
- For the first time in many years, we have actually seen a drop in the number of EL students in the district. This is mostly due to updated screening procedures and the number of students who have been recently released from formal EL instruction. Last year at this time we had 267 students receiving English Language Education, and this year we have 233.

We have submitted our reports to NESDEC so that they can give us updated projections. We will continue to work with them and the two towns to analyze housing turnovers, birth rates, and new construction to be able to analyze trends with enrollment. At the November 15 School Committee meeting I will present updated projections. You will also receive class size reports about the elementary schools, junior high, and high school.

I am happy to answer any questions you may have.

Marie Altieri  
Deputy Superintendent

10/18/18  
final

**Acton-Boxborough Regional School District**  
**Actual Enrollment Compared to Projection**  
**2018-2019 October 1, 2018**

Elementary						
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Proj	Sections	Class Size
K	314	330	16	5.10%	17	19.4
1	381	371	-10	-2.62%	18	20.6
2	371	355	-16	-4.31%	17	20.9
3	389	393	4	1.03%	17	23.1
4	403	400	-3	-0.74%	18	22.2
5	422	428	6	1.42%	19	22.5
6	433	429	-4	-0.92%	18	23.8
Totals	2713	2706	-7	-0.26%	124	21.8

Acton Residents				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
K	239	266	27	11.30%
1	302	296	-6	-1.99%
2	316	305	-11	-3.48%
3	312	314	2	0.64%
4	339	337	-2	-0.59%
5	360	371	11	3.06%
6	360	362	2	0.56%
Total	2228	2251	23	1.03%

Boxborough Residents				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
K	75	60	-15	-20.00%
1	74	73	-1	-1.35%
2	46	45	-1	-2.17%
3	72	73	1	1.39%
4	55	56	1	1.82%
5	50	51	1	2.00%
6	62	57	-5	-8.06%
Totals	434	415	-19	-4.38%

Secondary				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
7	434	435	1	0.23%
8	494	488	-6	-1.21%
1	928	923	-5	-0.54%
9	477	460	-17	-3.56%
10	428	429	1	0.23%
11	450	445	-5	-1.11%
12	494	497	3	0.61%
Total	1849	1831	-18	-0.97%

Enrollment Totals					
	Oct 1 2016	Oct 1 2017	Oct 1 2018 Actual	Oct 1 Projection	Delta from Proj
K-6	2715	2703	2706	2713	-7
7-8	911	964	923	928	-5
9-12	1867	1827	1837	1849	-12
Total K-12	5493	5494	5466	5490	-24
PreK	116	111	105		
OOD	92	92	83		
Grand Total	5701	5697	5654		

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2018-2019

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1			
	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	20	3	112	81	21	3	105																
Freschool																								
Total	89	20	3	112	81	21	3	105																
K	266	60	4	330	266	60	4	330																
1	296	73	2	371	296	73	2	371																
2	305	45	5	355	305	45	5	355																
3	314	73	6	393	314	73	6	393																
4	339	56	7	402	337	56	7	400																
5	370	51	7	428	371	51	7	429																
6	363	57	9	429	362	57	9	428																
Elem Sub Total	2253	415	40	2708	2251	415	40	2706																
OOD Pre k-6	16	3	0	19	16	3	0	19																
Elem. Total	2269	418	40	2727	2267	418	40	2725																
7	356	65	13	434	357	65	13	435																
8	415	69	5	489	414	69	5	488																
J.H.S. Total	771	134	18	923	771	134	18	923																
9	393	63	4	460	393	63	4	460																
10	352	75	4	431	350	75	4	429																
11	364	74	7	445	364	74	7	445																
12	422	69	7	498	424	69	7	500																
13 SP	0	0	0	0	0	0	3	3																
P.G.	3	0	3	6	0	0	0	0																
H.S. Total	1534	281	25	1840	1531	281	25	1837																
Secondary Total	2305	415	43	2763	2302	415	43	2760																
OOD 7-13	53	11	0	64	53	11	0	64																
Reg. Total	2358	426	43	2827	2355	426	43	2824																
Freschool Total	89	20	3	112	81	21	3	105																
Elem Total	2269	418	40	2727	2267	418	40	2725																
Secondary Total	2358	426	43	2827	2355	426	43	2824																
Grand Total	4716	864	86	5666	4703	865	86	5654																

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

P. Light  
 M. Altieri  
 D. Bookis  
 D. Bentley  
 D. Verdolino  
 A. Bisewicz  
 K. Nelson  
 J. Nichols/J. LaShombe  
 S. Cunningham

All Principals (2)

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

Actual Acton-Boxborough Grade K-6

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Total	#Sec	Avg. Size
	ADK	ADK	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM								
			51	19			42	17			21	20			22	17			42	20			41	18								
K	17	18	16	19	70	20	21	18	59	21	20	41	17	22	39	21	21	20	62	20	18	21	59	330	17	19.4						
			16					0			0			3				3				0		22								
Gr. 1	21	21	21	22	86	22	21	21	64	21	21	42	21	21	42	20	19	19	17	75	21	20	21	62	371	18	20.6					
			16					2			0			1				0				1		20								
Gr. 2		20	21	20	61	20	21	21	62	22	21	43	21	20	20	61	23	21	22	66	21	20	21	62	355	17	20.9					
			19					2			0			2				1				0		24								
Gr. 3		23	22	23	68	23	23	46	23	23	23	69	23	23	24	70	23	24	23	70	24	22	24	70	393	17	23.1					
			4					0			0			4				3				2		13								
Gr. 4		20	20	19	59	25	25	50	24	22	23	69	21	23	23	67	21	22	21	20	84	24	24	23	71	400	18	22.2				
			14					1			4			2				4				1		26								
Gr. 5		16	18	18	52	25	24	25	74	24	22	23	69	24	25	49	22	23	22	22	89	25	22	24	96	429	19	22.6				
			7					3			0			0				3				2		15								
Gr. 6		23	24	21	68	24	23	23	24	94	24	24	24	72	24	24	48	24	25	25	74	24	23	25	72	428	18	23.8				
			14					1			0			2				3				1		21								
			90					9			4			14				17				7		141								
<b>Total</b>	<b>23</b>	<b>20.2</b>	<b>464</b>	<b>20</b>	<b>22.5</b>	<b>449</b>	<b>18</b>	<b>22.5</b>	<b>405</b>	<b>17</b>	<b>22.1</b>	<b>376</b>	<b>24</b>	<b>21.7</b>	<b>520</b>	<b>22</b>	<b>22.4</b>	<b>492</b>	<b>2706</b>	<b>124</b>	<b>21.8</b>											

90 Acton residents attend school in Boxborough

51 Boxborough residents attend school in Acton

October 1st, 2018  
Non-Resident  
Column C Breakdown

Grade	Staff Free	Choice	In	Total Staff/Choice / SE	Acton Residents Attending Blanchard	Boxborough Residents attending Acton	Boxborough Staff free	Choice
K	4	0	0	4	16	6	0	0
1	1	1	0	2	16	4	0	1
2	4	1	0	5	19	5	1	1
3	6	0	0	6	4	9	0	0
4	6	1	0	7	14	12	0	1
5	5	2	0	7	7	8	0	2
6	5	4	0	9	14	7	0	4
<b>Elem. Total</b>	<b>31</b>	<b>9</b>	<b>0</b>	<b>40</b>	<b>90</b>	<b>51</b>	<b>1</b>	<b>9</b>
				Total Staff/Choice / SE				
7	8	5		13				
8	4	1		5				
<b>Sub Total</b>	<b>12</b>	<b>6</b>	<b>0</b>	<b>18</b>				
9	4	0	0	4				
10	2	2	0	4				
11	4	3	0	7				
12	4	3	0	7				
13	0	0	3	3				
<b>Sub Total</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>25</b>				
<b>Grand Total</b>	<b>57</b>	<b>23</b>	<b>3</b>	<b>83</b>				

Rev: 10/18/18

**Acton-Boxborough Regional School District**  
**October 1, 2018**

Grade	Acton	Boxborough Non-Resident		Total
K	266	60	4	330
1	296	73	2	371
2	305	45	5	355
3	314	73	6	393
4	337	56	7	400
5	371	51	7	429
6	362	57	9	428
7	357	65	13	435
8	414	69	5	488
9	393	63	4	460
10	350	75	4	429
11	364	74	7	445
12	424	69	7	500
13 SP	0	0	3	3
Post-Grads	0	0	0	0
SE				
Other				
<b>Total</b>	<b>4553</b>	<b>830</b>	<b>83</b>	<b>5466</b>

Acton Enrollment	4553
Boxborough Enrollment	830
Total Acton /Boxboro	5383
Acton %	84.58%
Boxborough %	15.42%
Total Percentage	100.00%

\*Non-Residents include: Choice, Staff Children and Tuition-in

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**Demographics  
October 1, 2018**

School	# of Students	African American/ Black		Asian		Hispanic or Latino		Multi Race Hispanic		Multi Race, Non-Hispanic		Native American		Native Hawaiian or Other Pacific Islander		White	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Carol Huebner	105	6	5.71%	36	34.29%	7	6.67%	1	0.95%	10	9.52%	0	0.00%	0	0.00%	45	42.86%
Total Preschool	105	6	5.71%	36	34.29%	7	6.67%	1	0.95%	10	9.52%	0	0.00%	0	0.00%	45	42.86%
Blanchard	464	6	1.29%	146	31.47%	19	4.09%	4	0.86%	15	3.23%	2	0.43%	0	0.00%	272	58.62%
Conant	449	12	2.67%	276	61.47%	28	6.24%	4	0.89%	16	3.56%	0	0.00%	1	0.22%	112	24.94%
Douglas	405	6	1.48%	83	20.49%	6	1.48%	3	0.74%	31	7.65%	1	0.25%	2	0.49%	273	67.41%
Gates	376	11	2.93%	209	55.59%	18	4.79%	1	0.27%	11	2.93%	2	0.53%	0	0.00%	124	32.98%
McCarthy-Towne	520	18	3.46%	64	12.31%	42	8.08%	10	1.92%	35	6.73%	2	0.38%	0	0.00%	349	67.12%
Merriam	492	10	2.03%	103	20.93%	29	5.89%	3	0.61%	19	3.86%	0	0.00%	1	0.20%	327	66.46%
Total Elementary	2706	63	2.33%	881	32.56%	142	5.25%	25	0.92%	127	4.69%	7	0.26%	4	0.15%	1457	53.84%
JHS	923	27	2.93%	323	34.99%	31	3.36%	12	1.30%	31	3.36%	3	0.33%	0	0.00%	496	53.74%
SHS	1837	36	1.96%	597	32.50%	58	3.16%	12	0.65%	87	4.74%	3	0.16%	0	0.00%	1044	56.83%
Total JHS & SHS	2760	63	2.28%	920	33.33%	89	3.22%	24	0.87%	118	4.28%	6	0.22%	0	0.00%	1540	55.80%
Grand Total	5571	132	2.37%	1837	32.97%	238	4.27%	50	0.90%	255	4.58%	13	0.23%	4	0.07%	3042	54.60%

