

Acton-Boxborough Regional
School Committee Meeting

September 15, 2016

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

September 15, 2016
7:00 p.m. Open Meeting

AGENDA

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
 - 2.1. ABRSC Meetings of 9/1/16
3. **Public Participation**
4. **FY17 School Improvement Plans Presentation** (7:10)
 - 4.1. Blanchard Memorial School – *Dana Labb*
 - 4.2. Luther Conant School – *Damian Sugrue*
5. **American Federation of State, County & Municipal Employees (AFSCME) Contract Ratification – VOTE** – *Marie Altieri* (7:40)
 - 5.1. AFSCME Custodial and Maintenance Contract Approval Memo
 - 5.2. Proposed Memorandum of Agreement
6. **FY17 Superintendent Goals – VOTE** – *Glenn Brand* (8:00)
7. **Master Plan Process Update** – *Glenn Brand* (Presentation at 10/6/16 ABRSC meeting) (8:15)
 - 7.1. Visioning Workshop on 9/15/16 (oral)
8. **Financial Updates**– *Clare Jeannotte* (oral) (8:25)
9. **Discussion of November 2016 Ballot Question - Lifting the Charter School Cap in MA** – *Mary Brolin* (8:30)
 - 9.1. Memo from the Chair – possible VOTE of an ABRSC position statement?
 - 9.2. Initiative Petition
 - 9.3. Proposed Resolution Against Lifting the Cap from masteacher.org - *for discussion*
 - 9.4. Memo from ABEA President, Karen Sonner
10. **Subcommittee Reports** (8:40)
 - 10.1. Budget – 9/14/16 meeting – *Maria Neyland*
 - 10.2. Policy - 9/14/16 meeting – *Brigid Bieber*
 - 10.3. Comparative Communities Study – *Diane Baum* (addendum)
 - 10.4. Outreach (including PTO Co-chairs) – *Kristina Rychlik*
11. **School Committee Member Reports** (8:50)
 - 11.1. Acton Leadership Group (ALG) – *Amy Krishnamurthy, Paul Murphy*
 - 11.1.1. Meeting minutes 9/1/16
 - 11.1.2. Three Board Teambuilding Meeting on 9/21/16 at 6PM
 - 11.2. Boxborough Leadership Forum (BLF) – *Mary Brolin*
 - 11.3. Health Insurance Trust (HIT)– *Mary Brolin*
 - 11.4. Acton Finance Committee – *Deanne O'Sullivan, Amy Krishnamurthy*
 - 11.5. Acton Board of Selectmen – *Eileen Zhang, Paul Murphy*

- 11.6. Boxborough Finance Committee- *Mary Brolin*
- 11.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
- 11.8. Minuteman Technical High School (MMT) Update – *Diane Baum*
 - 11.8.1. MMT District Ballot Vote – Tuesday, September 20, 2016 from 12 - 8 p.m. at the Jr High (*Acton registered voters only*) and Boxborough Town Hall (*Boxborough registered voters only*)
 - 11.8.2. See information on <http://www.acton-ma.gov/>, <http://www.boxborough-ma.gov/> and <http://www.minuteman.org/>
 - 11.8.3. ABRSC statement voted 9/1/16

12. **Superintendent’s Report/Updates** – *Glenn Brand (9:00)*

- 12.1. Family Learning Series: The Science of Sleep – Kirsty Kerin, PhD, Monday, September 16, 2016 at 7:00 p.m. ABRHS Auditorium
- 12.2. ABRHS Field Trip to Quebec – date change from 4/15/17 – 4/18/17 to 4/17/17 – 4/20/17 (*oral*)
- 12.3. ABRSD Nature Play Spaces Grand Opening! Friday, September 23, 2016 at 11:00 a.m. at the Conant School (*This celebration includes the Nature Play Spaces at Parker Damon Building, Douglas & Gates Schools.*)

13. **FOR YOUR INFORMATION** (*9:10*)

- 13.1. Monthly Enrollment, 9/1/16
- 13.2. “School Finance Topics Update” at Acton Finance Committee on 8/9/16, *Clare Jeannotte*
- 13.3. “Expanding our Notion of Success” - Challenge Success Update, September 2016

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

NEXT MEETINGS:

October 6 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted September 30)

This meeting will begin with a “**Final District Master Plan Options**” presentation by Dore & Whittier (approximately 7:00 – 8:00), followed by regular ABRSC meeting business.

October 20 - ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted October 14)

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

Library
R.J. Grey Junior High School

September 1, 2016
7:00 p.m. Open Meeting

Members Present: Brigid Bieber, Mary Brolin, Amy Krishnamurthy, Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland (7:15 p.m.), Deanne O’Sullivan, Kristina Rychlik, Eileen Zhang

Members Absent: Diane Baum

Others: Marie Altieri, Dawn Bentley, Glenn Brand, Clare Jeannotte, Beth Petr

1. Chairperson Mary Brolin called the ABRSC to order at 7:00 p.m.
2. **Chairman’s Introduction**
First Day of School Report – Dr. Brand and his administrative team visited all of the schools and said it was a “tremendous” start to the new year. He thanked everyone for all of the work that went on behind the scenes including the custodians, transportation department, cafeteria staff, central office, principals and all of their staff.
3. **Statement of Warrant & Approval of Minutes**
Katie Neville moved, Amy Krishnamurthy seconded and it was unanimously,
VOTED: to approve the minutes of 6/23/16 and 8/8/16 as written.
The warrants were read by the Chair (see attachment) and circulated to the Committee for their review and signatures.
4. **Public Participation** - none
5. **American Federation of State, County & Municipal Employees (AFSCME) Contract Ratification – ~~VOTE~~ – Marie Altieri**
(THIS HAS BEEN REVISED TO A DISCUSSION ONLY. THE VOTE HAS BEEN POSTPONED TO THE 9/15/16 SCHOOL COMMITTEE MEETING.)
 - 5.1. Proposed Memorandum of Agreement (MOA)
Marie Altieri reviewed the MOA. The AFSCME expects to ratify it by the next School Committee meeting on 9/15/16. There will be a slightly modified agreement for the vote. The proposed contract has a 1.75% increase in each of the three years. There was an agreement to do a one time 1% increase to the top step of the 6 steps in FY17. One of the positions will be upgraded by one grade in FY17 and two positions in FY18. Total cost of contract increase for FY17 is 3.8%, for FY18 it’s 3.2% and FY19 is 2.5%. The Committee will vote at the next meeting.
6. **Office Support Association (OSA) Contract Update – Marie Altieri, Mary Brolin**
 - 6.1. Memo from ABRSC Chairperson Mary Brolin
 - 6.2. Notice of Hearing, 8/1/16
 - 6.3. MA Department of Labor Relations Representation Petition, 8/1/16
 - 6.4. Letter from Attorney Peter Ebb, 8/25/16

Marie Altieri reported that soon after coming to a tentative agreement, the District was notified that there had been a petition filed regarding the OSA. The District must stay neutral, and at the advice of District counsel Peter Ebb, negotiating will stop and any votes will be deferred until the issue is decided. As required, the Hearing notice is posted on all of the employee bulletin boards. The prehearing conference is scheduled for September 22, 2016 and the hearing at October 6, 2016.

7. FY17 Superintendent Goals – First Read – Glenn Brand

Dr. Brand reviewed his FY17 proposed goals noting that he incorporated feedback that he received since his preliminary presentation at the School Committee workshop. The Committee appreciated the refinements. Eileen Zhang thanked Dr. Brand for all of the recent communications from her children’s principals, teachers, and the Superintendent.

Kristina Rychlik said that she had spoken to Dr. Brand already about how many and how extensive the goals are. She noted that sometimes when people are asked about so many things, people will expect a fast response on them. Kristina agreed that they are all legitimate concerns that should be addressed, but she reminded the Committee that they play a role in this ambitious work as well. Paul Murphy asked if they should ask Dr. Brand to pare the list down. Mary Brolin had thought about this but could not figure out what to cut out. Deanne O’Sullivan stated that although it is a long list, there is a step by step approach to start the processes. She does not expect resolutions on all of the items by May, just a step forward on them. Mary Brolin mentioned that the Challenge Success book stresses that changes are not immediate. The Committee needs to pay attention to the deliverable for this year and also understand that collecting school climate data this year is good, and to use it the next year is also good.

8. Safety and Security Updates – Glenn Brand

8.1. Letter to ABRSD Families

8.1.1. ALICE Training Update

8.1.2. School Building Security Update

Dr. Brand referred the Committee to the letter recently sent to all families cosigned by the three School Resource Officers. ALICE training took place the first week for all staff in all of the buildings. Over 20 staff members went to training last year and they delivered the training to others this week. A letter from principals will go home to families just before training happens for the students in early October.

Dr. Brand has heard concern about exterior door security since he first arrived at AB. As a result, he plans to lock all exterior doors, with the exception of the High School, starting October 1, 2016. There should be one point of entry for visitors. The High School will lock some of their exterior doors now, but some will stay open, due to how that building is used by students and staff. Over the past couple of years, card readers for entrances were added for all staff. Although all visitors are now signing in at the front offices, there are still questions that need to be answered, and processes to be decided on. No procedures can ensure that all buildings are always 100% safe, but locking the doors is a step in the right direction.

Maria Neyland appreciates locking all of the elementary schools but is concerned about locking many of the High School doors due to all the kids going outside to make it to their classes in time. This is part of the culture of the high school. She also feels it is good to have multiple doors open for dropping kids off at the High School when traffic is backed up.

The ALICE slides and other information are available on the website under the “About Us”, “Emergency Info/Weather Delayed Openings”. In response to a question about the plan for the doors at Conant and the Junior High on election days, Dr. Brand said that there are going to be times when procedures may be changed.

9. District Master Plan Update – Glenn Brand

Dr. Brand reviewed the upcoming meetings - the final Visioning Session on September 15 and the Working Group meeting on September 22. Dore and Whittier will present their options including pros and cons at the Visioning Session. They will make their final presentation of the District Master Plan options at the October 6, 2016 School Committee meeting. The public is urged to attend.

10. FY17 Staffing and Enrollment Update – Marie Altieri

- 10.1. September Enrollment and Additional 3rd Grade Classroom
- 10.2. 2016-2017 New Professional Staff (updated)
- 10.3. Agenda from Orientation held 8/24/16

Marie Altieri explained how the additional 3rd grade classroom was recently added due to enrollment. Kristina Rychlik emphasized that the situation illustrates the need to build flexible spaces so changes like this that often happen as school is getting ready to start, can be accommodated. The Committee discussed how many families with incoming kindergarteners were coming in over the summer to register. It was agreed that Kindergarten registration information should be sent out earlier and more widely distributed to try to prevent some of the last minute registrations. Late registrations have an effect on class sizes and can sometimes be significant.

11. Financial Updates– Clare Jeannotte

- 11.1. Acknowledgement of MIAA (MA Interlocal Insurance Association) Rewards Earnings
- 11.2. Other Post Employment Benefits (OPEB) Investment Update, 6/30/16
- 11.3. FYI – School Finance Reporting Discussion Sessions, 8/16/16, DESE

Clare Jeannotte updated the Committee on the above.

12. Minuteman Technical High School (MMT) Update – Mary Brolin

- 12.1. MMT District Ballot Vote – Tuesday, September 20, 2016 from 12-8 p.m. at the Jr High (*Acton registered voters only*) and Boxborough Town Hall (*Boxborough registered voters only*)
- 12.2. See information on <http://www.acton-ma.gov/>, <http://www.boxborough-ma.gov/> and <http://www.minuteman.org/>
- 12.3. **VOTE** on proposed ABRSC statement regarding MMT Ballot Question

The Committee reviewed the restrictions that they cannot advocate a ballot question position using school resources but they can vote a position statement. Paul Murphy and Kristina Rychlik spoke in support of the statement proposed in Mary Brolin’s memo.

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

VOTED: to adopt the proposed statement in support of this ballot question.

13. Discussion of November 8, 2016 Ballot Question - Lifting the Charter School Cap in MA – Mary Brolin

- 13.1. Memo from the Chair
- 13.2. Initiative Petition
- 13.3. Proposed Resolution Against Lifting the Cap from massteacher.org - *for discussion*
- 13.4. Memo from ABEA President, Karen Sonner

Mary Brolin thanked Diane Baum for finding the background material in the memo. Mary proposed a discussion of the topic and then the Committee could decide if they wanted to vote a statement at their meeting on 9/15/16. Benjamin Blumenthal, parent of a kindergartner and new to Acton, spoke from the audience against the ballot question. He stressed that charter schools take critical funding from the local public schools. Because some of the links in the memo were not working, the Committee decided to wait to discuss the issue until their next meeting. Kristina Rychlik reminded the Committee that they do not need to decide if they support charter schools or not. The ballot question statement involves whether they support lifting the cap on the number of charter schools or not.

14. Subcommittee Reports

- 14.1. Budget – *no report/next meeting is 9/14/16*
- 14.2. Policy - *no report/next meeting is 9/14/16*
- 14.3. Comparative Communities Study – *meeting held 8/30/16 – update at 9/15/16 meeting*
- 14.4. Outreach (including PTO Co-chairs) – Kristina Rychlik reported that they are meeting 9/7/16.

15. School Committee Member Reports

- 15.1. Acton Leadership Group (ALG) – *Amy Krishnamurthy*
 - 15.1.1. Agenda and materials for meeting on 9/1/16, including 6/30/16 minutes

- 15.1.2. Five Board Meeting on 9/21/16 – This would be a social event with no business so it would not be posted. Details are being confirmed. A Three Board meeting may be held on 9/15/16. Amy will check with Acton BOS Chair Peter Berry.
- 15.2. Boxborough Leadership Forum (BLF) – Mary Brolin reported that this meeting was postponed.
- 15.3. Acton Finance Committee – Deanne O’Sullivan reported that Free Cash and the stabilization fund were discussed. Steve Noone asked why reserves keep going down even though Boards keep replenishing them. Someone stated that it is due to the unpredictability of the budgets.
- 15.4. Acton Board of Selectmen – Eileen Zhang was on vacation so no report.

16. Superintendent’s Report/Updates – Glenn Brand

- 16.1. FY17 Student Representatives to the ABRSC
The election for the High School Representatives will be in the beginning of October.
- 16.2. Challenge Success Update
Much work was done over the summer on this new initiative, including reviewing all of the survey results from last year. Challenge Success will be a very exciting partnership for ABRSD. As an introduction, School Committee members were given a copy of *Overloaded and Underprepared, Strategies for Stronger Schools and Healthy, Successful Kids* by Denise Pope, Maureen Brown and Sarah Miles.
- 16.3 ABRSD 2016-2017 Family Learning Series
Deborah Bookis is enthusiastic about this year’s speakers. The District has joined forces with the schools’ PTOs, PTF, and PTSOs as well as The United Way, AB Special Education Parent Advisory Council and Danny’s Place Youth Services. These presentations will be taped and posted on Acton TV and our website. November 8th is ABRSD Professional Learning Day for staff and it will be all about Challenge Success. Families are welcome to attend the Presentation that night with Dr. Pope to learn more. The taping of this presentation is being confirmed.

The ABRSC adjourned at 8:57 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda and list of warrants

NEXT MEETINGS:

September 15 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted September 9)
October 6 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted September 30)

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



Blanchard Memorial School School Improvement Plan for 2016-17 School Year

School Council Membership

Name	Role	Year of Term
Dana Labb	Principal (Chair)	
Karen Tower	Assistant Principal	Ad Hoc
Jennette Kollman	Parent	2017 (2-year term)
Claudine Lesk	Parent	2017 (2-year term)
Tessa McKinley	Parent	2016 (2-year term)
Kirsty Kerin	Parent (Secretary)	2017 (3-year term)
Maribeth Higgins	Faculty	2016 (2-year term)
Connie Long	Faculty	2018 (3-year term)
Patricia Harrison	Faculty	2016 (2-year term)
Mary Pavlik	Community (Co-Chair)	Appointed
John Fallon	Community	Appointed

GOALS FOR 2016-2017

Goal 1: Social Emotional Health (ongoing)

To assess and evaluate the Social/Emotional Health (SEH) and Well-Being of students, staff and families to understand the needs of our school and greater community and to raise awareness of SEH issues and their impact on learning.

Background and Rationale:

As highlighted by the ABRSD administration, there is increasing evidence that our emphasis on success, though well-intentioned, does not leave enough time and space to attend to the many other things we know a child needs to develop a sense of well-being. Next year, there will be a district-wide focus on social emotional health and well-being as evidenced in the district's adoption of 'Challenge Success'.

Strategies:

To document our current SEH needs, the results of several current survey tools will be analyzed including:

- Youth Risk Assessment Survey targets our grade 6 students.
- Challenge Success Survey is targeted toward our district goals for next year.
- Tufts survey and interviews are specific to Blanchard for grades K through 5, for students, staff and families.
- Building-based Professional Development for school-wide behavior plans and executive functioning skills to embed in daily routines in grades K through 6.

Outcomes:

- Presentation of findings in faculty meeting.
- Discussion with parents at community coffee meeting.
- Create professional development based on findings.

GOAL 2: English Language Arts (ongoing)

To focus on the implementation of standardized writing assessments to establish a consistent vertical alignment on rubrics throughout the grades in all genres.

Background and Rationale:

Teachers have begun to use different rubrics from different sources and it has been challenging to compare student performance from one year to the next as they transfer from grade to grade. Teachers who took the SRSD course, brought to the district by Deb Bookis and Sharon Ryan, found that the SRSD rubrics were far more effective in scoring student work and in sharing the results with students. There has been increased interest in using the SRSD rubrics by the faculty.

Strategies:

Professional development:

- Increase the access to training in the SRSD rubrics for interested faculty.
- Create professional development opportunities for the classroom assistants in both regular and special education.

Analyze writing data for progress monitoring:

- Identify Tier II and Tier III students who would benefit from enrichment, review or intervention.
- Implement individualized instruction.

Outcomes:

- Continue to analyze grade level writing assessment data.
- Improve consistency in writing assessments throughout the grades.
- Develop student flexibility in understanding writing tasks and criteria for achievement.

GOAL 3: Mathematics (ongoing)

To continue our year-3 implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K through 6, and solidify the beginning of year (BOY), middle of year (MOY), and end of year (EOY) assessments in mathematics for every grade. To evaluate the effectiveness of the MIF program using two years of formative and summative data to inform our selections.

Background and Rationale:

Our teachers have found that the Math In Focus (MIF) program is not aligned with the Common Core and does not provide enough appropriate practice or assessment with each skill and standard. The faculty has worked diligently to supplement the lessons, practice, and the assessments to ensure maximum student success (details below). In the coming year we will evaluate our math program for grades K through 6 and begin the process of piloting other programs to determine if we want to continue with Math In Focus (MIF) or move to other options. Teachers' outstanding efforts to enhance this program are not sustainable and must be supported or changed.

Strategies:

- Evaluate the effectiveness of the MIF program using two years of formative and summative data.
- Evaluate sustainable ways to support the MIF program long term.
- Evaluate other mathematics programs.
 - Obtain feedback from faculty and district partners.
- Continue to share best practices with other elementary schools and continue to communicate our need for support from the district.

Outcomes:

- Add an additional math assistant for the school to continue to provide teachers with differentiated resources, and assist in implementation of instruction in small groups (i.e. assessment, re-teaching opportunities, as well as extension and enrichment)
- Communicate the process of evaluation of math programs to families.
- Finalize the choice of mathematic programs for Blanchard.

Assessment of Previous Year's School Improvement Plan

Update Goal 1: Social Emotional Health

Outcomes / Evidence:

- Assessed and evaluated the Social/Emotional Health (SEH) and Well-Being of students, staff, and families in order to:
 - Understand the needs of our school and greater community.
 - Raise awareness of SEH issues and their impact on learning, including surveys by Tufts, Youth Risk Assessment, and others.
- The School Council completed assessments of several programs including OpenCircle, Responsive Classroom, etc.
- Determined that a hybrid model (see details below), customized by the Blanchard staff, would be most appropriate for the SEH needs of our students, staff and families.
- Global acceptance of the “Yoga 4 Classrooms activities” (including body breaks, Yoga, mindfulness, tools, sequences, etc.)
 - Provided teachers the ability to choose the components that worked for different classrooms, on different days, with different students and in different situations.
 - Grades K through 6 built a common language and practiced mindfulness to more easily cope with the social and emotional challenges, maintaining focus, self-regulation, and impulse control.
- Expanded targeted interactions between student and staff that promote social skills.
- Teachers have shared best practices to form a hybrid model for SEH including:
 - Grade level group lunches with administrators.
 - Zones of regulation
 - Second step
 - SuperFlex program
 - iSafe
 - Mindfulness
 - Quotes for mural
 - Extended day acts of kindness wall
 - Golden tickets
 - Yoga 4 Classrooms (yoga cards, sequences, etc.) (Community meeting)
 - Morning announcements – mindfulness quotes, turn and talk, etc.
- Continued open dialogue including protocols and bridging with the Junior High and High School Risk Assessment Teams to understand Blanchard's place in the pipeline.

- Strengthened regional dialogue in communication with district administrators at the other elementary schools.
- Ongoing identification of specific stressors for students, working on solutions, and promoting open conversations with students, staff, and families.

Means by which assessed:

Formative Assessments including:

- Implementation of yoga sequences throughout grade levels.
- Use of mindful vocabulary throughout grades by staff and students.
- Increased time with students by adding student lunches with Assistant Principal and Principal.
- Teacher survey feedback on SEH goal.

Update Goal 2: English Language Arts (Ongoing)

Outcomes / Evidence:

- Implemented literacy assessment through the Fountas and Pinnel Benchmark Assessment System (BAS) tool and used the data from the BAS to inform our Tiered Instruction (MTSS) instructional model for literacy.
- Developed an effective data progress monitoring system to assess student achievement.
- Developed a leveled library to help teachers with instruction during guided reading and MTSS intervention groups.
- The Data Day Calendar was revised to monthly team meetings.
- The teachers have developed successful intervention strategies to aid struggling students, and continue to search for appropriate curriculum materials.
- Considerable progress was made toward the implementation of a consistent and progressive scaffolding of literacy skills across the grades and vertically from one grade to the next. In that outcome, teachers aligned the curriculum with the Common Core Standard and developed consistent curriculum and objectives for classroom instruction and intervention programming.
- Educators were exposed to professional development to maximize high-impact learning instruction and assessment.
- High utilization rates in 2015-2016 of the leveled library from each grade.
 - Increased shared book resources across grades, which has allowed educators to provide books based upon BAS reading level for individual students.
 - All grades accessed a number of different titles and topics, which were Common Core aligned to supplement the curriculum for grades 1 through 6.

- Developed an effective, systematic method of data collection and distribution.

Means by which assessed:

- Grade level comprehension assessment data was analyzed for literacy achievement.
- Analyzed literacy data for progress monitoring of Tier II and Tier III students.
- Data workshops.

Update Goal 3: Mathematics

Outcomes / Evidence:

- Continued year two implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K-12:
 - Teachers clarified the shortcomings of the Math In Focus (MIF) program assessments that were inadequate for beginning, middle and end of year (BOY, MOY, EOY) common assessments.
 - Coordinated program pacing to highlight current gaps in curriculum, including developing lessons, working as a curriculum team and grade-level teams.
 - Teachers researched additional resources to align instruction with Common Core through research, development and curriculum meetings.
 - Teachers supplemented instruction with additional materials to provide additional explanation, practice, computation, and application.
 - Teachers created their own meaningful assessments, including the district math assessment, to overcome the gaps of the Math In Focus (MIF) assessment materials.
- The in-depth analysis of the Houghton Mifflin Math In Focus (MIF) program shifted the culture of math at Blanchard:
 - Knowing that Math In Focus did not align with Common Core or the developmental needs of the students, teachers focused specifically on what individual students needed in every standard taught.
 - Not all the same assessments worked for the different grade levels or for individual students.
 - Identified subgroups of students in tiers I, II, and III that required different resources and assessments. Heather Haines tested individual students to assess needs using written and verbal modes. Additionally, she provided assistance in accessing differentiated resources and identified ways in which to implement instruction in an individualized manner. These efforts highlighted the need for an additional math assistant for the school.
- Increased utilization of supplemental math resources was reported by over three quarters of the teachers.

Blanchard Memorial School Improvement Plan 2016-2017

- Flexibility toward pacing of curriculum was evident in all grades to ensure student understanding was not forfeited when the program was inadequate.

Means by which assessed:

- Summative and formative assessments.
- Curriculum and grade level team meetings.
- Data workshops.
- Teacher Surveys.
- Additional faculty meetings.
- Community coffee hours.

Acton-Boxborough Regional School District



SCHOOL IMPROVEMENT PLAN Outcomes of 2015- 2016 Goals for 2016-2017

Presented By: Blanchard Memorial School Council
September 15, 2016

BMS School Council

Name	Role	Year of Term
Dana Labb	Principal, Chair	
Karen Tower	Assistant Principal	Ad Hoc
Kirsty Kerin	Parent, Secretary	2017 (3-year term)
Jennette Kollman	Parent	2017 (2-year term)
Claudine Lesk	Parent	2017 (2-year term)
Tessa McKinley	Parent	2016 (2-year term)
Maribeth Higgins	Faculty	2016 (2-year term)
Connie Long	Faculty	2018 (3-year term)
Patricia Harrison	Faculty	2016 (2-year term)
Mary Pavlik	Community, Co-Chair	Appointed
John Fallon	Community	Appointed

Agenda

- Review of 2015 - 2016
- Goals for 2016 - 2017
 - Social Emotional Health
 - English Language Arts
 - Mathematics
- Next Steps / Q&A

3

OUTCOMES FOR 2015-2016

4

2015-2016 Goal 1: Social Emotional Health

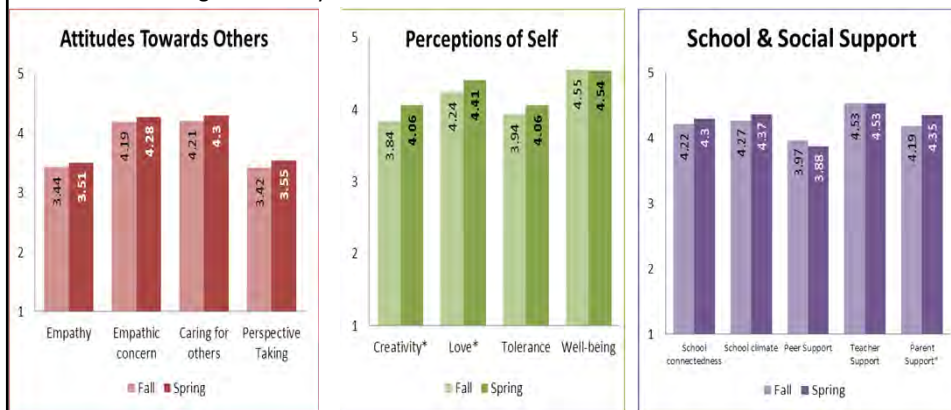
Successes:

- Assessed and evaluated the Social/Emotional Health (SEH) and Well-Being of students, staff, and families in order to:
 - Understand the needs of our school and greater community.
 - Raise awareness of SEH issues and their impact on learning, including surveys by Tufts, Youth Risk Assessment, and others.
- The School Council completed assessments of several programs and decided on a hybrid model for SEH customized to the needs of our students, staff and families.