Rev 10.1.2018

## Economically Disadvantaged October 1, 2018

School	Number of Students in school	Number of Free and Reduced	% Free and Reduced
Blanchard	464	41	8.84%
Conant	449	49	10.91%
Douglas	405	33	8.15%
Gates	376	51	13.56%
McCarthy-Towne	520	80	15.38%
Merriam	492	50	10.16%
Total Elementary	2706	304	11.23%
JHS	923	102	11.05%
SHS	1837	165	8.98%
Total JHS & SHS	2760	267	9.67%
Grand Total	5466	571	10.45%

Rev 10/1/2018



# Count Comparison 2016-2018

Oct. 1, 2016					Oct. 1, 2017				Oct. 1, 2018			
Levels	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
Preschool	82	31	3	116	84	25	2	111	81	21	3	105
<b>Preschool Total</b>	<b>82</b>	<b>31</b>	<b>3</b>	<b>116</b>	<b>84</b>	<b>25</b>	<b>2</b>	<b>111</b>	<b>81</b>	<b>21</b>	<b>3</b>	<b>105</b>
K	280	43	7	330	282	67	3	352	266	60	4	330
1	265	55	4	324	295	41	7	343	296	73	2	371
2	317	48	7	372	297	65	3	365	305	45	5	355
3	345	43	9	397	330	52	6	388	314	73	6	393
4	349	55	8	412	356	50	9	415	337	56	7	400
5	339	64	11	414	354	58	8	420	371	51	7	429
6	393	63	10	466	339	69	12	420	362	57	9	428
<b>Sub Total</b>	<b>2288</b>	<b>371</b>	<b>56</b>	<b>2715</b>	<b>2253</b>	<b>402</b>	<b>48</b>	<b>2703</b>	<b>2251</b>	<b>415</b>	<b>40</b>	<b>2706</b>
OOD K-6	17	2	1	20	17	3	0	20	16	3	0	19
<b>Pre-K/Elem Total</b>	<b>2305</b>	<b>373</b>	<b>57</b>	<b>2735</b>	<b>2270</b>	<b>405</b>	<b>48</b>	<b>2723</b>	<b>2267</b>	<b>418</b>	<b>40</b>	<b>2725</b>
7	397	67	5	469	407	72	7	486	357	65	13	435
8	361	77	4	442	406	67	5	478	414	69	5	488
<b>J.H.S. Total</b>	<b>758</b>	<b>144</b>	<b>9</b>	<b>911</b>	<b>813</b>	<b>139</b>	<b>12</b>	<b>964</b>	<b>771</b>	<b>134</b>	<b>18</b>	<b>923</b>
9	364	77	7	448	348	75	4	427	393	63	4	460
10	409	75	8	492	365	75	7	447	350	75	4	429
11	368	77	12	457	422	70	9	501	364	74	7	445
12	390	73	6	469	367	76	9	452	424	69	7	500
13 SP	0	1	0	1	0	0	0	0	0	0	3	3
P.G.	0	0	0	0	0	0	0	0	0	0	0	0
<b>H.S. Total</b>	<b>1531</b>	<b>303</b>	<b>33</b>	<b>1867</b>	<b>1502</b>	<b>296</b>	<b>29</b>	<b>1827</b>	<b>1531</b>	<b>281</b>	<b>25</b>	<b>1837</b>
<b>Total JHS &amp; HS</b>	<b>2289</b>	<b>447</b>	<b>42</b>	<b>2778</b>	<b>2315</b>	<b>435</b>	<b>41</b>	<b>2791</b>	<b>2302</b>	<b>415</b>	<b>43</b>	<b>2760</b>
OOD 7-12	59	11	2	72	60	12	0	72	53	11	0	64
<b>Sec. Total</b>	<b>2348</b>	<b>458</b>	<b>44</b>	<b>2850</b>	<b>2375</b>	<b>447</b>	<b>41</b>	<b>2863</b>	<b>2355</b>	<b>426</b>	<b>43</b>	<b>2824</b>
<b>Preschool Total</b>	<b>82</b>	<b>31</b>	<b>3</b>	<b>116</b>	<b>84</b>	<b>25</b>	<b>2</b>	<b>111</b>	<b>81</b>	<b>21</b>	<b>3</b>	<b>105</b>
<b>Elem Total</b>	<b>2305</b>	<b>373</b>	<b>57</b>	<b>2735</b>	<b>2270</b>	<b>405</b>	<b>48</b>	<b>2723</b>	<b>2267</b>	<b>418</b>	<b>40</b>	<b>2725</b>
<b>Sec. Total</b>	<b>2348</b>	<b>458</b>	<b>44</b>	<b>2850</b>	<b>2375</b>	<b>447</b>	<b>41</b>	<b>2863</b>	<b>2355</b>	<b>426</b>	<b>43</b>	<b>2824</b>
<b>Grand Total</b>	<b>4735</b>	<b>862</b>	<b>104</b>	<b>5701</b>	<b>4729</b>	<b>877</b>	<b>91</b>	<b>5697</b>	<b>4703</b>	<b>865</b>	<b>86</b>	<b>5654</b>

REV: 10/18/18

# Three Year Comparison

## K through 12

Grade Year -->	Gr. K-12 2016	Gr. K-12 2017	Gr. K-12 2018	Total 3 Years	Average 3 Years
Acton Enrollment	4653	4645	4622	13920	4640.00
Boxborough Enrollment	831	852	844	2527	842.33
<b>Total</b>	<b>5484</b>	<b>5497</b>	<b>5466</b>	<b>16447</b>	<b>5482.33</b>
Acton %	84.85%	84.50%	84.56%	84.64%	84.64%
Boxborough %	15.15%	15.50%	15.44%	15.36%	15.36%
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>
<b>Source 2016 10/1 Report</b>	Elem	Secondary	Total		
Acton	2305	2348	4653		
Boxborough	373	458	831		
	2678	2806	5484		
<b>Source 2017 10/1 Report</b>					
Acton	2270	2375	4645		
Boxborough	405	447	852		
	2675	2822	5497		
<b>Source 2018 10/1 Report</b>					
Acton	2267	2355	4622		
Boxborough	418	426	844		
	2685	2781	5466		

REV:12/12/18

# Minuteman Applied Arts Sciences 10/1/2018

<b>GRADE</b>	<b>10/11</b>	<b>10/12</b>	<b>10/13</b>	<b>10/14</b>	<b>10/15</b>	<b>10/16</b>	<b>10/17</b>	<b>10/18</b>
<b>9</b>	10	3	6	6	9	6	10	10
<b>10</b>	7	10	2	9	8	10	8	8
<b>11</b>	1	5	10	1	10	10	9	6
<b>12</b>	7	0	7	10	2	10	6	8
<b>PG</b>	0	0	0	0	2	2	0	0
<b>ACTON</b>								
<b>TOTAL</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>26</b>	<b>31</b>	<b>38</b>	<b>33</b>	<b>32</b>
<b>9</b>	0	3	0	2	0	1	3	0
<b>10</b>	1	0	3	0	2	0	1	3
<b>11</b>	1	1	0	2	1	2	0	3
<b>12</b>	5	1	1	0	2	1	2	0
<b>PG</b>	0	0	0	0	1	1	0	0
<b>BOXBOROUGH</b>								
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>
<b>GRAND</b>								
<b>TOTAL</b>	<b>32</b>	<b>23</b>	<b>29</b>	<b>31</b>	<b>37</b>	<b>43</b>	<b>39</b>	<b>38</b>

REV: 10/1/2018


# English Learners (ELs)

October 1st, 2018

School	Number of Students in	EL Students	% of EL Students
Carol Huebner	105	5	4.76%
Preschool	105	5	4.76%
Blanchard	464	24	5.17%
Conant	449	42	9.35%
Douglas	405	14	3.46%
Gates	376	43	11.44%
McCarthy-Towne	520	33	6.35%
Merriam	492	27	5.49%
Total Elementary	2706	183	6.76%
JHS	923	20	2.17%
SHS	1837	20	1.09%
Total JHS & SHS	2760	40	1.45%
Grand Total	5571	228	4.09%

Rev. 10/18/2018

1



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

WELLNESS • EQUITY • ENGAGEMENT

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

## October 1, 2018 Enrollment Report

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**Acton-Boxborough Regional School Committee**  
October 18, 2018

2

Enrollment Totals					
	Oct 1 2016	Oct 1 2017	Oct 1 2018 Actual	Oct 1 Projectio n	Delta from Proj
K-6	2715	2703	2706	2713	-7
7-8	911	964	923	928	-5
9-12	1867	1827	1837	1849	-12
<b>Total K-12</b>	<b>5493</b>	<b>5494</b>	<b>5466</b>	<b>5490</b>	<b>-24</b>
PreK	116	111	105		
OOD	92	92	83		
<b>Grand Total</b>	<b>5701</b>	<b>5697</b>	<b>5654</b>		

ABRSD 3

Elementary						
	Oct 1 Proj	Oct 1	Delta from Proj	% Delta from	Sections	Class Size
K	314	330	16	5.10%	17	19.4
1	381	371	-10	-2.62%	18	20.6
2	371	355	-16	-4.31%	17	20.9
3	389	393	4	1.03%	17	23.1
4	403	400	-3	-0.74%	18	22.2
5	422	428	6	1.42%	19	22.5
6	433	429	-4	-0.92%	18	23.8
Totals	2713	2706	-7	-0.26%	124	21.8

ABRSD 4

Acton Residents				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
K	239	266	27	11.30%
1	302	296	-6	-1.99%
2	316	305	-11	-3.48%
3	312	314	2	0.64%
4	339	337	-2	-0.59%
5	360	371	11	3.06%
6	360	362	2	0.56%
Total	2228	2251	23	1.03%