5

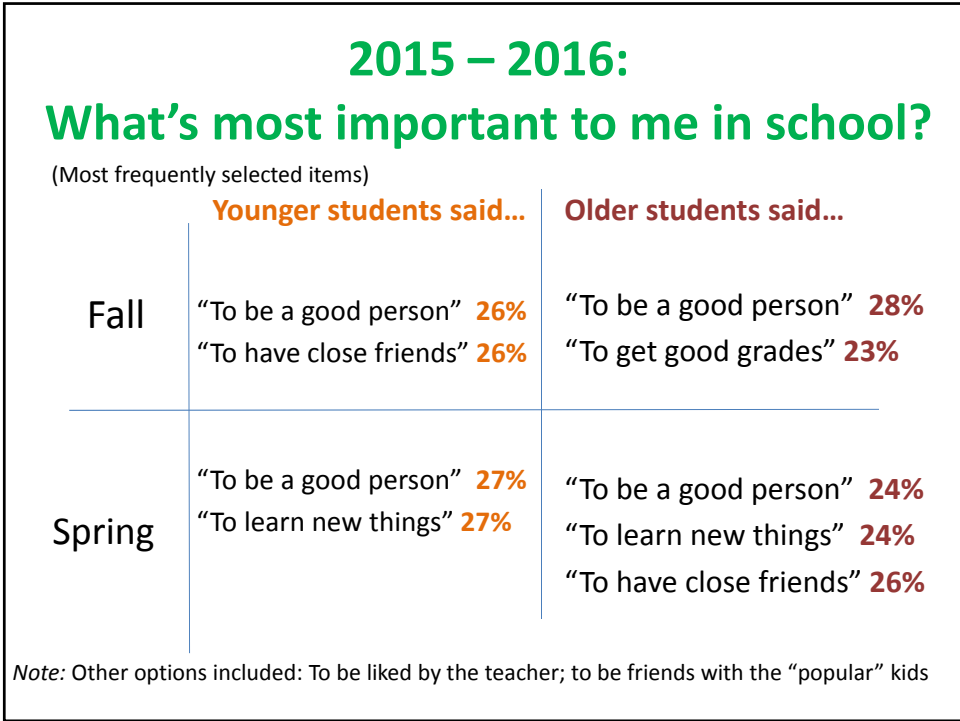
2015 – 2016: Tufts University Student Survey Data Overview

Research Study Goal: To explore the SEH competencies, character virtues and related behaviors among elementary school children.



*Change was statistically significant

†Means were only calculated for the scores of students who took the survey at both time points



- ### 2015-2016 Goal 2: English Language Arts
- Successes:**
- Literacy achievement analyzed.
 - Progress monitoring of Tier II and Tier III students for MTSS.
 - Developed an effective data progress monitoring system to assess student achievement.
 - Teachers aligned the curriculum with the Common Core Standard and developed consistent curriculum and objectives for classroom instruction and intervention programming.
 - Educators were exposed to professional development to maximize high-impact learning instruction and assessment.
 - Developed a leveled library to help teachers with instruction during guided reading and MTSS intervention groups.

2015-2016 Goal 3: Mathematics

Successes:

- Continued year two implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K-6.
- Teachers:
 - clarified the shortcomings of the Math In Focus (MIF) program assessments
 - researched additional resources to align instruction with Common Core.
 - supplemented instruction with additional materials .
 - created their own meaningful assessments, including the district math assessment, to overcome the shortcomings.
- Shifted the culture of math at Blanchard:
 - Math In Focus did not align with Common Core or the developmental needs of the students.
 - Teachers focused specifically on what individual students needed in every standard taught.
- Heather Haines tested individual students to assess needs using written and verbal modes, provided assistance in accessing differentiated resources and identified ways in which to implement instruction in an individualized manner.

9

GOALS FOR 2016-2017

10

2016-2017 Goal 1: Social Emotional Health (Ongoing)

- To assess and evaluate the Social/Emotional Health (SEH) and Well-Being of:
 - Students
 - Staff
 - Families
- To understand the needs of our school and greater community.
- To raise awareness of SEH issues and their impact on learning.



11

2016-2017 Goal 2: English Language Arts (Ongoing)

- To focus on the implementation of standardized writing assessments.
- To establish a consistent vertical alignment on rubrics throughout the grades in all genres.
- Increase access to training on SRSD rubrics.



12

2016-2017 Goal 3: Mathematics (Ongoing)

- Continue implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K -6.
- Solidify the beginning of year (BOY), middle of year (MOY), and end of year (EOY) assessments in mathematics for every grade.
- Evaluate the effectiveness of the MIF program.



13

Summary

- Success in 2015 - 2016 in all three goals.
- Progress ongoing for 2016 – 2017.
- Possible future goals may include:
 - Schedule
 - Workload & Homework
 - Parent Communication & Outreach

14

Questions?



15

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



Luther Conant School
School Improvement Plan for
2016-17 School Year

2016 – 2017 School Improvement Plan

School Council Membership

Name	Role	Year of Term
Damian Sugrue	Principal	
Abigail Dressler	(ad hoc member)	
Andrea Keenan	Parent	1
Michelle Brown-Droese	Parent	2
Ranjini Reddy	Parent	3
Christina Pharo	Parent	1
Kimberly Macey	Teacher	1
Jana Bardsley	Teacher	3

Goal #1: Community: Increase staff/student interactions

Background and Rationale:

- **Responsible Parties:** Administrators, Teachers, Staff
- In 2015 – 2016 many staff members were assigned “smile buddies” who were students identified as those who need some extra attention
- Staff members made connections with these students at the beginning of the year
- Many staff members stated they saw positive changes in student confidence and social skills throughout the year

Strategies:

- Continue to facilitate weekly lunch meetings with small groups of students and the principal and assistant principal
- Hold weekly meetings with the guidance counselor, school psychologist, nurse, and administrative team to actively monitor students who are under extra stress
- In order to increase the level and variety of staff/student interactions, assign staff from across the school (teachers, janitors, kitchen and office staff) to certain students to be their “Smile Buddy”
- Continue to hold short “Community” meetings with students and staff at each grade level
- Continue to hold “Bus Community” meetings to support positive staff/student interactions
- Expand the Tufts AIMS Buddy project, which was piloted during the 2015-2016 school year, into a school-wide social curriculum, taught consistently in every classroom

2016 – 2017 School Improvement Plan

Outcomes:

- Develop a stronger community where more students feel safe enough to seek help with issues that affect them

Goal #2: Community: Increase PTO membership, involvement and volunteering

Background and Rationale:

- **Responsible Parties:** PTO officers, Administrators, Teachers, Parents
- The PTO needs more people to participate in organizing activities
- The PTO would like more families to support them financially
- The PTO has made some strides in this area but are not where they want to be in order to support the school in the manner they would like

Strategies:

- Increase the number of informational parent evenings with speakers or meetings on topics like K-1 transitions, parenting issues, etc.
- Provide PTO updates during monthly staff meetings
- Support the PTO's transition to a team-based leadership model

Outcomes:

- More volunteers for PTO events
- Increased revenue from direct appeal and events
- More and different officers in the PTO organization

Goal #3: Student Growth: Implement the new science standards in all grade levels

Background and Rationale:

- **Responsible Parties:** Administrators, Teachers, Staff
- New frameworks for science have been published
- Teachers must implement the new standards and eliminate concepts no longer required of their grade level

Strategies:

- Teachers will work in grade level teams to support the implementation of new science curricula

2016 – 2017 School Improvement Plan

- Professional development time will be devoted to sharing student work and identifying best practices
- A portion of each faculty meeting will be designated for teachers to share their successes
- The administrative team will encourage teachers to observe one another teach science
- General education and special education teachers who wish to collaboratively teach science will be supported and encouraged

Outcomes:

- Full implementation of all new science frameworks

Assessment of Previous Year's School Improvement Plan

Goal #1: Increase staff/student interactions

Outcomes/evidence and means by which they were assessed:

For the 2015 – 2016 school year Mrs. Dressler and Mr. Sugrue continued to hold lunches with small groups of students every Monday. We were able to have lunch with every student in the school. We were able to connect with many more students than we would have without these lunches. This was proven by the increase in the amount of children who chose to seek us out for interactions in sharing good news and seeking help. Meetings were also held with “bus communities” or grade levels to help alleviate disciplinary concerns. These small group meetings about specific issues were highly effective in encouraging appropriate behaviors. Staff members were assigned a smile buddy; this increased the overall number of positive student/adult interactions in the school.

Goal #2: Increase PTO membership, involvement and volunteering

Outcomes/evidence and means by which they were assessed:

The PTO made strong efforts to increase participation and involvement. They held meetings in the evening and in the morning to try to accommodate parents. They offered movie nights as community events, not fundraisers. They continued to increase their use of social media. They continued moving away from committee chairs to event planning teams to get things done. More parents are visible at meetings and some new people have volunteered for leadership teams.

2016 – 2017 School Improvement Plan

Goal #3: Develop anchor papers to go along with our Narrative, Opinion and Information writing rubrics and prompts to further align our school wide writing program with Common Core Standards and have a mechanism for tracking student growth over time in writing

Outcomes/evidence and means by which they were assessed:

Teachers used professional learning time to work together to develop a packet of anchor papers for writing rubrics. The set of anchor papers is not yet complete but work will continue next year to complete them.

Conant School School Improvement Plan

2016-2017

- ## Council Members
- Abigail Dressler (ad hoc member)
 - Damian Sugrue Principal
 - Andrea Keenan Parent
 - Michelle Brown-Droese Parent
 - Ranjini Reddy Parent
 - Christina Pharo Parent
 - Kimberly Macey Teacher
 - Jana Bardsley Teacher
- 2

Goal 1: Community Building

- **Goal:** Increase staff/student interactions
- **Responsible Parties:** Administrators, teachers, staff
- In 2015 – 2016 many staff members were assigned “smile buddies” who were students identified as those who need some extra attention
- Staff members made connections with these students at the beginning of the year
- Many staff members stated they saw positive changes in student confidence and social skills throughout the year

3

Goal One Strategies

- Continue to facilitate weekly lunch meetings with small groups of students and the principal and assistant principal
- Hold weekly meetings with the guidance counselor, school psychologist, nurse, and administrative team to actively monitor students who are under extra stress or in crisis
- In order to increase the level and variety of staff/student interactions, assign staff from across the school (teachers, janitors, kitchen and office staff) to certain students to be their “Smile Buddy”
- Continue to hold short “Community” meetings with students and staff at each grade level
- Continue to hold “Bus Community” meetings to support positive staff/student interactions
- Expand the Tufts AIMS Buddy project, which was piloted during the 2015-2016 school year, into a school-wide social curriculum, taught consistently in every classroom

4

Goal One: Anticipated Outcomes

Outcomes:

- Develop a stronger community where more students feel safe enough to seek help with issues that affect them

5

Goal Two: Community Building

- **Goal:** Increase PTO membership, involvement and volunteering
- **Responsible Parties:** PTO officers, Administrators, teachers, parents
- The PTO needs more people to participate in organizing activities
- The PTO would like more families to support them financially
- The PTO has made some strides in this area but are not where they want to be in order to support the school in the manner they would like

6

Goal Two Strategies

- Increase the number of informational parent evenings with speakers or meetings on topics like K-1 transitions, parenting issues, etc.
- Provide PTO updates during monthly staff meetings
- Support the PTO's transition to a team-based leadership model

7

Goal Two: Anticipated Outcomes

- More volunteers for PTO events
- Increased revenue from direct appeal and events
- More and different officers in the PTO organization

8

Goal Three: Student Growth

- **Goal:** Implement the new science standards in all grade levels
- **Responsible Parties:** Administrators, Teachers, Staff, Curriculum Specialist
- New frameworks for science have been published.
- Teachers must implement the new standards and eliminate concepts no longer required of their grade level

9

Goal Three: Strategies

- Teachers will work in grade level teams to support the implementation of new science frameworks
- Some Professional Learning time will be devoted to sharing student work and identifying best practices
- A portion of each faculty meeting will be designated for teachers to share their successes
- The administrative team will encourage teachers to observe one another teach science
- General education and special education teachers who wish to collaboratively teach science will be supported and encouraged

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Goal Three: Anticipated Outcomes

- Full and successful implementation of all new science frameworks



Acton-Boxborough Regional School District
Personnel Office
16 Charter Road Acton, MA 01720
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www.abschools.org

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: September 1, 2016
Re: AFSCME Custodial and Maintenance Contract Approval

We reached a tentative agreement with AFSCME on July 12, 2016 following the guidelines set forth by the School Committee and the Negotiations Subcommittee. AFSCME is meeting to present the new agreement to their members in mid-August. If AFSCME has a successful ratification vote, we will ask the School Committee for a vote of ratification at your public meeting on September 1, 2016. AFSCME represents 40 staff members including Custodians, Grounds, and Maintenance Staff (Plumber, Electrician, HVAC and Mechanic). The total salary earnings for this employee group was 2.152 million in FY '16. Below is an outline of the changes and cost of contract.

1. Cost of Living Increase

The cost of living increases for each year of the contract are as follows:

	Percentage	\$ Increase
FY17	1.75%	\$43,493
FY18	1.75%	\$44,254
FY19	1.75%	\$45,028

2. Grade Updates

After careful review, we have agreed to move three job categories up one grade. This will be phased in over two years. The Elementary Custodians who serve as the lead for the buildings will move from grade 8 to grade 9 in FY17. The cost of this grade change will be \$10,000. The Groundsperson I position will move from grade 12 to grade 13, and the maintenance positions will move from grade 15 to a new grade 16 in FY18. The cost of these two changes in FY18 will be \$15,000.

3. Step Increase

There will be a one percent increase of the top step (step F) in FY17. The cost of a 1% increase on the top step will be \$16,000. This is in addition to the normal step increase of .5% or \$12,000 in FY17.

4. Cost of Contract	FY17	FY18	FY19
Starting Salaries	\$2.152M	\$2.222M	\$2.293M
Steps (0.5%)	\$12,000	\$12,000	\$12,000
Additional 1% on top step	\$16,000		
The cost of a 1.75% Cost of Living Increase	\$43,500	\$44,250	\$45,000
Upgrade of Positions	\$10,000	\$15,000	
Total Increase Cost of Contract	\$81,500	\$71,250	\$57,000
Total % Increase to the Cost of Contract	3.8%	3.2%	2.5%

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.

September 6, 2016

Memorandum of Agreement
Between
Acton-Boxborough Regional School Committee
and the
American Federation of State, County and Municipal Employees
AFL-CIO, Massachusetts State Council 93 #1703
July 1, 2016 through June 30, 2019

WHEREAS, the Collective Bargaining Agreement between the Acton-Boxborough Regional District School (the "School Committee") and the the American Federation of State, County and Municipal Employees AFL-CIO, Massachusetts State Council 93 #1703 (the "Association"), expired on June 30, 2016, and

WHEREAS, the School Committee and the Association have negotiated a successor Agreement;

NOW, THEREFORE, the School Committee and the Association agree that the New Agreement shall consist of the provisions of the Former Agreement, modified as follows:

1. Article 1.2

Current Language:

Two (2) positions in the Acton-Boxborough Regional School District which are less than or equal to the school year in length and fewer than 20 hours per week and which are funded from Community Education Resources are also excluded from this agreement.