ABRSD 5

Boxborough Residents				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
K	75	60	-15	-20.00%
1	74	73	-1	-1.35%
2	46	45	-1	-2.17%
3	72	73	1	1.39%
4	55	56	1	1.82%
5	50	51	1	2.00%
6	62	57	-5	-8.06%
Totals	434	415	-19	-4.38%

ABRSD 6

Kindergarten by Town				
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
Acton	239	266	27	11.30%
Boxborough	75	60	-15	-20%
Choice		4		
Totals	314	330	23	1.03%

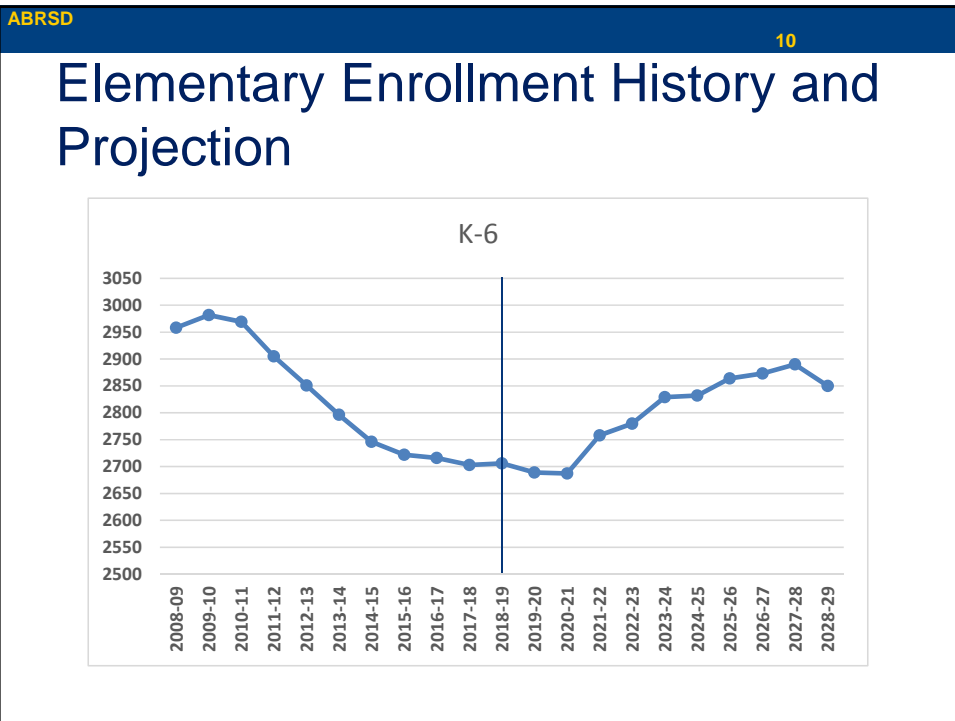
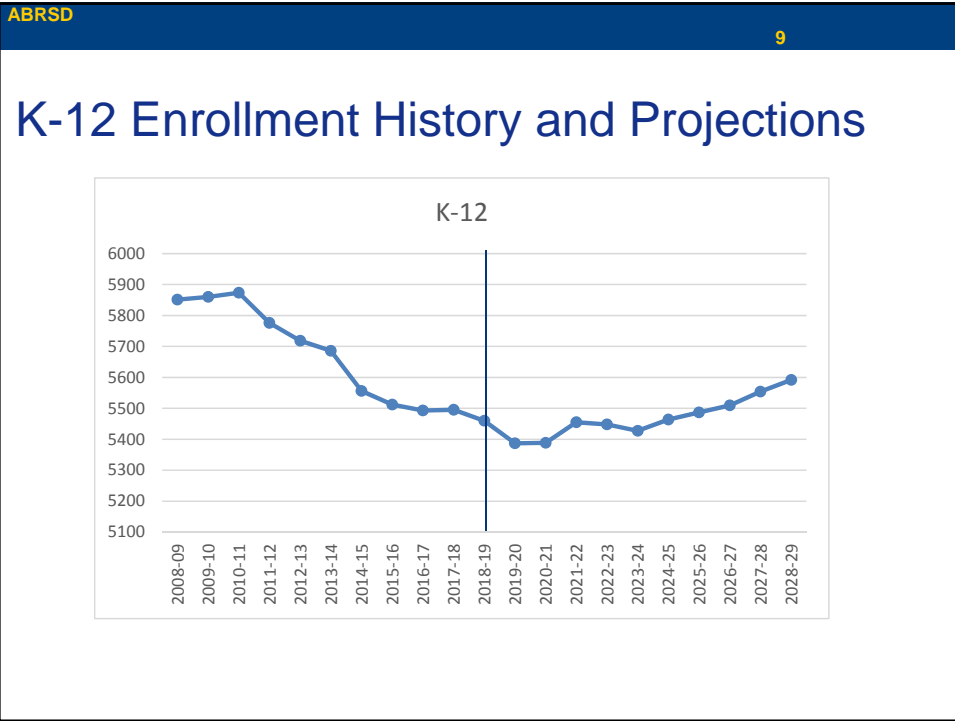
ABRSD 7

<b>Economically Disadvantaged</b>					
	2008	2012	2016	2017	2018
Elementary	2.24%	3.36%	9.94%	10.65%	11.23%
Secondary	2.30%	4.01%	7.77%	8.63%	9.67%
Totals	2.27%	3.72%	8.01%	9.63%	10.45%

ABRSD 8

<b>English Learners</b>					
	2008	2012	2016	2017	2018
Elementary	81	104	187	267	227





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

R. J. Grey Library  
16 Charter Road, Acton, MA 01720

October 10, 2018  
7:00 p.m.

**AGENDA**

1. Call to Order – Mary Brolin
2. Minutes - Approve Minutes from September 12, 2018 School Building Committee Meeting – Mary Brolin
3. MSBA Update – Mary and Skanska – Update on Arrowstreet Contract and MSBA ProPay reimbursement process
4. Visioning Process Update – Marie and Arrowstreet
5. Ed Plan Update – Peter and Marie
6. Sustainability Workshop – JD, Skanska and Arrowstreet
7. Sustainability Survey
8. West Acton Sewer Project Meeting – Peter, JD, Skanska and Arrowstreet
9. Skanska Updates – Budget and Schedule
10. Arrowstreet Updates – Review of Concept Site Options
11. Invoice Approval – Mary and Skanska
12. Social Media Strategy – Mary Brolin, Katie Raymond
13. Adjourn

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

October 10, 2018

October 24, 2018 *(in Administration Building Conference Room 13)*

November 5, 2018

November 14, 2018

December 12, 2018

December 19, 2018 *(in Administration Building Conference Room 13)*

January 9, 2019

February 13, 2019 *(need to reschedule due to conflict with SC meeting)*

March 13, 2019

April 10, 2019

May 8, 2019

June 12, 2019

*Posted 10/5/18 at 2:00p.m.*

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

R. J. Grey Library  
16 Charter Road, Acton, MA 01720

September 12, 2018  
7:00 p.m.

*Members Present:* Mary Brolin; Peter Light; Marie Altieri; Peter Berry; Dennis Bruce; Jason Cole (7:51pm); Becca Edson; JD Head; Adam Klein; Gary Kushner; Lynne Newman; Maria Neyland; Katie Raymond (8:11pm); Mac Reid.

*Members Absent:* Bob Evans; Bill Hart; Amy Krishnamurthy; Chris Whitbeck.

*Other:* Karen Coll; Kate Crosby, ABRSD Energy Manager (7:20); Representatives from Skanska: Chuck Adam, Victoria Clifford; Representatives from Arrowstreet: Laurence Spang, Emily Grandstaff-Rice; member of the public

1. Mary Brolin called the meeting to order at 7:00pm.
2. Minutes of the August 21, 2018 meeting: Members asked to have the minutes specify that, at the August meeting, Katie Raymond sat in the audience and did not participate as a member of the committee. It was also noted that Claes Andreasen's name was misspelled in the minutes. Gary Kushner moved, Adam Klein seconded, and the minutes of the August 21, 2018 School Building Committee Meeting were unanimously approved as amended.

3. MSBA Update

Mary Brolin reviewed a summary document from the September 7, 2018 MSBA project kick-off meeting, which was held at the Douglas school. The purpose of that meeting was to bring the project team together, and to discuss the project goals and schedule. Mary highlighted the project time frames based on the current OPM plans, including:

- February 13, 2019 – MSBA board meeting to review our Preferred Schematic (Module 3)
- August 28, 2019 – MSBA board meeting to review our Schematic Design (Module 4)
- August 15, 2020 – deadline for MSBA approval of Project Scope and Budget

Within each of these broad deadlines are a series of steps that need to be completed by specific dates in advance of the MSBA board meetings. Mary noted that, to keep to our schedule, we need to meet all of these dates.

4. Visioning Process and Educational Plan

Marie Altieri said that the plans and logistics would be discussed at a meeting with the consultants on September 13<sup>th</sup>, and details would be forthcoming after that.

5. Skanska / Arrowstreet Update

Emily Grandstaff-Rice presented some slides outlining the phases of the feasibility study. The first phase is the Preliminary Design Program (PDP), with a target completion date of November 7, 2018. The PDP includes three simultaneous parts:

- analysis of existing conditions
- educational visioning and planning
- assessment of other sites

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Emily gave a brief overview of the educational planning process, which is a critical part of the PDP. We are looking at three separate schools, Douglas, Gates and Conant, which may have differing teaching philosophies and student needs. Chuck Adam said that the essential questions we will have to answer are:

- What do we teach?
- Why do we teach it?
- Where do we teach it?
- What don't we teach that we wish we could teach but can't due to space constraints?"

We will need to delineate a robust philosophy and vision for the educational programs. These issues will impact the types of spaces we design. Chuck will review the educational plan with an eye to the MSBA's goals and priorities. For example, the MSBA might be willing to reimburse for additional square footage for certain programs if we can clearly document the need for it.

We are targeting the first two weeks of October for the Visioning sessions. Marie Altieri said that we already have elements of the educational plan due to our prior Visioning work with Dore & Whittier. Peter Light pointed to the target date of November 1<sup>st</sup> for the School Committee to vote on the educational plan. Mary noted the School Committee usually holds two reads before voting, and the date of the first read would be October 18<sup>th</sup>. The process will probably not be completed by October 18<sup>th</sup>, so an extra meeting should be tentatively scheduled between then and the November 1<sup>st</sup> meeting.