New Language:

Three (3) positions in the Acton-Boxborough Regional School District which do not exceed a combined total of fifty (50) hours per week, and which are funded from Community Education Resources are also excluded from this agreement.

2. Article 3.1 (a)

Change "employee" to "employer" in "where the employer reserves the right to waive progressive discipline."

3. **Article 3.2 Grievance and Arbitration Step 4**

Add a second sentence to clarify.

If the grievance involves a disciplinary matter, and has not been resolved at Step 3, the Union may submit the grievance to arbitration, and shall not submit the grievance to the School Committee. **All other matters of non-disciplinary grievances that have not been resolved at step 3 may be submitted to the School Committee.** The School Committee shall respond in writing within ten (10) days after the next School Committee meeting.

Article 4.1

Current Language:

- a. For all bargaining unit employees hired before 10/1/93, part-time service shall be calculated as a number of hours worked per week divided by 40 hours (without regard to number of months worked).
- b. For all bargaining unit employees hired on 10/1/93 or after, their service time shall be calculated as their number of hours worked per year divided by 2,080 (i.e. 40 hours/week x 52 weeks).
- c. Any period of continuous employment by the Acton or Acton-Boxborough Regional School Committees immediately preceding employment by the Committees shall be considered in computing an employee's seniority.

Changes:

Remove article 4.1(a) and 4.1(c). Article 4.1 (b) In the first sentence, change "For all bargaining unit employees hired on 10/1/93 or after, service time shall be calculated..." to "Part time service on the seniority list shall be calculated..."

Change article 4.1 (a) to just 4.1.

4. **Article 5.3(b)**

Current Language:

Insofar as is possible, overtime shall be equally allotted among the employees affected. Overtime opportunities will initially be offered to the employees in the applicable building. Should no one wish the overtime opportunity, overtime will be assigned on a rotational basis in inverse order of seniority with the least senior member in the unit being first at the beginning of each new contract. If none of these employees wish to work the overtime, it will be offered to other employees on a rotating basis. The rotation order shall be on the basis of system seniority. Individuals working "rotational" overtime shall be paid at their own job category rate.

Updated Language:

Insofar as is possible, overtime shall be equally allotted among the employees affected. Overtime opportunities will initially be offered to the employees in the applicable building. If none of these employees wish to work the overtime, it will be offered to other **bargaining-unit** employees on a rotating basis. The rotation order shall be on the basis of system seniority. Individuals working "rotational" overtime

shall be paid at their own job category rate. Should no one wish the overtime opportunity, the district may offer the work to non-bargaining unit personnel including subs. If the overtime still has not been filled, overtime will be assigned on a rotational basis in inverse order of seniority with the least senior member in the unit being first at the beginning of each new contract.

5. Article 5.4 Overtime clarification:

An employee who is called back to work after having left his normal place of work at the conclusion of his normal workday or is called in to work on his scheduled day off, including any holiday listed in Section 8.1, shall receive a minimum of three (3) hours' pay.

The following guidelines and exceptions shall apply:

- (a) In the event an employee is assigned to snow and ice operations on a regularly scheduled day off, said employee shall receive a minimum three (3) hours pay.
- (b) There is not a three (3) hour minimum for school, student, or parent events. However outside group events, including but not limited to youth sports leagues, will have a three hour minimum.
- (c) An employee performing a Sunday or Holiday building check will be paid at time and one-half for one and one-half (1 1/2) hours at the Junior High School and elementary schools and three (3) hours at the High School. An employee called into work before the beginning of his or her regular shift shall receive time and one-half for the period up until the beginning of the regular shift.

6. Article 13 Health Insurance

Article 13.2 Change "Insurance Advisory Committee" to "Health Insurance Working Group."

7. Article 19 Duration

19.1 Change to: "This agreement shall become effective as of the first day of July, 2016, and remain in full force and effect until June 30, 2019.

8. Salary Scale – Appendix B

- a. Cost of Living Increases
 - FY17 1.75% (Retroactive to July 1, 2016)
 - FY18 1.75%
 - FY19 1.75%
- b. Step F will increase by 1% effective July 1, 2016
- c. Elementary Lead Custodians advance from Grade 8 to Grade 9 and change title to

“Elementary Building Lead” effective July 1, 2016

- d. Additional Grade Changes effective July 1, 2017 (FY18)
Grounds I position advances from Grade 12 to 13
Plumber, Electrician, HVAC and Mechanic advance from grade 15 to 16 using the percentile difference from 14 to 15

9. Clothing Allowance

This change does not include contract language:

The facilities department will order and stock navy AB T-shirts, sweatshirts and polo shirts. The T-shirts will not have slogans on the back. These will be provided to employees when they are hired and then replaced annually each March. A combination of up to 6 t-shirts or polo shirts as well as 2 sweatshirts will be provided for each employee each year. In addition, the district will provide each unit member with \$235 annually towards other clothing.

10. Housekeeping Language Corrections

- a. Delete all references to Acton Public Schools and change “Committees” to “Committee.”
- b. Delete “School Committee of the Town of Acton” from the title page
- c. Change any references to “Coordinator” to “Director” wherever the agreement says “Coordinator of Facilities and Transportation”

Housekeeping – Incorporate Side Letters

- a. Married employees’ health insurance
Delete paragraph 2 of article 13.1
- b. Remove Side Letter – Phase in of Health Insurance Changes
- c. Change Parker Damon Head Custodian from Grade 10 to Grade 12

Housekeeping – Language Cleanup

A list of changes will be created and agreed upon by both parties which shall make the language in the contract more clear and grammatically correct.

e.g. Change Department Head to Supervisor; Change Management to District, etc.,
Update years used in examples to the present.

- a. Article 4.2 last sentence, change sixty (60) day period to 6 months to match the actual length of probation.
 - b. Article 5.5 change “management” to “supervisor.”
 - c. Article 9.3(b) change the example from 1988 to 2017
 - d. Article 10.1 change “Town or District” to “District.”
 - e. Correct formatting on Evaluation Form.
 - f. Change “municipality” to “district” on Grievance Form.

This Memorandum of Understanding is subject to ratification by the Committee and the Association. The Parties agree to use their best efforts to obtain ratification by their respective bodies.

Acton Boxborough Regional School
Committee

AFSCME MA Council 93 Local #1703

Maria E. Neyland
Maria Neyland, AB School Committee

Henry Morris
Henry Morris, Local #1703 Chapter Chair

9/8/2016
Date

9-6-16
Date

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: September 9, 2016
Re: Superintendent's 2016-17 Goals

At the School Committee Meeting on September 1, I provided you with an overview of my performance goals for the upcoming 2016-17 school year. The goals below represent a restatement of those brought before you that evening for your consideration.

Since that meeting I have had the opportunity to further reflect upon these goals and have made some minor changes to Goal II.B. as noted below.

I. Professional Practice

My particular area of focus under *Professional Practice* centers on my efforts to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools.

Goal I. A. Implementation of a Superintendent's Council

<i>Strategies</i>	<i>Outcomes</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff throughout the district.	<ul style="list-style-type: none"> • A council that includes representation from all parts of the district. • Regularly kept minutes and agendas that provide accessible information to the entire staff community. • An improvement in staff feedback regarding the Superintendent's accessibility and presence throughout the district.

II. Student Learning Goal

*II. A. Implementation of Massachusetts Tiered System of Supports
(Two-Year Goal 2016/17 & 2017-18)*

This is an offshoot of my Student Learning Goal during the 2015-16 school year that examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that as a district, we have a wide variety of approaches and gaps in these areas and a more unified system level response would provide far greater opportunities for district-wide success.

<i>Strategies</i>	<i>Outcomes</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> • Multiple ways that students who struggle to learn can receive help. • Consistent process across the district to identify gaps in learning. • Provide systematic general education interventions. • Develop a coherent system that establishes the ability to monitor student progress when students don't learn.

*II. B. Assessing the Culture and Climate of Our School Communities
(Revision - Two-Year Goal 2016/17 & 2017-18)*

“Over the last three decades there has been an extraordinary and growing body of research that attests to the importance of school climate. Positive school climate supports learning and positive youth development.” *National School Climate Center*

A powerful and important field of data centers on the state of the culture and climate of our school communities. The use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and principal level.

<i>Strategies</i>	<i>Outcomes</i>
Using members of this year's <i>Superintendent Wellness Committee</i> , I will oversee a process during the 2016-17 school year that will develop/select an instrument and process that captures	<ul style="list-style-type: none"> • The recommendation of specific measurable areas that are believed important in generating an understanding regarding culture and climate in schools and departments.

<p>information about the views around school community climate and culture and also presents that information in a usable format that can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> • The adoption of a tool that allows for the collection of data related to the agreed upon areas. • The establishment of a reporting process that makes available the information collected to all relevant stakeholders. • A template (s) that can help generate an action plan that school communities and departments can use to guide improvement planning related to culture and climate.
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III. District Improvement

III. A. School Space & Capital Planning (Two-Year Goal 2016/17 & 2017-18)

The district is in the second phase of a capital study which will culminate with the Development of a *District Master Plan* in the fall. Upon the completion of this report the School Committee will need to identify capital and infrastructure related priorities.

<i>Strategies</i>	<i>Outcomes</i>
<p>Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.</p>	<ul style="list-style-type: none"> • Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements. • By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan. • Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.

III. B. Change in School Start Time Report

The Superintendent's Wellness Committee completed a year-long study during the 2016-17 school year (<http://www.abschools.org/district/school-start-times>). Upon the receipt of this report, the School Committee has requested that I begin to examine all that would be involved in switching our start times.

It is my intention to form a working group to deliver an initial report to the School Committee by May 1, 2017 that outlines the various options, financial costs and other respective implications.

<i>Strategies</i>		<i>Outcomes</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is pursued.	<ul style="list-style-type: none"> • A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.	

III. C. Elementary School Funding Report

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

<i>Strategies</i>		<i>Outcomes</i>
I.	Review the use of regular education classroom assistants and clarify their role, purpose	<ul style="list-style-type: none"> • A clear district-wide vision of regular education classroom support across all schools in

<p>and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources to the elementary school level.</p>	<p>support of teaching and learning.</p> <ul style="list-style-type: none"> • A coherent set of procedures that establish an appropriate allocation of classroom assistants by building. • An analysis of the funding streams and their contributions to staff and programs. • Recommendations that can be considered which respond to any notable inequities which impact teaching and learning services.
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Acton-Boxborough Regional School Committee

16 Charter Road
Acton, MA 01720
978-264-4700 ext 3206
www.abschools.org

Mary Brolin
Chairperson

TO: Acton-Boxborough Regional School Committee Members
FROM: Mary Brolin, Chairperson
DATE: 8/26/16
RE: Information Regarding MA Ballot Question #2 for 11/8/16 Election

This ballot question would authorize the approval of up to 12 new charter schools or enrollment expansions in existing charter schools by the state Board of Elementary and Secondary Education per year. In addition to the attached Initiative Petition and Proposed Resolution from massteachers.org, here is some background information:

1. MASC position

https://www.masc.org/images/news/2015/20151013_MASC_Charter-Schools_Who-Is-Being-Served_opt.pdf

2. 2015 Audit/Suzanne Bump - The report provides an overview of some problems with MA charters

<http://aftma.net/2015/01/state-audit-or-bump-issues-official-report-charter-schools/>

3. HARVARD MAGAZINE just came out with this article which provides the 'big picture' about why competition via charters/vouchers may be the only way to motivate schools to continuously improve now that ESSA has eliminated federal control over testing/how to use testing results.

<http://harvardmagazine.com/node/53823>

4. News Article regarding Governor Charlie Baker's position

http://www.boston.com/news/education/2016/02/12/gov-baker-helps-launch-new-website-that-fact-checks-charter-schools?s_campaign=bcom%3Asocialflow%3Atwitter

Our School District's 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.

AN INITIATIVE PETITION

Be it enacted by the People, and by their authority, as follows:

AN ACT TO ALLOW FAIR ACCESS TO PUBLIC CHARTER SCHOOLS

SECTION 1. Subsection (i) of section 89 of chapter 71 of the General Laws, as appearing in the 2014 Official Edition, is hereby amended by inserting after paragraph (4) the following new paragraph:—

(5) Notwithstanding the provisions of this subsection (i) relative to the number of charter schools allowed to operate in the commonwealth or in any district, the board may approve up to 12 additional commonwealth charters, commonwealth charter amendments to increase authorized enrollment, or a combination thereof per year; provided that the total enrollment authorized by all such approvals in a single fiscal year shall not exceed 1% of the total statewide public school enrollment for such year as determined by the board; provided further, that in the event that the number of qualified applicants in any year exceeds 12, the board shall give priority among such qualified applicants to those seeking to establish or expand enrollment in commonwealth charter schools in districts where overall student performance on the statewide assessment system approved by the board is in the bottom 25% of all districts in the two years preceding the charter application and where the demonstrated parent demand for additional public school options is greatest; provided further that the board shall apply to all such applicants review and approval standards as rigorous as those applied to all other commonwealth charter applicants; provided further that the recruitment and retention and multilingual outreach provisions of paragraph (3) shall apply to any commonwealth charter school authorized under this paragraph; and provided further that any new commonwealth charter schools authorized by this paragraph shall be subject to annual performance reviews according to standards established by the board.

Nothing in this paragraph shall affect the issuance of commonwealth charters under paragraph (3). The percentages of net school spending set forth in paragraphs (2) and (3) shall not apply to or otherwise operate to limit the board's authority to approve commonwealth charters or commonwealth charter amendments under this paragraph; provided, however, that such percentages shall continue to apply to commonwealth charters issued otherwise than under this paragraph.

Except as provided in this paragraph, all otherwise applicable provisions of this section shall apply to commonwealth charters or amendments approved under this paragraph.

-
- 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____
 - 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____

SECTION 2. This act shall become effective January 1, 2017, and shall apply to commonwealth charter and commonwealth charter amendment applications pending as of that date.

Pursuant to Article 48 of the articles of amendment of the Constitution of the Commonwealth of Massachusetts, as amended by Article 74 of said articles of amendment, the undersigned qualified voters of the Commonwealth of Massachusetts hereby submit the foregoing measure for approval by the People.

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Resolution Against Lifting the Cap on Commonwealth Charter Schools

WHEREAS, free public schools available to all students regardless of income, ability, need or English language proficiency are foundational to our democracy; and

WHEREAS, all of our students deserve high-quality public schools that teach the whole child, providing enrichment and addressing social and emotional needs in addition to core academic subjects; and

WHEREAS, local accountability for our public schools is necessary to ensure that schools are responsive to the needs of their communities; and

WHEREAS, [NAME DISTRICT] is losing [GIVE DOLLAR AMOUNT FROM CHART] to Commonwealth charter schools and public school districts across the state are losing more than \$408 million this year alone — a loss of funds that is undermining the ability of districts to provide all students with the educational services to which they are entitled; and

WHEREAS, Commonwealth charter schools are often approved over the objections of a majority of community residents and their elected officials and are not accountable to local elected officials once they are approved; and

WHEREAS, Commonwealth charter schools often fail to serve the same proportion of special needs students, low-income students and English language learners as the districts from which they receive students and often use high suspension rates to drive out students they don't want to serve; and

WHEREAS, the Commonwealth charter school system is creating separate and unequal opportunities for success; and

WHEREAS, lifting the cap on charter schools would greatly worsen the problems listed above and lead to a costly and divisive two-track school system;

THEREFORE, be it resolved that the [NAME OF SCHOOL COMMITTEE] opposes lifting the cap on Commonwealth charter schools.

For additional information and resources, visit massteacher.org/charterschools.

Acton Boxborough Education Association
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

TO: Acton-Boxborough Regional School Committee
FROM: Karen Sonner, President ABEA
DATE: 8/30/16
RE: Upcoming Ballot Question Concerning Capping Charter Schools

I would like to bring to your attention to an extremely important question on the ballot in Massachusetts this year. Voters will be asked to decide whether or not to lift the current cap on charter school expansion in our state. Currently, the number of charter schools per community is capped, and for good reason – charter schools cost local districts valuable dollars without guaranteed reimbursement from the state. Whether this expense is fair or appropriate is a philosophical debate ongoing in American educational culture, but the fact remains that charter schools, as a matter of function, are paid for by local school districts whether those districts can afford to do so or not.

To be clear, the ballot question this fall is not to render a decision on the existence of charter schools; rather, voters are being asked whether we want to permit more charter schools to open, specifically in low-performing districts. Here in Acton and Boxborough, we are lucky to teach in a district with well-prepared students, families with the means to support those students, and strong standardized test scores. We should be grateful that this political fight should not impact us as strongly as other districts in the state.

However, as part of a labor union we also understand the importance of standing in solidarity with our brothers and sisters across the commonwealth. And I hope we all understand as well that the forces in government and industry pushing for charter school expansion will not stop with this ballot question.

As public school teachers, we know that what students' need in low-performing districts is not more choice, *but more funding*. Not more private sector buzzwords, *but more support*. Not more division, *but more unity*.

Lifting the cap on charter schools in our most impoverished communities will only serve to create more inequality and rob our neediest students of the time and money they so desperately need.

When charter schools cannot meet the needs of students with language barriers, with behavioral problems, or with learning challenges, we know who takes those students in. It's the public school system. No lottery is required, no complicated application process exists; we offer education to any

and all. What our commonwealth needs is to offer more support and funds to the public school system, not take it away.

Now, maybe you believe in the importance of parent choice in the educational landscape. Maybe you see the value in opportunities for charter school establishments. Maybe you send your own child to a charter school. If so, I hope you can see the value of both preserving the existing charter school infrastructure in our state while also ensuring that further expansion will not jeopardize our students with the greatest needs.

During this voting season, I am encouraging you to vote "no" on ballot question #2 this November, and stand up for our strong and vital public school system here in Massachusetts. If you are undecided, or want more information, I am asking you to seek out an ABEA Board member and have them share with you some resources for your decision-making.



Report of the Comparative Communities Subcommittee
to the Acton-Boxborough Regional School Committee

September 15, 2016

Diane Baum, Chairperson
Mary Ann Ashton
Amy Burke
Michael Coppelino
Bill Guthlein
Gary Kushner
Steve Noone

Introduction and Background

The committee selected 9 school districts¹ and compared per pupil cost data listed on the Massachusetts Department of Elementary and Secondary Education website. We selected 6 districts with lower per pupil costs and 3 districts with higher per pupil costs.² School districts included in the study were: Belmont, Hingham, Reading, Westford, Winchester, Needham, Wellesley, Lexington and Wachusett.

We reviewed the FY15 Per-Pupil Expenditure data compiled by the Department of Elementary and Secondary Education from input provided by Massachusetts school districts.³ FY15 was the most recent year for which data were available. While the committee initially examined all function codes in the Chart of Accounts of the per pupil expenditure report, we selected 4 areas for further review: (1) health insurance/fringe benefits, (2) staffing, (3) transportation and (4) athletics and other student activities. These areas were selected because they represented a large portion of the FY15 budget or for their potential for cost savings. The districts selected for this study were then contacted via email and asked to provide data on these 4 target areas. Once this information was received, we contacted school committee members and district leadership by telephone with follow-up questions. Additional information was obtained from Mr. Roger Hatch at DESE.

It is a fiscal reality that the state grossly underfunds public schools; the foundation budget is a relic that has failed to keep pace of the cost of educating our children. We rely more and more on local tax dollars which stresses families and local taxpayers. It is within this context that we rise to the challenge year after year of maintaining our high standards and responding to our evolving needs. It is the view of the committee that comparative data is a tool that has the potential to identify resource allocation models and provide valuable insight into practices that best support student learning in a fiscally efficient way.

¹With the exception of Lexington, all school districts appear on the September 2015 *Update on Comparable Communities Analysis* by Peter Ashton.

²For inclusion rationale, see ABRSC Comparative Communities Subcommittee minutes from Tuesday, April 26, 2016.

³<http://www.doe.mass.edu/finance/statistics/ppx.html>

1. Employee Health Insurance

The committee looked at cost-sharing data for health insurance for both active and retired employees. In FY15, employee health insurance was the second highest spending category in our budget. Of the \$11M we spent on fringe benefits in FY15, \$8.5M (77%) went to health insurance for active and retired employees⁴ with a per pupil cost of \$1,429.01. Among 9 comparable districts, Acton-Boxborough ranked 6th lowest for per pupil spending on health insurance.

Employer/Employee Contributions (%)

	<u>Active Employees</u>	<u>Retired Employees</u>
A-B	75/25, 50/50	50/50
Belmont	75/25	-
Hingham	50/50	50/50
Reading	71/29	71/29
Wachusett	78/22	50/50
Westford	60/40, 65/35	50/50
Winchester	75/25	50/50, 70/30, 58.5/41.5
Needham	-	-
Wellesley	80/20, 71/29, 60/40, 50/50	50/50
Lexington	-	-

In several towns, percentages for active employees vary by plan. Acton-Boxborough offers active employees a 50/50 cost share for BCBS-MH+. Wellesley offers 80/20 for Fallon, 71/29 for Tufts, Harvard-Pilgrim and BCBS, and 50/50 for BCBS-PPO (60/40 for employees hired after July 1, 2015). A higher percentage is offered for Fallon to incentivize enrollment because Fallon is the least expensive of the plans offered. In addition, the town of Wellesley offers an opt-out payment of \$2500 for individuals and \$4500 for families if an employee has been in the plan for at least 2 years and then chooses to drop out in order to go on a spouse's plan. The employee receives this opt-out payment for 3 years.

Most towns offer 50/50 to retired employees, the lowest cost share allowed by Massachusetts law (MGL 32B). In **Hingham**, a number of years ago, retiree insurance for both teachers and administrators was 90/10 with GIC. The town moved those employees back to 50/50 with all other town employees and established a trust fund and sliding scale (down to 50/50) for the most senior in terms of years-of-service. In **Winchester**, the 50/50 split is for the PPO plan only. Winchester offers a 70/30 split for employees who retired prior to July 1, 2004 and a 58.5/41.5 split for employees who retired after July 1, 2004.

⁴This excludes OPEB.

2. Early Retirement Incentive (ERI) & Early Retirement Notification (ERN)

We asked comparable districts if they have an incentive in place for early retirement. Several districts reported that, while they do not have an ERI, they do incentivize early retirement notification:

A-B	ERI
Belmont	none
Hingham	ERN
Reading	none
Wachusett	ERN
Westford	none
Winchester	ERN
Needham	-
Wellesley	none
Lexington	-

Acton-Boxborough is the only district among our selected comparative communities that currently offers an early retirement incentive (ERI). The ERI program, which expires in 2021, offers teachers with a minimum of 15 years of service a lump sum which is calculated by multiplying the difference between the teacher's final salary and the B1 salary for that same year by a factor of 1.2, 1.0 or 0.9-0.7, depending on age. There were various iterations of the ERN incentive, three of which are described below:

In **Hingham**, a teacher with 20+ years of service receives 16% of his/her base salary when (s)he provides irrevocable, written notice of retirement by June 1st of the year prior to the retirement date. They noted, "We have no evidence that this notification motivates any teachers to retire; it may motivate some to let us know a year earlier."

Wachusett offers a one-time payment of \$1000 to each bargaining unit member who submits an intent to retire by November 1st and agrees to stay until the end of the school year.

Winchester offers sick-time buy-back for teachers with 20+ years of service for all days accrued beyond 100 at \$25/day when notice of retirement is given prior to December 1st.

3. Staffing

We compared per pupil data in 3 staffing areas:

- Certified Specialists⁵ (Function Code 2310) & Paraprofessionals/Teaching Assistants (Function Code 8398)
- Curriculum Support in 4 areas:
 - District-level Curriculum Directors with supervisory functions (Function Code 2110)
 - Dept. Heads (non-supervisory) reporting to district leadership (Function Code 2120)
 - Building-based Curriculum Leaders and Dept. Heads (Function Code 2220)
 - Building-based (non-supervisory) personnel: Curriculum Facilitators, Team Leaders, Instructional Coordinators, Dept. Chairs (Function Code 2315)
- Building Leadership (Principal’s Office, Function Code 2210)

FINDINGS

Certified Specialists & Paraprofessionals/Teaching Assistants

Several districts (Acton-Boxborough, Wellesley, Hingham) appear to rely on paraprofessionals/classroom assistants over more highly compensated certified specialist teachers, resulting in a lower per pupil cost for Function Code 2310 (see chart, below). For example, **Acton-Boxborough** has 25.6 special education students per certified specialist teacher in comparison with the median of 15.9 for our comparable communities and 6.5 special education students per paraprofessional in comparison with the median of 7.7. **Winchester** reported that they are moving to decrease the number of paraprofessionals and introduce more co-teachers (hopefully in a budget-neutral way). This initiative was launched in response to a 20% increase in students on education plans at the middle and high schools, likely due to increased performance expectations at the post elementary level. The co-teaching model is an attempt to curb pull-out instruction and more fully integrate and support diverse learners in a regular education setting at the elementary level.

Per pupil costs for Certified Specialists (FC 2310) and Paraprofessionals/Assistants (FC 8398)

	A-B	Belmont	Hingham	Reading	Wachusett	Westford	Winchester	Needham	Wellesley	Lexington
FC 2310	245.45	1,129.20	209.38	1,013.33	0	889.81	497.30	1,305.57	66.21	419.43
FC 8398	830.39	513.57	672.17	580.53	790.47	585.53	474.00	730.05	1,070.79	730.05

⁵Certified Specialists includes certified teachers who provide individualized instruction to students (in-class, pull-out, 1:1 or small group) to supplement services delivered by classroom teachers. Services include Title I Reading Specialists as well as reading recovery, academic support and language acquisition services.

Curriculum Support

There is wide variability in curriculum support staffing models among our comparable communities. **Belmont** employs 3 Elementary Curriculum Specialists at the district level (Math & Science, ELA & Social Studies and an Elementary Science Facilitator) as well as 4 Department Directors (English, Social Studies, Foreign Language & Science, Health & Technology). One individual in their Central Office oversees Curriculum for grades 5-12. **Hingham** has 5 K-12 Department Directors (English, Math, SS, Science, Foreign Language) with supervisory duties and who report to the Superintendent; they do not teach but rather coordinate curriculum and directly supervise building-based specialists. **Wachusett** employs 2 district-level staff to support professional development and teaching in K-8; there is no curriculum support at the building-level. **Winchester** similarly employs no building-based curriculum or coaching support at the elementary level. They have 2 full-time Reading Specialists at each of their elementary schools who provide direct instruction but no curriculum support. Their middle and high schools have Curriculum Directors for grades 6-12 who split their time between teaching and curriculum support. **Wellesley** employs coaches for math and literacy as well as a Math Coordinator (this is in addition to math and literacy interventionists) in 2 of their 7 elementary schools. **Needham** employs 5 Math Coaches for its 5 elementary schools, one of whom also holds the title: Head of Elementary Math Department.

Building Leadership (Assistant Principals)

The role of the Assistant Principal at the elementary level varied widely among our comparative communities. 9 districts reported that they have Assistant Principals at their elementary schools, but there was much variability in their roles. In **Needham**, for example, the Assistant Principals in 2 of 5 elementary schools also serve as the Special Education Program Coordinators for their school. **Wachusett** reported that all Assistant Principals do “double duty” as Special Education Team Chairs (some also oversee 504s), and, at one of their smaller elementary schools, there is no Assistant Principal; instead, 2 staff members received stipends to perform those duties. **Reading** has no Assistant Principals but offers stipends to teachers who take on some of their duties. **Winchester’s** Assistant Principals are half-time at 4 of their 5 elementary schools (the other half of the time, some function as Reading Specialists); they did hire 1 full-time Assistant Principal at an elementary school with a higher number of high needs students. **Belmont** does not have Assistant Principals at their elementary schools except for 1 school in which enrollment exceeded 600 students. **Acton-Boxborough** employs full-time Assistant Principals in all 6 of its elementary schools.