To see examples of these plans, Mary will send an email to the Building Committee with links to the Educational plans from other building projects.

A School Committee vote is required for the educational plan, and then the Building Committee will need to vote on the full PDP. The two largest components are the educational plan and the assessment of alternative sites. Because the PDP needs to be submitted to the MSBA by November 7<sup>th</sup>, an extra Building Committee meeting will be held on November 5<sup>th</sup> to review and approve it; the meeting will begin at 6:00pm. Building Committee members should plan to have time to review the PDP between November 1<sup>st</sup>, when the educational plan is approved by the School Committee, and November 5<sup>th</sup>.

One of the alternative options we will need to assess is a plan for bringing the Douglas building up to code. Emily Grandstaff-Rice has identified numerous code issues with the Douglas building. We would also need to look at adding space to Douglas to increase the student capacity to match the numbers in our plan. The second option will be a Douglas/Gates twin school, and the third will be a Douglas/Conant twin school.

Chuck Adam said that a review of the various sites would need to include the evaluation of numerous factors, including who owns specific parcels. Prioritizing sites already owned by the district or the town limits the number of sites on our list. We will need to document our rationale for eliminating other sites in identifying our preferred site.

Arrowstreet has engaged a surveyor to assess the possible sites. Each of the three current school sites includes multiple parcels, some owned by the town. Members discussed whether the Elm Street playground should be considered part of a potential Douglas/Gates site. The playground is owned by the Acton Community Preservation Committee, but it might be possible to do a land swap if it makes sense to build on the Douglas site. Chuck suggested surveying that land upfront which, for small cost, would give us information for the future if not for now. At this point, the plan will be to keep within the boundaries of the school site unless using the playground area looks like it makes sense. The Conant

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area includes land owned by the Department of Public Works and the transfer station, as well as ball fields.

Other studies will include hazardous materials testing for all three schools, environmental assessments, and traffic and transportation studies. There are still questions about the scope of this study, such as whether we should do traffic counts around Conant. Marie Altieri said that if there's a possibility of building a bigger school at the Conant site, we should do the counts. We have some existing data from previous GPI and town studies, which we could give to Arrowstreet, potentially reducing the cost of a traffic study.

Once the PDP is complete, the next step will be the Preferred Schematic Report (PSR), to be reviewed by the MSBA board on February 13, 2019. The PSR will include an evaluation of alternatives and preliminary design pricing. Following approval of the PSR, work will begin on the Schematic Design, to be reviewed by the MSBA board on August 28, 2019. At that point, we need to be sure we have a detailed enough schematic to ensure accurate pricing for the final contract.

Emily reviewed the interim steps and significant dates leading up to the August 2019 MSBA board meeting. The schedule is very tight, but the ultimate goal is to hold Special Town Meetings in December 2019 to vote on funding the project. The most important issue is to get all of the information accurately into the schematic and to properly price the project but, if we miss the August 2019 deadline, the next MSBA board meeting will be two months later; the delay could increase the cost of the project. The final estimate will include an inflation factor, typically 4 - 4.5%/year, as well as an amount for contingencies. Builders are busy, which puts upward pressure on prices.

Victoria Clifford reviewed Skanska's flow chart of the schedule for MSBA Modules 3 – 5. Language in this flowchart was taken from MSBA documents, and we will need to do all of the steps as outlined. Victoria also reviewed a Gantt chart showing the projected timing of each step through project completion in November 2022. We have added an extra meeting on November 5<sup>th</sup> and will probably need to add another in December to discuss issues as we work through these steps. Mary noted that district is working very hard to create all these pieces in a very short time.

Members decided to add a meeting on December 19<sup>th</sup>, before the PSR is due to the MSBA on January 2, 2019, in addition to the one already scheduled on December 12<sup>th</sup>. Larry Spang suggested also putting a hold on October 24<sup>th</sup> as a precaution, and Marie said that the School Committee should add a meeting on Thursday, October 25<sup>th</sup> for a first read of the educational plan.

## 6. Social Media Strategy

Mary asked if Victoria Clifford could work with Katie Raymond and Adam Klein on social media content. Karen Coll will post previous presentations on the Building Project page of the district website. We will need to document all School Committee votes related to the building project.

## 7. Invoice Approvals

Peter Berry asked if Skanska would let us know if our expenses run high or we risk being over budget. Following up, Gary Kushner asked whether someone was tracking the balance left in our budget after each invoice. Chuck Adam said that they will be tracking our remaining budget balance and will send us regular updates so that we know how much is left. Arrowstreet will provide bills to Skanska, which Skanska will review before sending to the Building Committee for payment. MSBA reimburses through a

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process called Pro-Pay, which only begins to reimburse after we reach a \$50,000 minimum. We haven't reached that threshold yet, but probably will by the next month's invoice. MSBA will reimburse within 14 days of bill submission.

A motion was made and seconded, and the current Skanska invoice for services through August 26, 2018 was unanimously approved for payment with one abstention.

In response to a question from Mac Reid, JD Head said that the committee hadn't taken a formal vote to be an alpha site for the Mass Save program, but there's no cost to us or contract involved. Mary added that there are significant advantages to partnering with them. Arrowstreet is very excited to participate in this program.

8. The meeting was adjourned at 8:40pm.

Documents Used:

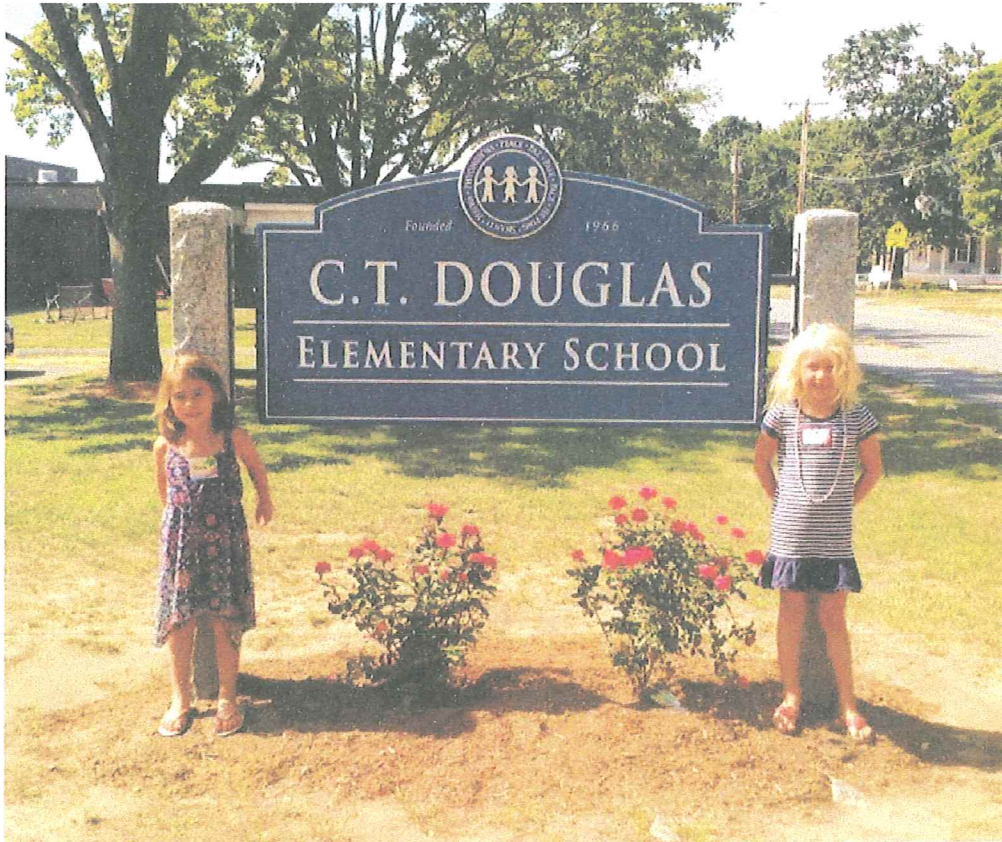
Minutes of August 21, 2018 meeting  
MSBA September 7, 2018 Kick-Off Meeting Handout  
Skanska Flow Chart of Building Project by MSBA Module  
Skanska Gantt Chart – Project Master Schedule  
Skanska Invoice 9/7/18

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

October 10, 2018  
October 24, 2018 (*in Administration Building Conference Room 13*)  
November 5, 2018  
November 14, 2018  
December 12, 2018  
December 19, 2018 (*in Administration Building Conference Room 13*)  
January 9, 2019  
February 13, 2019 (*need to reschedule due to conflict with SC meeting*)  
March 13, 2019  
April 10, 2019  
May 8, 2019  
June 12, 2019

— This document is posted separately after the packet. —

# C.T. DOUGLAS ELEMENTARY SCHOOL EDUCATIONAL PROGRAM



October 15, 2018

— This document is posted separately after the packet. —



## Acton-Boxborough Regional School District

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

**Peter J. Light**  
Superintendent of Schools

To: Acton-Boxborough Regional School Committee  
From: Peter Light  
Date: 10/11/2018  
RE: 2018-19 Superintendent's Goals - First Read

I am pleased to provide you with this first draft of my goals for the 2018-19 school year. I am proposing five goals: one student learning goal, one professional practice goal, and three district goals.

As this is my first year in the district, I have proposed a student learning goal that focuses on my entry process, report of entry findings, and the subsequent growth of the goals contained within the Long Range Strategic Plan. Taking the time to increase my understanding of the district during this critical entry time will allow me to more deeply impact students in the future.

My professional practice goal focuses on participation in the New Superintendent Induction Program (NSIP). This goal is consistent with recommendations from DESE, MASC and the Massachusetts Association of School Superintendents (M.A.S.S.).

Each of these goals also identifies Key Actions I intend to take to realize the goal as well as important benchmarks and evidence toward the completion of each goal.

The three district goals reflect my leadership in ensuring the district completes the strategic actions as proposed in the District 2019-20 Goals which were approved by you at your last meeting. The key actions toward these goals are already established in the District 2018-19 Goals as approved.

Understanding that you will be evaluating me on the Standards within the Superintendent Rubric as well as progress toward goals, I have included with each goal, a summary of key standards and indicators which are aligned to the work toward each goal. I hope this helps clarify the connections between my work and the standards within the rubric.

I look forward to our discussion of these goals and your feedback.

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# Acton-Boxborough Regional School District

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

Peter J. Light  
Superintendent of Schools

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## Superintendent's Goals 2018-19

### Student Learning Goal #1

In order to continue to increase my understanding of the district's unique history and traditions, understand perspectives on the district from a variety of stakeholders, and use this information to shape the future development of district goals which support student learning, I will complete a comprehensive entry process and publicly present a report of findings. The report of entry findings will subsequently be used to further develop goals within the district's Long Range Strategic Plan.

#### Key Actions:

- Develop and present entry plan
- Complete entry process as detailed in the entry plan
- Present a report of entry findings to the school committee
- Utilize entry findings to work with school and district leaders and the school committee to continue the development of goals within the Long Range Strategic Plan

#### Benchmarks (Evidence) and Timelines:

- August 2018 - Present Entry Plan to School Committee
- September - December 2018 - Update School Committee regarding entry process via Superintendent's Updates
- January 2019 - Present Report of Entry Findings to School Committee
- February - August 2019 - Utilize entry findings to inform further development of district goals and develop draft 2019-20 District Goals
- September 2019 - Present 2019-20 District Goals to School Committee for Approval

#### Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - E. Data-Informed Decision Making
- III. Family & Community Engagement - A. Engagement; C. Communication
- IV. Professional Culture - A. Commitment to High Standards; E. Shared Vision Indicator

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## ***Superintendent's Goals 2018-19***

### **Professional Practice Goal #2**

In order to increase my skills in data analysis and strategy development to deeply impact student learning, I will participate in the New Superintendent Induction Program (NSIP) and engage in coaching sessions provided through the program.

#### Key Actions:

- Participation in all NSIP Content Days (9 total)
- Engage in approximately 30 hours of coaching during the 2018-19 school year
- Complete projects and assignments as provided by the New Superintendent Induction Program with particular attention to those activities which will directly support the district's work

#### Benchmarks (Evidence) and Timelines:

- Mid-year update to school committee regarding progress toward goals
- Evidence of progress submitted to school committee in Spring to support summative evaluation

#### Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - B. Instruction; E. Data-Informed Decision Making
- IV. Professional Culture - D. Continuous Learning; E. Shared Vision

## *Superintendent's Goals 2018-19*

### **District Goal #1:**

I will support the district's work toward the goal of understanding and responding to our students' social and emotional needs by completing the strategic actions detailed in the district's 2018-19 goals.

#### Key Actions:

- As detailed in the 2018-19 District Goals

#### Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

#### Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - E. Data-Informed Decision Making
- II. Management & Operations - A. Environment
- III. Family & Community Engagement - C. Communication; D. Family Concerns
- IV. Professional Culture - F. Managing Conflict

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## *Superintendent's Goals 2018-19*

### **District Goal #2:**

I will support the district's work toward ensuring that students have equitable opportunities to learn by completing the strategic actions as described in the district's 2018-19 goals.

#### Key Actions:

- As detailed in the 2018-19 District Goals

#### Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

#### Alignment with Key Standards of Professional Practice:

- I. Instructional Leadership - B. Instruction; D. Evaluation
- II. Management & Operations - B. Human Resources Management & Development; E Fiscal Systems
- IV. Professional Culture - B. Cultural Proficiency

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## *Superintendent's Goals 2018-19*

### **District Goal #3:**

I will support the district's work in providing students access to safe and effective learning environments by completing the strategic actions as described in the district's 2018-19 goals.

#### Key Actions:

- As detailed in the 2018-19 District Goals

#### Benchmarks (Evidence) and Timelines:

- School Committee presentations
- Mid-year update
- Evidence submitted toward summative evaluation

#### Alignment with Key Standards of Professional Practice:

- II. Management & Operations - E. Fiscal Systems
- III. Family & Community Engagement - A. Engagement
- IV. Professional Culture - C. Communications; E. Shared Vision; F. Managing Conflict

#### Attachments:

2018-19 District Goals - voted 10/4/18

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

WELLNESS • EQUITY • ENGAGEMENT



# Acton-Boxborough Regional School District

## 2018-2019 District Goals *(voted 10/4/18)*

*Essential Question: How might we use strength-based practices to support student learning?*

Goal #1: Understand and respond to our students' social-emotional needs.			
Strategic Goal Actions	Evidence/Measures	Responsible	Timeline
<b>Monitor Implementation of Previous Strategic Actions and Adjust Practice as Needed</b>			
Gather data to monitor the impact of changed start times at each level.	<ul style="list-style-type: none"> <li>Student Survey data</li> <li>Attendance data (i.e. early dismissal data at elementary, tardy data at JH, HS, etc.); bus ridership data</li> <li><b>2018-19:</b> First period data from JH, HS (i.e. anecdotal, grades over time, etc.)</li> </ul>	Principals / APs School Wellness Advisory Committee	2018-19, Ongoing
Solicit feedback from stakeholders to inform continued implementation of the homework policy and consider homework through an equity lens.	Administer one stakeholder survey in 2018-19 (families, students, staff, administrators) on implementation of HW policy	Principals (gather data), Data Inquiry Team	By Spring 2019
Review practices around homework policy implementation.	Aggregate data around practices by grade level	Principals (gather data)	
Support families in helping children develop healthy habits around device use, screen time and social media.	Family newsletters and communication	Principals, Curriculum Coordinators, School Wellness Advisory Committee	



# Acton-Boxborough Regional School District

## 2018-2019 District Goals *(voted 10/4/18)*

*Essential Question: How might we use strength-based practices to support student learning?*

Goal #2: Our students will have equitable opportunities and tools to learn.			
Strategic Goal Actions	Evidence/Measures	Responsible	Timeline
Increase the diversity of our educator workforce.	<p><b>2018-19:</b> Review existing recruiting and hiring practices. Develop recommendations for hiring committee practices, advertising, and recruitment to implement Spring 2019.</p> <p><b>2019-21:</b> Monitor new recruiting and hiring practices; make adjustments as needed to attract diverse candidates.</p> <p><b>By 2021-22:</b> Increase the number of licensed educators who are racially diverse by 20% from 2018-19 level.</p>	Deputy Superintendent, Principals/APs and, Hiring Committees	2018-22
Continue to build educator capacity to reach and teach all students.	Through our elementary Student-Centered Coaching System, each of our elementary coaches will partner with at least four educators using the established process and forms, tracking evidence of student learning and receiving educator feedback about the process.	Assistant Superintendents Elementary Principals and APs	2018-19
	Develop greater capacity and consistency among and between evaluators to focus on the professional evaluation rubric Standard 2 (Teaching All Students) by creating and providing additional professional learning and calibration support for evaluators.	Deputy Superintendent, Principals	2018-19
Train new hires and administrators and educators throughout the district using the Seeking Educational Equity and Diversity (SEED) professional learning. Continue to build capacity to provide this training in-house using the Train-the-Trainer model.	<ul style="list-style-type: none"> <li>Offer Fall 2018, Spring &amp; Summer 2019 SEED PL.</li> <li>By July 2019, train all district and school leaders.</li> <li>By August 2019, increase the number of SEED trainers from 5 to 9 total.</li> <li>By August 2019, train 10% of all certified staff in the district in SEED.</li> </ul>	Assistant Superintendent for Teaching & Learning	2018-19, ongoing
Through an equity lens, review existing practices in each building around family contributions.	Gather and review data on existing practices around ways that families are asked to financially contribute to their child's school, through 'suggested' and 'required' school supplies, and annual field trips to maximize access for all students. Make recommendations for FY20 district budget.	Principals (provide data)  Data Inquiry Team	2018-19
Monitor Implementation of Previous Strategic Actions and Adjust Practice as Needed			
Gather baseline data on the first year of centralization of Before/After School programs under Community Education.	Enrollment data; financial trend data for Before/After School programs	Community Education Director	Ongoing



# Acton-Boxborough Regional School District

## 2018-2019 District Goals *(voted 10/4/18)*

*Essential Question: How might we use strength-based practices to support student learning?*

### Goal #3: Our students will have access to safe and effective learning environments.

Strategic Goal Actions	Evidence/Measures	Responsible	Timeline
<b>Monitor Implementation of Previous Strategic Actions and Adjust Practice as Needed</b>			
Complete and adopt a five year Capital Improvement Plan (CIP) that ensures access to safe and effective learning environments for all students.	Complete 5-Year CIP that: <ul style="list-style-type: none"> <li>• Identifies potential funding sources</li> <li>• Articulates timelines for completion</li> <li>• Establishes benchmarks and accountability measures</li> <li>• Is adopted by School Committee and incorporated into FY 2020 budget</li> </ul>	Superintendent, Deputy Superintendent, Director of Operations, Director of Finance	December 2018
Continue the Massachusetts School Building Authority (MSBA) process towards a new elementary building by completing the Feasibility Study process.	Develop an existing conditions report through the District's project architect	Director of Operations	November 2018
	Develop and communicate the educational vision of the school building through work with the designer's educational consultant	Superintendent, Asst. Superintendents, Deputy Supt., Principals	November 2018
	Develop an MSBA-approved educational program for the building that is reflective of the educational vision for the building and MSBA guidelines	Principal(s), Deputy Superintendent	February 2019
	Coordinate efforts with the MSBA that ensure compliance with required regulations regarding the feasibility study	Superintendent	Ongoing
	Communicate regularly with information regarding progress to families and the community	Superintendent, Technology Director	Ongoing