4. In-District Transportation

COST DRIVERS:

- number of pupils transported
- linear miles traveled per day
- bus fees
- contract/leasing costs

	A-B	Belmont	Hingham	Reading	Wachusett	Westford	Winchester	Needham	Wellesley	Lexington
In-district PP	\$552.33	\$176.38	\$379.17	\$124.02	\$648.98	\$492.56	\$775.39	\$285.01	\$350.50	\$494.24
Pupils Transported	5682 (98%)	835 (19%)	3325 (77%)	321 (7%)	6682 (89%)	3999 (77%)	1119 (25%)	1089 (19%)	1272 (25%)	2511 (37%)
Linear Miles/day	1587				2500					
FTE in-district	5643	4224	4265	4376	7329	5100	4488	5535	5022	6777
FTE OOD	146	91	60	83	216	68	71	91	72	98
OOD PP	\$6,714.64	\$8,928.16	\$7,142.85	\$8,143.75	\$5,022.44	\$4,024.89	\$1,241.91	\$11,288.27	\$7,720.40	\$5,955.94
Bus Fee	no	yes	no	yes	no	yes	yes	yes	yes	yes
In-District OOD	lease CASE	contract LABBB	lease bids	contract SEEM	contract bids	contract owns	contract SEEM	-	- owns	- LABBB

FINDINGS

1. The number of pupils that a district transports significantly impacts per pupil costs. **Reading**, for example, which had the lowest FY15 per pupil cost, transports only about 7% of students and meets this need with 2 buses, one of which is funded by bus fees; the bulk of students are transported by caregivers. **Wachusett** spends over 5 times that amount utilizing 50 buses and covering 155 sq. miles in 5 towns (Paxton, Rutland, Sterling, Princeton, Holden) to transport 89% of their students to and from school.
2. The majority of districts reported that they contract out for in-district bus service (Belmont, Reading, Wachusett, Westford, Winchester). Two districts lease their buses (Hingham, Acton-Boxborough). **Hingham** had a full service lease but is moving to service their own 22-bus fleet. Inflated costs resulting from leasing may include buyout costs that keep getting rolled into the subsequent lease agreement as occurred in **Acton-Boxborough** in FY15; the district has 30 buses and will be accepting bids for a new lease in FY18. Buses don't all come up at once; the district rotates 6 every 3 years.
3. All but 3 comparable districts charge a bus fee. State legislation permits school districts to charge a bus fee to families with children in grades K-6 living within 1.5 miles from

school and to all students in grades 7-12 except for student eligible for free or reduced lunch and students whose IEPs require it. According to a recent Boston Globe article, bus fees, a response to recession-era budget cuts in the late 2000s, were implemented to protect educational programming, services and teaching positions at a time when transportation costs were increasing 2-3% per year. There are currently 43 school districts in Massachusetts out of the 98 surveyed by the Globe who charge a bus fee. Acton-Boxborough, which uniquely affords their residents the choice to enroll their children at any one of 6 elementary schools, last considered implementing a bus fee in 2003.

Bus Fees for Comparative Communities

Belmont	\$575 (no cap)
Lexington	\$300 (cap: \$750)
Reading	\$450 (no cap)
Needham	\$395 (cap: \$800)
Wellesley	\$521 (cap: \$1042)
Westford	\$225 (1 student), \$450 (2 students), \$600 (3+ students)
Winchester	\$400 (1 student, 1-way; \$630 RT), \$625 (2 students, 1-way; \$940 RT), cap: \$720 (1-way: \$1100 RT)

5. Out-of-District Transportation

Districts appear to be utilizing several models for out-of-district transportation:

- ownership of their own fleet of vans
- bidding out for contracts
- reliance on educational collaboratives
- or a combination of the above

FINDINGS

Both **Westford** and **Wellesley** own their own fleet of vans and coordinate out-of-district transportation in-house. Westford reported that they contract out but only on an as-needed basis and only for a few routes; they do not use collaboratives to transport students though they are a member of MSEC (Merrimack Special Education Collaborative). **Hingham** and **Wachusett** solicit bids from vendors (every 3 years in Hingham and annually in Wachusett), awarding routes to the best value provider. For example, Wachusett uses Village Transportation (3 vans), AA Transportation (3 vans) and Van Pool (20 vans). In FY15 Hingham also utilized North River Collaborative, though they are not a member town. Districts relying heavily or wholly on collaboratives for their out-of-district transportation needs include: **Winchester**, **Reading** and **Acton-Boxborough**. For example, Winchester and Reading use the SEEM Collaborative for all special education transportation needs. SEEM owns the contract and bills the districts.⁶ The LABBB Educational Collaborative provides transportation for students in its member towns which include Belmont and Lexington. Students are transported to sites within the collaborative; in addition, LABBB bids out on behalf of its member towns to find the best deals for transporting non-LABBB pupils to their out-of-district placements.

⁶FY16 fees: \$225/day (7-10 passenger vehicles), \$323/day (29 passenger vehicles), \$95/hour for a van monitor. Costs for Reading were \$672,674 (58 students) and for Winchester about \$750,000 (50+ students)

6. Athletics and Other Student Activities

We compared per pupil costs for Athletics (Function Code 3510) and Other Student Activities (Function Code 3520). Although a very small portion of school budgets, this area was of interest to several committee members. Many districts have not conducted an analysis of Function Code 3520 but reported charging a nominal fee for activities. A comparable communities study for user fees was most recently conducted in Acton-Boxborough in November 2015 (see appendix).

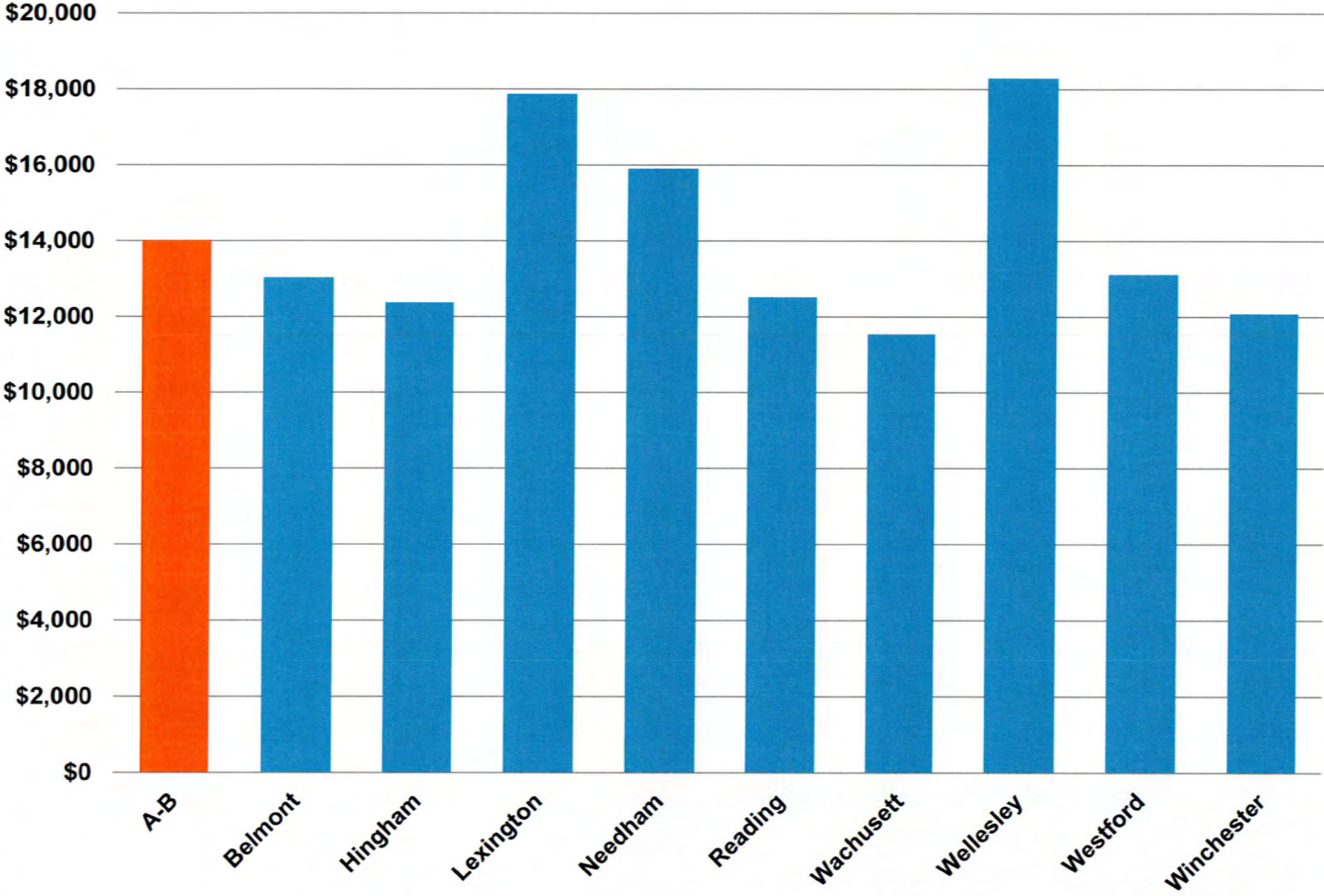
Below is a comparison of the amounts appropriated versus those covered by revolving funds for both COA 3510 and 3520 for FY15:

	<u>Athletics (3510)</u>		<u>Other Student Activities (3520)</u>	
	Appropriated	Revolving	Appropriated	Revolving
A-B	658,349	414,283	131,088	1,492,074
Belmont	276,511	471,976	97,561	71,749
Hingham	584,659	306,202	123,391	57,666
Reading	458,587	374,878	128,268	257,129
Wachusett	540,471	225,175	61,022	360,394
Westford	498,265	498,398	170,544	467,005
Winchester	293,654	747,127	103,498	39,322
Needham	478,274	674,576	234,935	0
Wellesley	771,929	531,166	66,081	728,125
Lexington	790,663	456,579	223,802	0

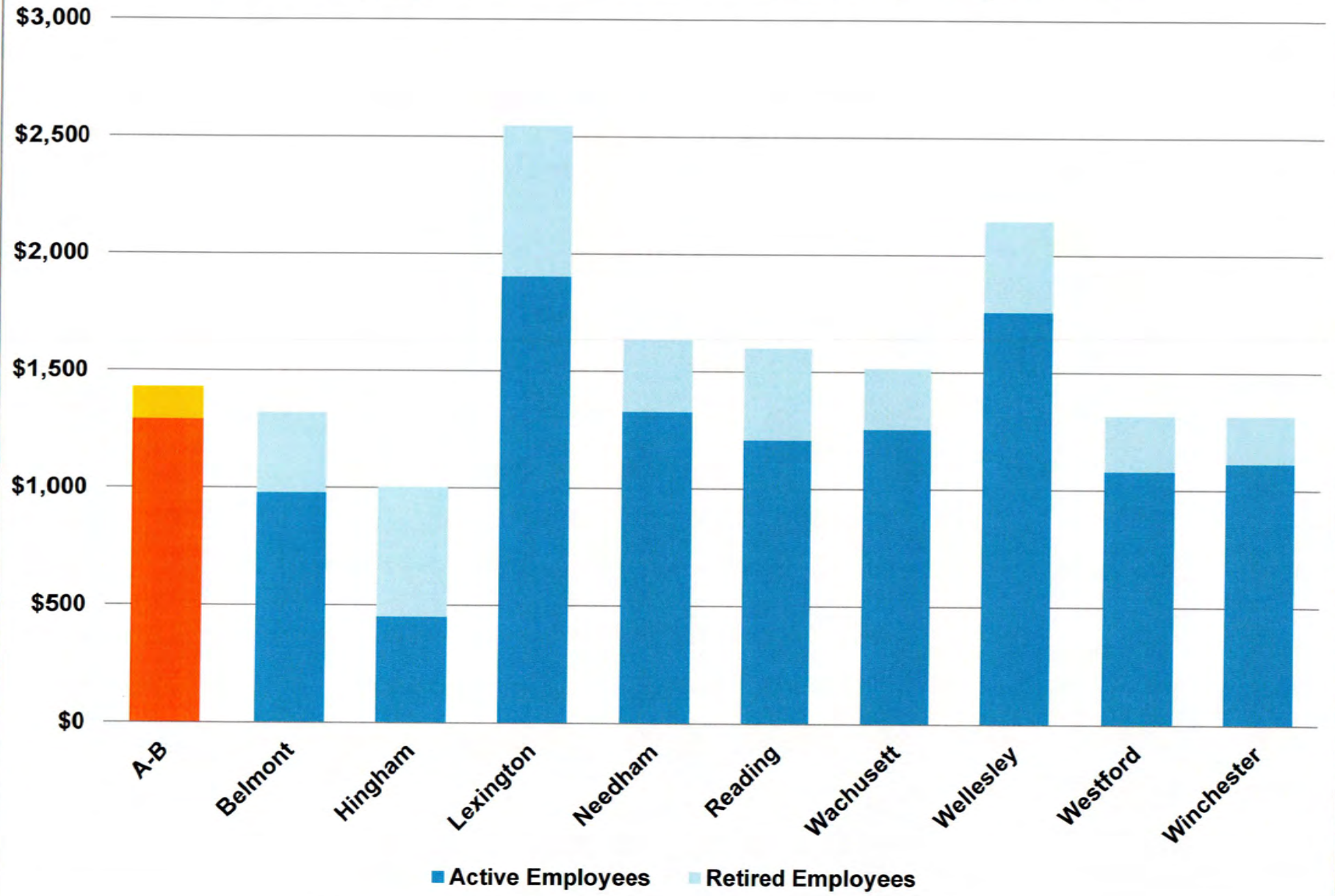
	FY15 Total Per Pupil Expenditure	FY15 Employee Health Insurance Per Pupil Expenditure - Active	FY15 Employee Health Insurance Per Pupil Expenditure - Retired	FY15 Selected Staffing Per Pupil Expenditure - Certified Specialists	FY15 Selected Staffing Per Pupil Expenditure - Paras/Assistants
A-B	14,016.00	1,290.66	138.35	245.45	830.39
Belmont	13,029.00	976.85	342.83	1,129.20	513.57
Hingham	12,368.00	449.90	552.62	209.38	672.17
Lexington	17,867.00	1,901.98	644.27	419.43	730.05
Needham	15,900.00	1,326.12	310.17	1,305.57	730.05
Reading	12,520.00	1,206.53	393.93	1,013.33	580.53
Wachusett	11,537.00	1,253.58	261.52	0.00	790.47
Wellesley	18,289.00	1,756.28	389.71	66.21	1,070.79
Westford	13,118.00	1,078.25	237.49	889.81	585.53
Wincheste	12,081.00	1,113.28	202.63	497.30	474.00