# **Massachusetts Model System for Educator Evaluation**

## **Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher**

### **Appendix A. Superintendent Rubric**

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January 2012

## Guide to Superintendent Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

### Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

### Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

## Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum Indicator</b></p> <ol style="list-style-type: none"> <li>Standards-Based Unit Design</li> <li>Lesson Development Support</li> </ol> <p><b>B. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>Instructional Practices</li> <li>Quality of Effort &amp; Work</li> <li>Diverse Learners' Needs</li> </ol> <p><b>C. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>Variety of Assessments</li> <li>Adjustment to Practice</li> </ol> <p><b>D. Evaluation Indicator</b></p> <ol style="list-style-type: none"> <li>Educator Goals</li> <li>Observations &amp; Feedback</li> <li>Ratings</li> <li>Alignment Review</li> </ol> <p><b>E. Data-Informed Decision Making Indicator</b></p> <ol style="list-style-type: none"> <li>Knowledge &amp; Use of Data</li> <li>School and District Goals</li> <li>Improvement of Performance, Effectiveness, and Learning</li> </ol>	<p><b>A. Environment Indicator</b></p> <ol style="list-style-type: none"> <li>Plans, Procedures, and Routines</li> <li>Operational Systems</li> <li>Student Safety, Health, and Social and Emotional Needs</li> </ol> <p><b>B. Human Resources Management &amp; Development Indicator</b></p> <ol style="list-style-type: none"> <li>Recruitment &amp; Hiring Strategies</li> <li>Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Scheduling &amp; Management Information Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Time for Teaching and Learning</li> <li>Time for Collaboration</li> </ol> <p><b>D. Law, Ethics &amp; Policies Indicator</b></p> <ol style="list-style-type: none"> <li>Laws and Policies</li> <li>Ethical Behavior</li> </ol> <p><b>E. Fiscal Systems Indicator</b></p> <ol style="list-style-type: none"> <li>Fiscal Systems</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>Family Engagement</li> <li>Community and Business Engagement</li> </ol> <p><b>B. Sharing Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>Student Support</li> <li>Family Collaboration</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>Two-Way Communication</li> <li>Culturally Proficient Communication</li> </ol> <p><b>D. Family Concerns Indicator</b></p> <ol style="list-style-type: none"> <li>Family Concerns</li> </ol>	<p><b>A. Commitment to High Standards Indicator</b></p> <ol style="list-style-type: none"> <li>Commitment to High Standards</li> <li>Mission and Core Values</li> <li>Meetings</li> </ol> <p><b>B. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>Policies and Practices</li> </ol> <p><b>C. Communications Indicator</b></p> <ol style="list-style-type: none"> <li>Communication Skills</li> </ol> <p><b>D. Continuous Learning Indicator</b></p> <ol style="list-style-type: none"> <li>Continuous Learning of Staff</li> <li>Continuous Learning of Administrator</li> </ol> <p><b>E. Shared Vision Indicator</b></p> <ol style="list-style-type: none"> <li>Shared Vision Development</li> </ol> <p><b>F. Managing Conflict Indicator</b></p> <ol style="list-style-type: none"> <li>Response to Disagreement</li> <li>Conflict Resolution</li> <li>Consensus Building</li> </ol>

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

**Standard I: Instructional Leadership.** The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

<b>Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Standards- Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	<b>Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.</b>	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	<b>Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.</b>	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	<b>While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.</b>	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	<b>Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.</b>	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	<b>While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.</b>	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</b>				
<b>I-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	<b>Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.</b>	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	<b>Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.</b>	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

#### Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	<b>Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.</b>	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	<b>Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.</b>	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	<b>Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.</b>	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	<b>Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.</b>	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.</b>				
<b>I-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	<b>Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.</b>	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	<b>Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.</b>	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	<b>Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.</b>	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

**Standard II: Management and Operations.** *Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling*

<b>Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	<b>Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.</b>	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	<b>Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.</b>	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	<b>Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.</b>	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

# Standards and Indicators of Effective Administrative Leadership

## Superintendent Rubric

<b>Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	<b>Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.</b>	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	<b>Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.</b>	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	<b>Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective</b>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	<b>Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.</b>	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	<b>Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.</b>	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	<b>Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.</b>	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

<b>Indicator II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.</b>				
<b>II-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	<b>Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.</b>	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.



# Standards and Indicators of Effective Administrative Leadership

## Superintendent Rubric

**Standard III: Family and Community Engagement.** *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

<b>Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	<b>Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.</b>	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	<b>Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.</b>	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	<b>Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.</b>	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	<b>Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	<b>Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.</b>	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	<b>Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
<b>Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</b>				
<b>III-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	<b>Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.</b>	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

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

<b>Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	<b>Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.</b>	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	<b>Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.</b>	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	<b>Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.</b>	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

#### Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	<b>Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.</b>	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

#### Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	<b>Demonstrates strong interpersonal, written, and verbal communication skills.</b>	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	<b>Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.</b>	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	<b>Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.</b>	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

<b>Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	<b>At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.</b>	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

## Standards and Indicators of Effective Administrative Leadership

### Superintendent Rubric

<b>Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	<b>Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.</b>	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	<b>Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.</b>	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	<b>Builds consensus within the school district community around critical school decisions, employing a variety of strategies.</b>	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.



**Acton-Boxborough Regional School District**

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

12.

MEMORANDUM

To: Acton-Boxborough Regional School Committee (ABRSC) Members

From: Diane Baum, ABRSC Chair

Date: October 12, 2018

Re: School Committee Meetings/Venue Change

In November 2017, the School Committee participated in a workshop with Dr. Rob Evans, a well-known consultant and speaker on organizational change management. One of the outcomes of that workshop was a recommendation to consider what changes we might make to our physical meeting space that would enhance the quality and efficacy of our deliberations, foster a culture of relationship-building and collaboration and improve the public's experience. Though the physical environment is one of many factors impacting these qualities, it can be a powerful one and is often referred to as the "third teacher".

To that end, I am proposing that we consider utilizing the auditorium located in the Administration Building (formerly known as Danny's Place) as our new, permanent meeting space. This space is large enough to accommodate a Committee of our size (we are among the largest in the state), is accessible and offers more flexibility in design options which would enable us to achieve a more effective meeting-space environment.

I look forward to hearing your thoughts during our public meeting on October 18<sup>th</sup>.



**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: September 29, 2018  
To: Acton-Boxborough Regional School Committee  
Peter Light, Superintendent of Schools  
From: Andrew Shen, RJ Grey Principal  
Re: Gift from ABR PTSO

Dear Peter,

We would like the School Committee to accept a gift of \$3,750.00 from the Acton-Boxborough PTSO. This gift is given to help defray the cost of the 2018-19 RJ Grey Student Planbooks, which are provided to all students at no charge.

Please let me know if you have any questions.

Regards,

Andrew Shen

/attach

**Acton-Boxborough Regional School Committee  
Policy Subcommittee  
Policy Overview and Training**

- **Definitions**

**Policy** School Committee established educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education. Policies shall be in the form of general principles and statements of intent.

**Procedures**

Administrative actions to implement policies and/or to perform school and district functions. The Superintendent (or designee) is responsible for developing the procedures to ensure implementation of the School Committee policies.

- **Process**

**Policy** Policy Subcommittee writes and/or reviews and edits policies with the support of school administrators. The policy subcommittee recommends draft policies to the School Committee for their review and suggestions. The final policy is voted and approved by the full School Committee after two readings.

**Procedures**

Written and approved by school and district administration.

The Committee will not officially approve procedures except as required by state law, or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for a regulation to have the Committee's advance approval.

- **Policy Development**

Review applicable law; include high level philosophy as appropriate; review MASC model policy; possibly review policies from other districts. Confer with appropriate staff.

- **Recommended Resources**

MASC Website Model Policies

ABRSD Policy Website – become familiar with current policies and related policies

MGL Selected Massachusetts General Laws 2018 For School Committees and School Personnel

MGL Website – search engine

School Administrator related to policy topic

*(It is recommended that subcommittee members bring device to look at website and MGL book to each policy subcommittee meeting)*

- **File Coding**

Policies A-F separated by categories

Procedures (Regulations) –R

Forms/Exhibits -E

## Policy Sections and File Numbers

### **Section A Foundations and Basic Commitments (14)**

Policies with very varied topics, mostly legally based  
School District Legal Status; Harassment; Nondiscrimination; CORI and Fingerprinting; Wellness; Website Accessibility; Tobacco Use; Long Range Strategic Plan/Mission, Vision, Values; Allergies; Sustainability

### **Section B School Board Governance and Operations (25)**

Policies about the School Committee protocols and responsibilities  
Policy development; Voting Method; Unexpired Terms; Superintendent School Committee Relationship; School Councils; School Committee member ethics and conflict of interest.

### **Section C General School Administration (15)**

Policy Development and Procedure Implementation; Superintendent of Schools; Superintendent Evaluation; Handbooks;

### **Section D Fiscal Management (7)**

Finance Policies  
Budget, Donated funds

### **Section E Support Services (20)**

Policies related to safety and operations  
Threats; Emergency Plans; Transportation; Food Services

### **Section F Facilities Development (4)**

Naming, retiring facilities and memorials

### **Section G Personnel (20)**

Policies related to employees  
Hiring; Evaluation; Staff Conduct; Harassment; Ethics; Conflict of Interest; FMLA; Technology Acceptable Use; Drug Free Workplace



- Section H      Negotiations (2)**  
Negotiations Legal Status; Negotiating Agents of the School Committee
- Section I      Instructional Program (45)**  
Policies related to teaching and learning  
Curriculum and materials; Library Materials; Class Size Guidelines; Field Trips;  
Home Schooling, English Learners; 504's
- Section J      Students (45)**  
Policies related to students  
Equal Educational Opportunities; Harassment; Enrollment; Student Records; Allergies;  
Student Conduct; Allergies; Child Abuse and Neglect Reporting
- Section K      School-Community Relations (12)**  
Policies related to the community  
Use of school facilities; Advertising; MOA with Police; Visitors to schools; Public's right  
to know

## SCHOOL COMMITTEE POLICY DEVELOPMENT

According to Chapter 71, Section 37, the School Committee “shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Board of Education.”

Policies and/or revisions may be proposed by any member of the Committee, any member of the public and any member of the staff. The Superintendent shall have the responsibility of recommending policies for adoption and/or revisions of existing policies. These policies shall be in the form of general principles and statements of intent. The Superintendent is responsible for developing the procedures to ensure implementation of the School Committee policies.

The School Committee shall have two readings of any proposed policy/revision to allow for input from interested parties. A vote shall be taken on the second reading. Only under emergency conditions will a policy be adopted on the first reading.

The Committee shall periodically review policies to maintain their timeliness and relevance.

Policies will be available to the public by being posted on the District website.

CROSS REFS.: BGF, Suspension of Policies  
CH, Policy Implementation

Approved: 12/12/13

## **POLICY IMPLEMENTATION**

The Superintendent has responsibility for carrying out, through regulations, the policies established by the School Committee.

The policies developed by the Committee and the regulations developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all District employees and students will comply with them.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and regulations and for seeing that they are implemented in the spirit intended.

CROSS REFS.: BG, School Committee Policy Development  
BGF, Suspension of Policies

**Approved on: 12/12/13**

*Acton-Boxborough Regional School District*

## **DEVELOPMENT OF PROCEDURES**

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

Approved on: 12/12/13.

*Acton-Boxborough Regional School District*

## **SCHOOL COMMITTEE REVIEW OF PROCEDURES**

It is expected that the Superintendent and administrative staff will need to issue regulations implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific direction from the Committee.

The Committee will not officially approve procedures except as required by state law, or in cases when strong community attitudes or possible student or staff reaction make it necessary or advisable for a regulation to have the Committee's advance approval.

### **Rules Pertaining to Staff and Student Conduct**

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for information purposes only.) Standards of conduct will be included in staff and student handbooks.

LEGAL REFS.:       M.G.L. 71:37H

Approved: 12/12/13

*Acton-Boxborough Regional School District*



## Acton-Boxborough Regional School Committee

### Operating Protocols

voted 9/20/18

As elected members of the Acton-Boxborough Regional School Committee and ambassadors of the District, we are advocates for our schools and supporters of public education. We pledge to conduct our business in a professional, respectful, thoughtful and efficient manner, and commit to the following protocols in our work with the Superintendent, the Staff/Administration and the general public. We will:

#### **Support the educational welfare and well-being of ALL students in a positive district climate and culture**

- Work collaboratively to support the adopted vision and mission of the School District.
- Create policies, develop budgets and assure accountability to sustain continuous improvement in teaching and learning.
- Support the Superintendent and staff in their implementation of policies and operations.
- Prioritize student needs and interests above all else in the decisions we make.
- Work from a unified vision which defines success and accountability for the Committee, Superintendent, staff, and students.

#### **Demonstrate professional and collegial relations at all times**

- Empower School Committee members to freely express their opinions, concerns and ideas in a climate of trust and mutual respect, even in times of disagreement.
- Base our decisions on available facts, vote our convictions, avoid bias.
- Once a decision is made, all members will uphold and support the committee's decision.
- Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.
- Debate respectfully, effectively and efficiently so that meeting time is used wisely, being mindful of our large committee.

#### **Dedicate ourselves to establishing and maintaining effective communication**

- Channel requests for information, reports, and data through the Superintendent and the Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information in a timely manner and that information will be shared to the extent possible.
- Welcome respectful, thoughtful input from the public in shaping Committee decisions.
- While our meetings are open to the public, and we invite and encourage all citizens to join us, they are not public meetings. Public participation is subject to MA General Law Chapter 30A section 20g and our School Committee policy BEDH.
- Address questions and concerns in the most efficient manner, by directing parent/guardians to the appropriate person within the district chain of communication via the Parent Communication Map found on [abschools.org](http://abschools.org).

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



## Acton-Boxborough Regional School Committee

### Operating Protocols

voted 9/20/18

- Communicate questions/concerns as soon as possible, ideally before a meeting.
- Refrain from addressing issues that have not been previously brought to the attention of the Chair and/or Superintendent, except in emergency situations.
- Strive to make our meetings as efficient as possible:
  - Add meetings to address topics requiring lengthy discussion.
  - Recognize that discussion on certain issues may be delayed.
  - Limit the number of agenda items in order to keep meetings to a reasonable time frame.
  - Discourage use of meeting packet addendum items.
  - Come to meetings prepared by reviewing materials thoroughly ahead of the meeting.

All members are familiar with the Committee's Policy Section B: *School Board Governance and Operations* (posted on [abschools.org](http://abschools.org)) and agree to follow the policies and encourage fellow members to do the same.

Diane Baum, Chairperson

Mary Brolin

Ginny Kremer

Tessa McKinley

Paul Murphy

Eileen Zhang

Michael Bo

Adam Klein

Amy Krishnamurthy

Maya Minkin

Angie Tso

Peter Light, Superintendent of Schools

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

WELLNESS • EQUITY • ENGAGEMENT



## Finance Committee FY19 Point of View

October 2018

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## Agenda

- State of the Town
- Concerns
- Recommendations
- Key Conclusions

2



## State of the Town: Financial Status

- AAA rated by Moody's and Standard & Poor
  - We can borrow at competitive rates
- Strong tax collection rate
  - 99% of taxes collected on time
- Local economic indicators well above state & county averages



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## State of the Town: How We Compare

	<b>Acton Town</b>	Middlesex County	Massachusetts State
Median Family Income <sup>1</sup>	<b>\$159,129</b>	\$111,926	\$90,180
Median Home Value <sup>2</sup>	<b>\$540,400</b>	\$432,300	\$341,000
Unemployment Rate <sup>3</sup>	<b>2.6%</b>	2.6%	3.5%

Sources:

1. US Census Bureau. (2010, October 05). INCOME IN THE PAST 12 MONTHS (IN 2016 INFLATION-ADJUSTED DOLLARS). Retrieved June 14, 2018, from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
2. US Census Bureau. (2010, October 05). SELECTED HOUSING CHARACTERISTICS. Retrieved June 14, 2018, from <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
3. Executive Office of Labor and Workforce Development. (2018, April). Labor Force and Unemployment Data. Retrieved June 14, 2018, from [http://lmi2.detma.org/lmi/lmi\\_lur\\_area.asp?AT=04&A=000017&Dopt=TEXT](http://lmi2.detma.org/lmi/lmi_lur_area.asp?AT=04&A=000017&Dopt=TEXT)

4

## State of the Town: Tax Rate

- Acton's tax burden holding steady as a percentage of income
  - 5.73% of average family income in 2010
  - 5.46% of average family income in 2016

Equation: average family tax bill ÷ average family income

See Appendix A for supporting data.

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## State of the Town: Reserves

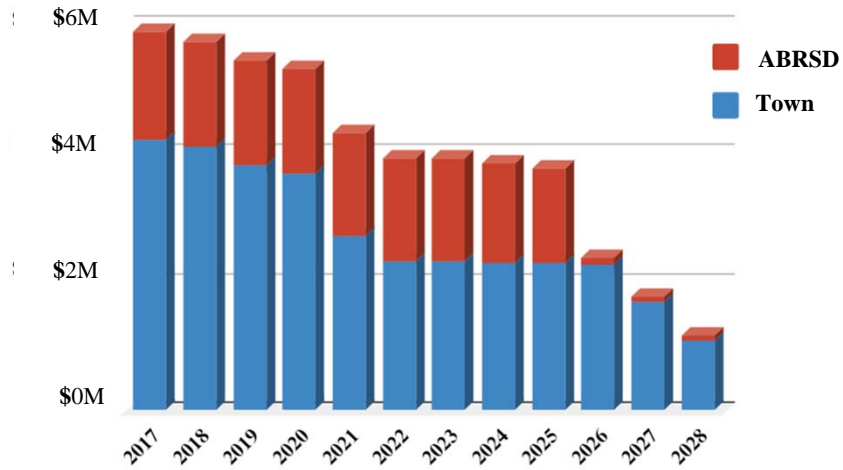
- We maintain funds in Reserve (rainy day) for unexpected expenditures
  - Free cash
  - Stabilization fund
  - Unused tax levy
- Reserves help maintain our AAA bond rating
  - Allows us to continue to borrow at competitive rates



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## State of the Town: Debt Service

*Principle and Interest: Town & Our Share of AB*



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## Agenda

- State of the Town
- Concerns
- Recommendations
- Key Conclusions

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## Concerns: Spending

- Tax levy is constrained by Proposition 2 ½

Proposition 2 ½ allows the town to tax no more than 2 ½% over the previous year's property tax rate.\*

(Without an override vote)

- Budgeted spending often exceeds 2 ½%

\*Proposition 2 ½ allows a community to increase its levy limit annually by an amount based on the increased value of new development and other growth in the tax base that is not the result of revaluation.

## Concerns: Compensation Growth

- Compensation is our largest budgetary item
  - 71.60% of next year's town budget will be salary & fringes
  - 79.05% of next year's school budget will be salary & fringes
- Past four years of compensation growth in excess of 4%



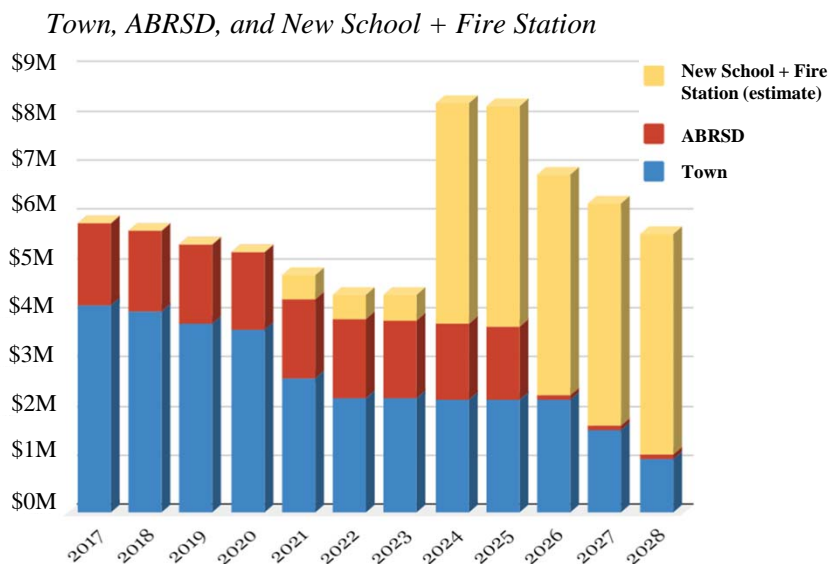
## Concerns: Projected Debt

Our current annual debt payment (payments on our debt, not total amount owed) decreases in 5 years by \$1M/year and again in 10 years by \$3M/year.

- Based on current assumptions, we estimate a new twin school + fire station will add debt payment costs of \$4.5 million over the next five years
  - Current projected impact on the average single family tax bill shows an increase of 2024 at \$333, but declines by 2028 to \$46.

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## Concerns: Projected Debt (cont.)