FY15 Selected Staffing Per Pupil Expenditure - Curriculum Support	FY15 Selected Staffing Per Pupil Expenditure - Building Leadership	FY15 Transportation Per Pupil Expenditure - In-District	FY15 Transportation Per Pupil Expenditure - Out-of-District	FY15 Athletics Per Pupil Expenditure	FY15 Student Body Activities Per Pupil Expenditure
343.12	548.26	552.33	6,714.64	190.06	287.61
241.36	457.17	176.38	8,928.16	177.18	40.08
189.05	489.12	379.17	7,142.85	208.87	42.45
623.99	776.01	494.24	5,955.94	184.03	33.02
552.10	609.73	285.01	11,288.27	206.30	42.45
237.80	406.63	124.02	8,143.75	190.48	87.82
137.14	528.43	648.98	5,022.44	104.47	57.50
614.71	522.98	350.50	7,720.40	259.58	158.15
178.70	516.48	492.56	4,024.89	195.42	125.00
318.68	480.38	775.39	1,241.91	231.89	31.82

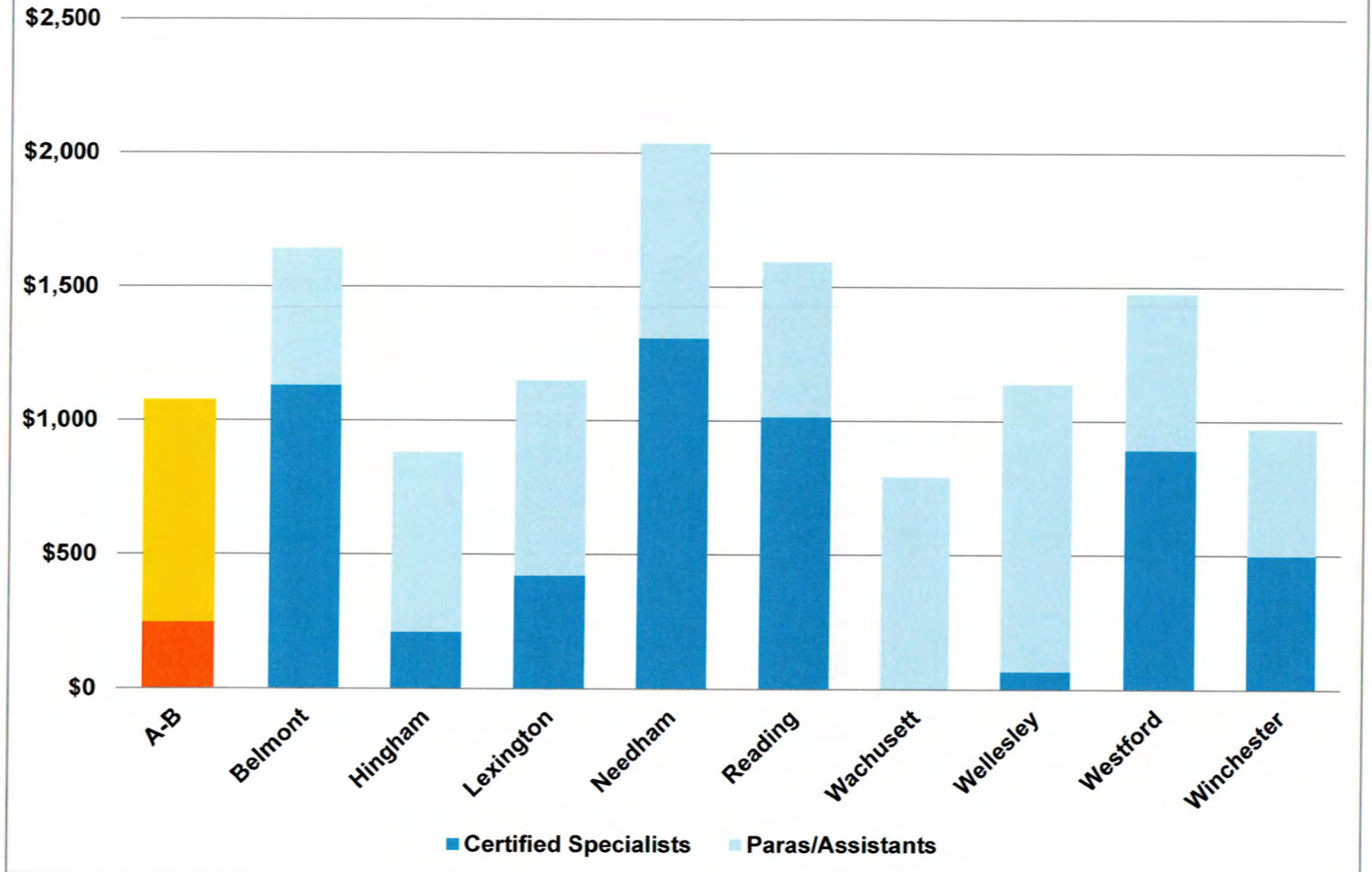
FY15 Total Per-Pupil Expenditure



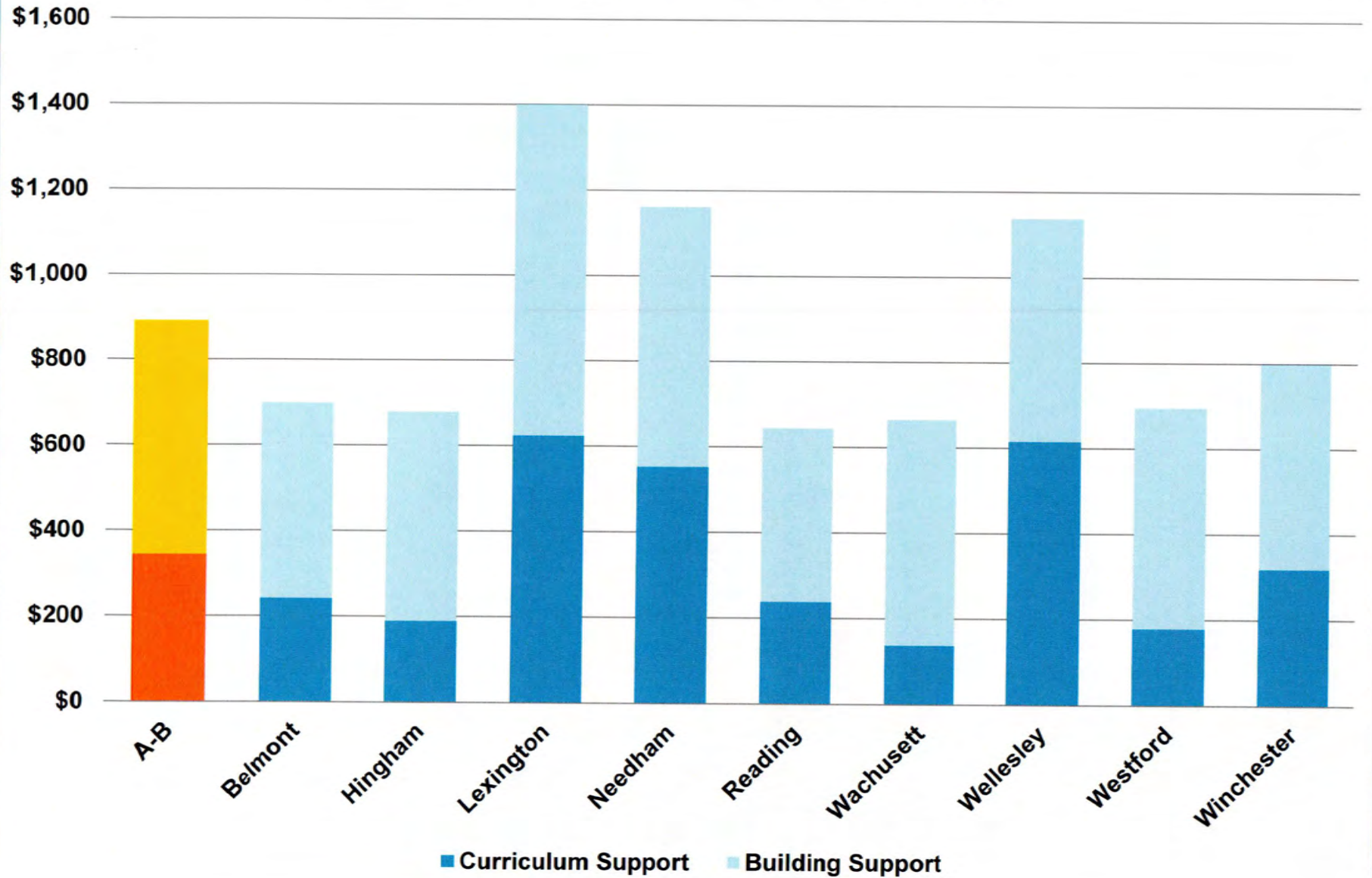
FY15 Employee Health Insurance Per-Pupil Expenditure



FY15 Selected Staffing Per-Pupil Expenditure: Certified Staff and Paraprofessionals/Assistants

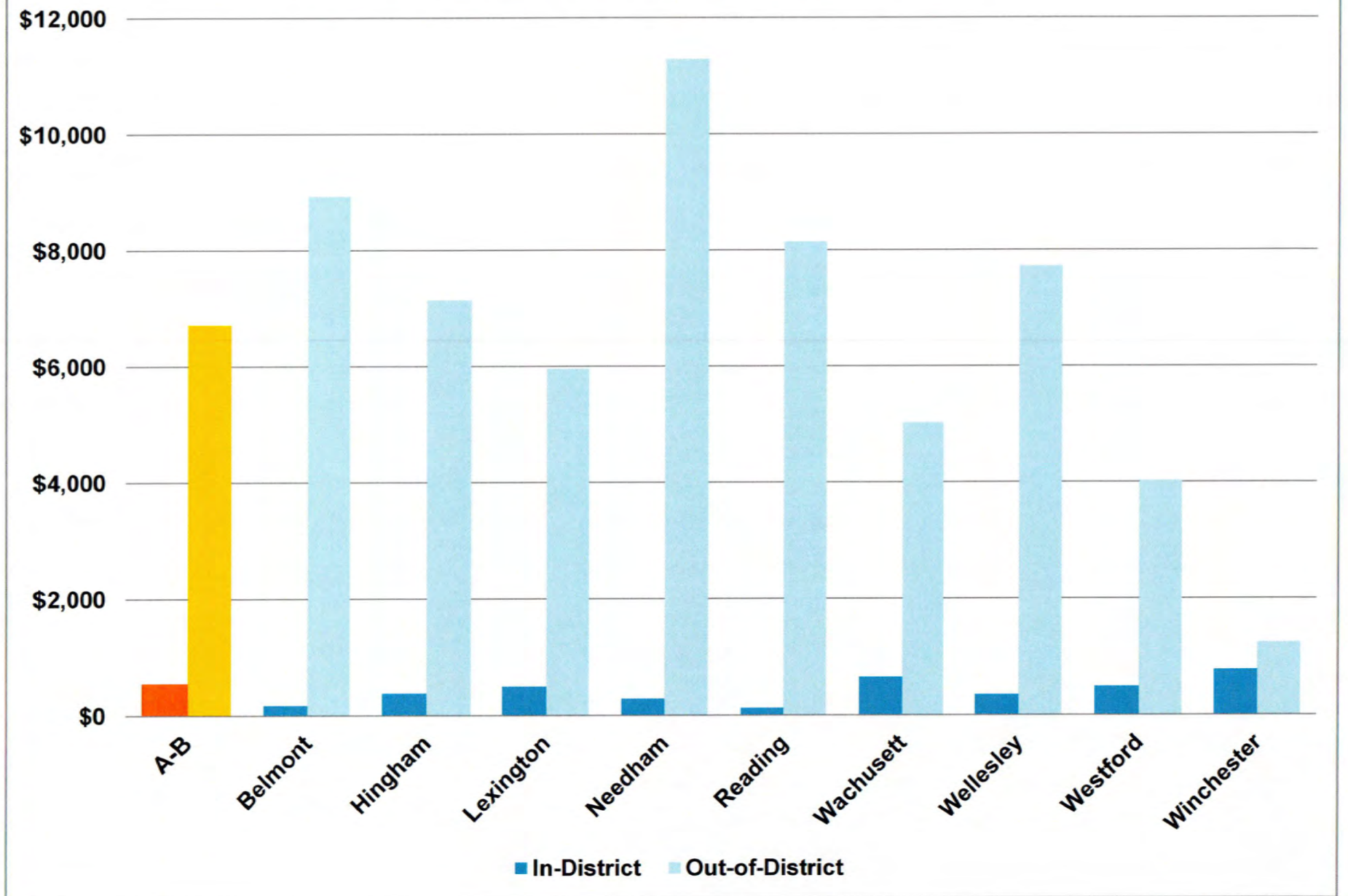


FY15 Selected Staffing Per-Pupil Expenditure: Curriculum Support and Building Support