## Concerns: Capital Overrides

### 1-5 Years

- Address critical repair issues in town buildings: Transfer Station roof, Civil Defense Building updates, DPW HVAC, etc.
- Bonding for new twin school to replace Douglas, Gates or Conant, & pre-k

### 5 - 30 Years

- Conant/Gates
- DPW Building
- Sewer Expansion



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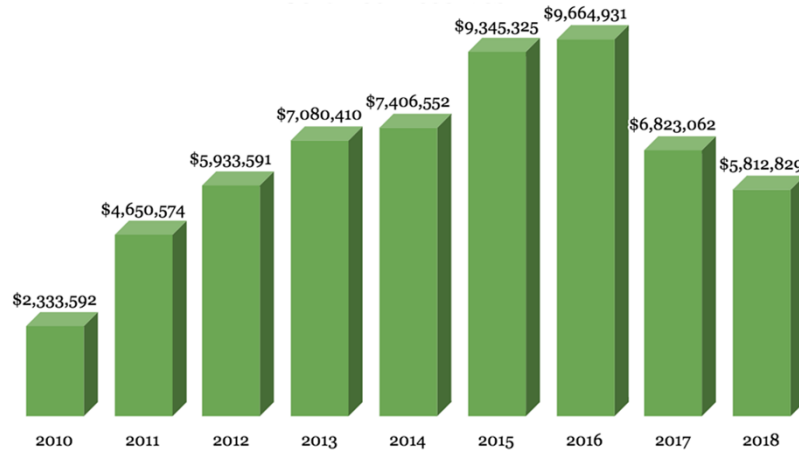
## Concerns: Reserves

- FY20 Budget likely to reduce Reserves
- In FY20 we are in jeopardy of being below Reserve policy floor
- Continuing to depend on Reserves to fund Operating Budget is unsustainable
  - Replenishment is less than budgeted Reserve use

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## Concerns: Reserves (cont.)

*Town of Acton Certified Reserves*



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## Agenda

- State of the Town
- Concerns
- Recommendations
- Key Conclusions

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## Recommendations: Reserve Policy

- Adhere to upper and lower thresholds on the Reserves
  - Lower threshold, 5% of *municipal spending*
  - Upper threshold, 5% of *total Acton spending* including the school assessments
- Encourage using Reserves for one-time items
  - Capital needs (not anticipatable purchases)
  - Emergencies

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## Recommendations: OPEB

### Other Post-Employment Benefits

*Healthcare, Life Insurance, Deferred Compensation*

- Town: Continue OPEB funding at current levels
  - Acton's funding is a strength, compared to other towns
- School District: Continued emphasis on meeting OPEB obligation



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## Recommendations: Capital Projects

- Proposed capital improvements and prior year completed projects should be presented at Annual Town Meeting
- Town and school facilities should continue to save money by using in-house resources where possible
- Continue funding ongoing maintenance within the operating budget

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## Recommendations: Capital Projects (cont.)

- Future capital needs must be prioritized before they become critical
  - Board of Selectmen and School Committee should develop a specific, ranked list of the most pressing capital issues

Priorities

①

②

③

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## Recommendations: School Building Committee

- Build new twin school through MSBA\* funding partnership
- Maximize MSBA reimbursement rate
  - Adhere closely to all MSBA requirements
- Don't add non-reimbursable elements to design and construction of new building, unless acceptable ROI proven



Massachusetts School Building Authority  
*Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities*

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## Recommendations: Reserves

- Do not rely on Reserves to plug operating gaps
- Reserves should only be used for one time capital projects or emergencies



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## Recommendation: Land Purchases

- Clearly identify purpose for town's continued ownership
- Develop 53 River St. plan
  - Acquired 1/20/2017
- Develop Walker property plan
  - Acquired 1/29/2016

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## Recommendations: Operating Budget

- For FY20, the Operating Budget should grow by no more than 3%



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## Agenda

- State of the Town
- Conclusions
- Recommendations
- Key Conclusions

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## Key Conclusions

- Capital improvement overrides are coming within the next 3 years
- Without a change in spending, operating overrides may become necessary as well

Wkdq#rx#n#rx#pnl  
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## Appendix A

### Acton

Year	Avg Single Family Value	Average Single Family Tax Bill	Average Family Income	Tax Bill as % of Income
2010	\$512,103	\$8,767	\$152,923	5.73%
2011	\$500,492	\$9,049	\$158,874	5.70%
2012	\$499,163	\$9,259	\$168,554	5.49%
2013	\$505,237	\$9,650	\$171,021	5.64%
2014	\$505,494	\$9,832	\$178,362	5.51%
2015	\$531,639	\$10,128	\$182,391	5.55%
2016	\$539,896	\$10,382	\$190,116	5.46%
2017	\$561,186	\$10,696	not yet available	

Source:

Department of Local Services: MA Dept of Revenue. "Municipal Databank." Average Single Family Tax Bill. September 15, 2017. Accessed August 28, 2018. [https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=AverageSingleTaxBill\\_SingleFamTaxBill\\_MAIN](https://dls.gateway.dor.state.ma.us/reports/rdPage.aspx?rdReport=AverageSingleTaxBill_SingleFamTaxBill_MAIN)

United States Census Bureau. "Income in the Past 12 Months (in 2015 Inflation-Adjusted Dollars)." American FactFinder. October 05, 2010. Accessed August 28, 2018. [https://factfinder.census.gov/faces/nav/jsf/pages/community\\_facts.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml)



# Who's Raising Our Kids? Nurturing Human Values in a Digital World



**November 5, 2018 7:00-9:00 PM RJ Grey Auditorium**

**Sharon Maxwell, Ph.D.**

*Award-winning author of **THE TALK: A Breakthrough Guide to Raising Healthy Kids in an Oversexualized, Online, In-Your-Face World** (Avery, 2008)*

The developing brain is an interactive work in progress, constantly engaging with the environment, creating a universe of connections that become how we understand ourselves, the world, and our place in the world.

From smartphones to laptops, from texting to snapchat, media technology delivers to our children a new cyber environment, providing an infinite source of information, stimulation, and opportunities for communication. This environment is having a profound impact on how our children think about themselves and is changing the way our children socialize and communicate. How do we best use this amazing resource to enhance our lives? How do we keep it from shaping our children and undermining the values we want to impart?

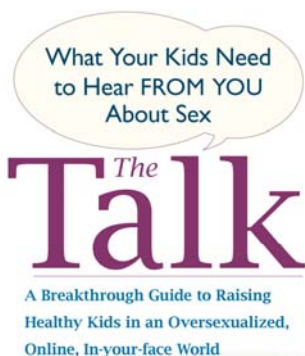
Dr. Maxwell shows parents how kids are using and abusing media technology and helps parents set balanced, realistic guidelines that bring the internet into alignment with family schedules and values.

Dr. Maxwell is an award-winning author, educator, and practicing clinical psychologist. Her work has been featured in TIME Magazine, US News and World Report, USA Today, Working Mother, The Boston Globe, on NPR, Oprah and Friends, and Fox News. The Boston Parents Paper voted Dr. Maxwell a 2009 Family Advocate of the Year.

*"Dr. Maxwell gives practical guidance on sharing values with children. Her focus on teaching self-discipline and developing self-control is a refreshing counterpoint to a pop culture that says we should have it all right now. I highly recommend The Talk to every parent."* —**Dr. Alvin F. Poussaint**, Professor of Psychiatry and Faculty Associate Dean for Student Affairs at Harvard Medical School.

For more information please visit: [DrSharonMaxwell.com](http://DrSharonMaxwell.com)

e-mail: [DrSharonMaxwell@DrSharonMaxwell.com](mailto:DrSharonMaxwell@DrSharonMaxwell.com)



SHARON MAXWELL, Ph.D.



# Acton-Boxborough Regional School District

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

Peter J. Light  
Superintendent of Schools

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## No School, Delayed Opening & Emergency Release Procedures

October 2018

ABRSD Families,

Our goal as a school system is to ensure that our school campuses and facilities are safe for students to attend each day. While every effort will be made to achieve this goal, there will be times when conditions beyond our control, including weather and/or environmental factors, might force a decision to release school early, delay the opening of school or cancel school altogether. This information is provided in an effort to clarify the plans that will take effect under these circumstances.

### **The Decision-Making Process**

The Superintendent is responsible for deciding when to cancel, delay or close our schools. This decision-making process, however, is influenced by a number of factors including consultation with the Departments of Public Works in Acton and Boxborough, local public safety officials and our own facilities and transportation offices. The Superintendent will make every effort to make a determination by 5:30 a.m. regarding any school closure or delays for the day.

### **Communication**

If schools are closed or delayed, the information will be disseminated through the following means:

- District website ([www.abschools.org](http://www.abschools.org) )
- The district's automated system that places calls to home and cell phone numbers provided to PowerSchool
- Local media including Channel 4 WBZ; Channel 5 WCVB; Channel 7 WHDH; Channel 10 NBC Boston; and FOX 25.

**If you would like to change your contact information, including phone number(s) and/or email, or if you would like to opt out of the automated notifications, please update your information in the PowerSchool Parent Portal at <https://absis.ab.mec.edu>**

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



## **School Closure**

If the decision is made to cancel school for the day a “No School” announcement will be made and all schools and programs within the Acton-Boxborough Regional School System will be closed. Our automated notification system will be used to contact home and cell phones provided by parents/guardians through PowerSchool by 6:00 a.m.

If a “No School” decision is made then the following will apply:

- All classes PreK-12 and school activities will be cancelled for the day, unless otherwise notified. This will include all before and after school activities, sports and extracurricular events.
- All after school and evening meetings will be cancelled unless an exception is made.
- All Community Education programs will be cancelled.
- Transportation of students to out-of-district schools will be cancelled when the Acton-Boxborough Regional School District is closed.
- All offices will be closed.

## **Delayed-Opening Announcement**

If extra time is deemed necessary to safely clear roads and sidewalks, a decision will be made to shorten the day through a “Delayed-Opening.” Once this decision is made, either a “1-Hour” or “2-Hour” Delayed-Opening will be announced.

Under such conditions, the following will apply:

- Transportation will begin their schedules and pick-up times as close to the delayed time of opening as possible. For example, if a bus run begins at 6:45 a.m. on a regular school day and a two-hour delay is called, that bus will then aim to pick-up students at 8:45 a.m.
- Schools will be dismissed at their regular times.
- Meals will be served at their regular times in the cafeteria.
- Kindergarten AM sessions will be cancelled.
- PM and All Day sessions at the Carol Huebner Early Childhood Program-Acton Site will begin at 12:30. PM and All Day sessions at the Boxborough Site will begin at 12:15. For both sites, AM sessions will be cancelled.
- Community Education Extended Day will open on a delayed schedule. All after-school activities and programs will operate under their normal schedule.
- School offices will open either one or two hours later depending on the delay announced.

## **Emergency Release**

Once students arrive at school and the buildings are open, every effort will be made to operate a normal schedule and release students at the normally scheduled time. However, in the event of severe weather or other emergency conditions, it may be necessary for the Acton-Boxborough Regional Schools to release students before the end of the school day. If such a decision needs to be made then the automated notification system will be used to alert parents and guardians. Please have a plan in place with your child who might arrive home early on these unusual occasions.

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