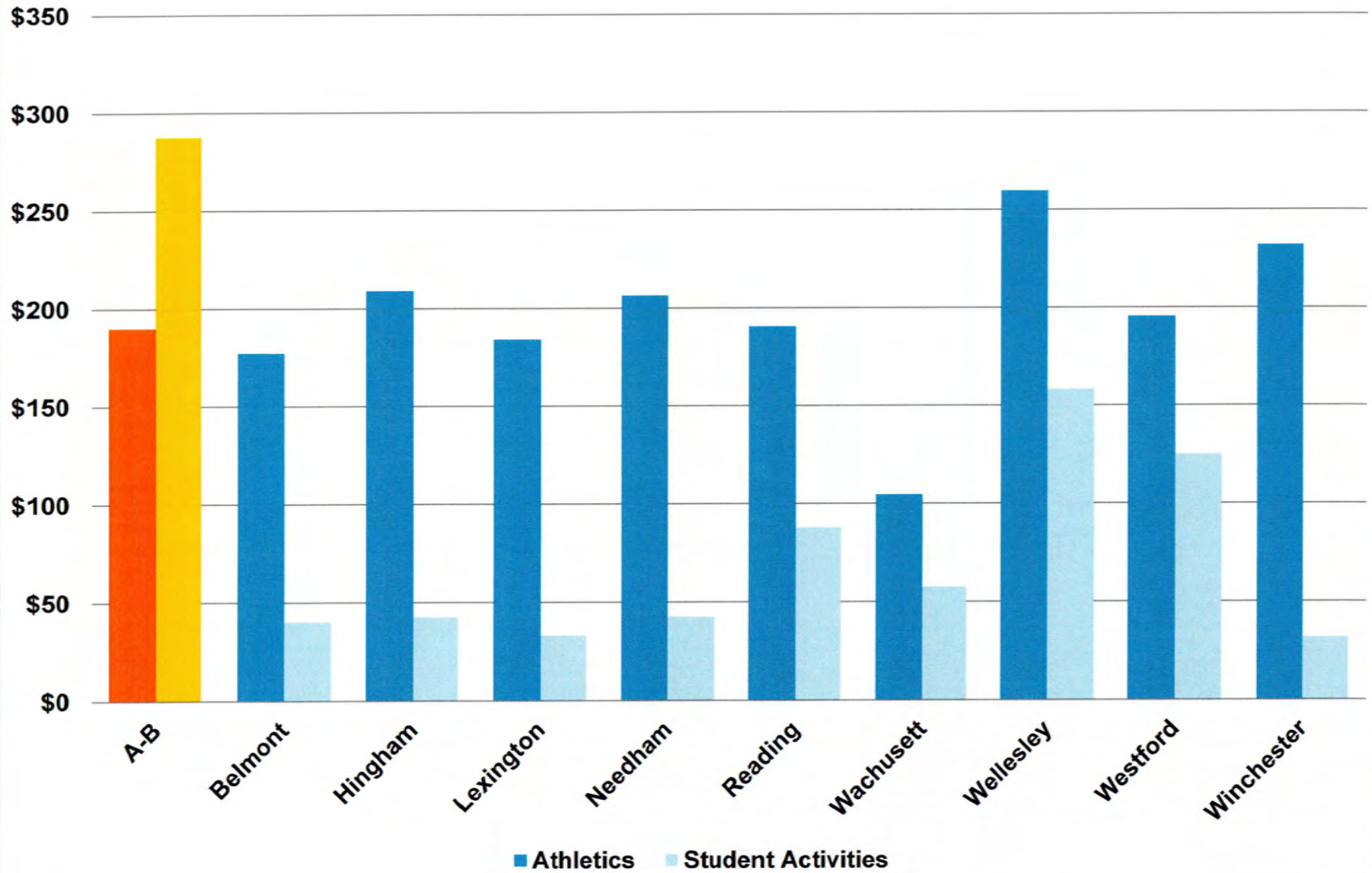


16

FY15 Transportation Per-Pupil Expenditure



FY15 Athletics and Student Activities Per-Pupil Expenditure



Additional Sources Consulted

Health Care

The Biggest Drivers of Public Employees' Rising Health Costs

<http://www.governing.com/topics/health-human-services/gov-local-government-health-coverage-costs-survey.html>

Employers Shift More Health Costs to Workers, Survey Finds

<http://www.governing.com/topics/mgmt/khn-health-care-costs-employee-survey.html>

Local Government Strategies to Address Rising Health Care Costs. Report of the Center for State and Local Government Excellence

<http://slge.org/wp-content/uploads/2014/12/LG-Strategies-to-Address-Rising-Health-Care-Costs1.pdf>

The impact of municipal health care reform on school district health insurance spending Sept. 2015

www.doe.mass.edu/research/reports/2015/09MHCR

Transportation

Most school districts can't put breaks on bus fees. Boston Globe August 20, 2015

<https://www.bostonglobe.com/metro/regionals/south/2015/08/20/school-bus-fees-persist-despite-better-times/QW8GimGRvV6bYiOYkjlRwM/story.html>

School bus fees west of Boston. Boston Globe August 21, 2015

<https://www.bostonglobe.com/metro/regionals/west/2015/08/21/what-school-districts-west-boston-charge-bus-students/G1YLeKkQ0wLkL67yvlNQxI/story.html>

Special Education Transportation Task Force Report

<http://moecnet.org/wp-content/uploads/2009/11/MOEC-SpedTranspRept0809.pdf>

Previous Acton-Boxborough Regional School Committee Meeting Materials

Report on Transportation Fees Memo from J. Landman to the School Committees, 11/24/03

Comparative Communities User Fees List, Acton-Boxborough Regional School Committee Meeting 11/19/15

Comparative Communities Subcommittee Meeting Minutes, 4/26/16

Athletics/Other Student Activities

Massachusetts Public Schools Survey of Fees (as of 7/10/16, but see individual entries for dates), D. & S. Hawkins, SuperEdNet

ALG Minutes September 1, 2016

Present: Bart Wendell, facilitator; Janet Adachi, BoS; Amy Krishnamurthy, SC; Margaret Busse & Doug Tindal, FC; Steve Ledoux, Glenn Brand, Marie Altieri & Steve Barrett, Staff. Absent: Peter Berry, BoS & Paul Murphy, SC.

Audience: Clare Jeannotte, Brian Mc Mullin, staff, Peter Ashton, Town Moderator, Andy Sheehan, Town Administrator, Middleton and Charlie Kadlec, Town Meeting member.

Extra info: Suggested calendar for Budget Planning & Multi-year financial model

Minutes OK'd

2. Update on FY 17 revenues and expenditures & FY 16 year end

Steve L: The DOR is expected to pick up the numbers and certify free cash in time for the October 5 STM. To date, there are no surprises in the FY 17 budget expenditures.

However we have a litigation on the use of CPA funds which means we will have to closely monitor our legal expenses. There are 162 similar projects throughout the state where CPA funds have been used to refurbish some aspect of historic churches.

Glenn: August is the time we begin the work on the end of the year expenses. So things look favorable. We are about to start on the FY 18 budget.

Clare Jeannotte: The details are on the website. We are not quite ready with the E&D but expect to be ready by the end of October. We have changed auditors; audit prep started on August 8; For FY 17 the expenses are personnel. September is a hard month with everything starting, by October things will settle down.

There were no questions or comments.

3. Review of spreadsheet

Steve B: Marie, Clare, Brian and I met to review the revenue projections and discuss the tabs that will need to be added. There are no changes; this is what was in the April TM warrant. We will wait to get the data from the state. We just wanted to know if you wanted any format changes.

4. Update on Tri-board meeting

Margaret & Amy: We met with Peter and decided on having two meetings. The first will be a social gathering and we are inviting the leaders from Boxboro; Bart will go through a greeting exercise. The second is November 8 (it was noted that was Election Day and also an evening when the schools have scheduled a speaker) so another date will be found. It is hoped that there will be a discussion on the FC's POV paper.

5. Fall Town Meeting

SL: The Meeting is Wednesday, October 5th in the UPPER GYM. There are 12 articles; the firefighters contract where we will have some be Mass Life paramedics; the lease for the senior center; purchase of the Lazaro land on River street and a lot on Piper road; Bylaw changes to appoint an assistant moderator and electronic voting; fixing the short term lease on the Kennedy land and five zoning articles. There will be a planning board hearing on September 6th and the warrant show and tell on Acton TV on Sept 21.

Janet: we still need to finalize the warrant and vote our positions.

6. Proposed ALG calendar

SL: This is a draft but those in yellow are set in stone:

Town manager's budget's due----12/19/ 2016; Municipal budget Saturday---1/072017; AB budget workshop---1/21/17; BoS budget vote---1/23/17; BoS MUST vote budget for FinCom---2/3/17; ABRSC budget hearing---2/16/17. Warrant to printer week of 3/7/17; Post warrant---3/14/17; Town election----3/28/17; Town Meeting begins----4/3/17.

There is also a section on what items needs to be discussed and when the ALG needs to reach a consensus on specific revenue and expense items.

The dates not cast in stone referred to the dates for the meeting of ALG: Oct 13; Nov.10; Dec 8; Jan 6; Jan 26; Feb 8 & March 9. There may be a need to have a second meeting in February.

Margaret was pleased to see that the discussion of the FC's POV was set for the beginning of October. Last year she did not feel the AKLG had enough time for a comprehensive.

Margret: The FC would like to see the actuals vs. the budget numbers. She added that the FC was concerned most about the differences between the uses of reserves... There was agreement that this should be considered as an agenda item.

Doug: there is also concern that the focus is only on the current expenditures and not enough on the long term spending/needs. When you extend the numbers out, what do you have?

Bart: should that be another agenda item?

Doug: I think we first have to get the FC united for the out years. We are only doing three and should be doing at least five.

Marie: we have found in the past that extending multi-year plans out after three years is just guessing.

Doug: it may be guessing but we can see that the schools are going to alter the financial landscape

Bart: so this is an agenda item?

Doug: we see \$65m for the schools, we need a new fire station---the whole or depth of magnitude will change.

SL: we have a capital planning committee that is looking at the needs for the town, school and minuteman tech.

Marie: apologized for missing the last meeting but she had concerns over the use of the word "policy" when talking about the ALG plan. "The ALG is neither a policy setting nor a voting board. We reserve the policy setting for the selectmen and the school committee. We are dealing with a financial model not a policy. The model is just a model and not a policy."

Bart: There seems to be some strong feelings between the uses of policy v model.

Margaret: I feel like we come out with a plan that the response is a policy. Just calling it a model does not reflect what my experience from last year.

Janet: when we talk about a policy, we are just talking about recommendations.

Amy: the school committee uses the word policy as something that's binding

Bart: since this is my 29th annual ALG this a challenge. The ALG is an iterative process : ALG goes to the board, there is discussion and the boards come back to the ALG. It's a really good thing to be clear.

Janet: can we just substitute model for policy?

Doug: I think we are discussing a distinction without a difference. He read the definition from the internet. The beauty is in the eye of the beholder.

Bart: is there any objection for the change?

Marie: For the school committee there is a great difference. Only the school committee can set and accept a policy. There are different meanings for different cultures. I think we should go with model.

Margaret: I did not understand the SC's use of the word policy. So let's change it.

Bart: so the word will be model and avoid the use of policy.

Janet: I think model is too general. What about plan.

Bart: are there any objections to the use of plan? So we'll go with plan.

Bart: I'm not going to be here on November 10. What will happen?

SL: In the Past we have used Mr. Aston or Lauren Rosenzweig-Morton

Bart: I'll leave it up to Steve.

Marie: Peter has been attending the meetings and he is up to speed.



Acton-Boxborough Regional School Committee

16 Charter Road
Acton, MA 01720
978-264-4700 ext. 3206
www.abschools.org

Mary Brolin
Chairperson

TO: To Whom It May Concern
FROM: Mary Brolin, ABRSC Chairperson
DATE: 9/9/16
RE: Minuteman Technical High School District Ballot Vote on 9/20/16

At their meeting on 9/1/16 the Acton-Boxborough Regional School Committee approved the following statement regarding the Minuteman Technical High School (MMT) District Ballot Vote to be held in all districts on 9/20/16.

"The Acton-Boxborough Regional School Committee has an interest in the safety and quality of the Minuteman High School facility for students of Acton and Boxborough who choose that educational option. Thus, the Acton-Boxborough Regional School Committee is in support of passing the following ballot question on 9/20/16:

'Do you approve of the vote of the Regional District School Committee of the Minuteman Regional Vocational Technical School District on June 27, 2016, to authorize the borrowing of \$144,922,478 to pay costs of constructing a new district school.'"



Acton-Boxborough Regional School District 2016-2017 Family Learning Series

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

The Science of Sleep

September 21, 2016
7:00-8:30 PM
ABRHS Auditorium

Kirsty Kerin is an AB parent, and
a scientist in the field of sleep
medicine, fatigue management,
and circadian rhythm biology.

Kirsty Kerin, PhD



Kirsty will share information about the science of sleep: what happens to our brains and bodies while we sleep, the importance of different stages of sleep, why our sleep changes as we age, and how sleep affects our immune system, growth, learning and memory. She will explain why it's difficult for your pre-teen to fall asleep, and how to overcome this common problem.

Kirsty has provided media interviews for the Wall Street Journal, NPR, Boston Globe, and WBZ News, and commentary and reports to the Federal Drug Administration (FDA), the Federal Centre for Medicare and Medicaid Services (CMMS), and the Federal Department of Transportation (DoT).

Kirsty will speak for 45 minutes and is happy to answer questions.

Questions? Call ABRSD 978.264.2700 x 3213



Grand Opening



ABRSD Nature Play Spaces

Friday, [September 23, 2016](#) 11:00AM

Help us celebrate the official opening of our four Nature Play Spaces with a ribbon cutting at the Conant School.

Nature Play Spaces are also located at the Parker Damon Building,
CT Douglas & Gates

Join the Celebration!

Generously supported in part by the Acton
Community Preservation Act Fund, AB PIP
STEM, and The Acton Garden Club

Actual Acton-Boxborough Grade K-6
September 1st 2016

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Incoming	Total	#Sec.	Avg. Size		
	Blanchard Pthw K-2	Gr. 1/2	ADK	14 AM		ADK	23 AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM					ADK	AM
K	7	14	19	20	60	22	18	18	58	23	23	46	21	19	40	21	20	22	63	21	21	21	63	0	330	16	20.6								
<i>Rm</i>	217	226	216	218	18	3	2	1	0	2	1	1	4	2	1	111	110	112	2	131	132	135	0	22											
Gr. 1	10	21	20	51	20	20	40	20	20	19	59	19	19	57	19	19	20	58	19	20	20	59	0	324	17	19.1									
<i>Rm</i>	215	213	211	1	5	4	1	5	4	3	1	3	5	6	2	310	311	312	0	223	224	234	1	6											
Gr. 2	1	10	21	21	53	23	22	45	23	23	69	23	23	68	23	23	22	68	23	23	23	71	0	374	17	22.0									
<i>Rm</i>	217	215	227	219	13	6	7	1	7	6	8	4	7	8	10	1	301	302	303	2	133	231	334	1	22										
Gr. 3		23	22	45	25	25	25	75	24	24	72	25	25	50	24	24	23	71	21	19	21	22	83	0	396	17	23.3								
<i>Rm</i>	25	229	231	4	9	10	17	2	9	10	11	0	20	9	0	313	314	315	2	100	233	322	323	1	9										
Gr. 4		20	22	22	64	22	23	22	89	22	23	68	23	22	45	24	24	24	72	25	25	24	74	0	412	18	22.9								
<i>Rm</i>		245	243	247	9	8	20	19	18	1	12	14	13	0	15	19	2	213	214	215	3	230	330	331	0	15									
Gr. 5		24	22	24	70	24	22	22	68	22	23	68	24	23	70	23	22	24	69	23	23	23	69	0	414	18	23.0								
<i>Rm</i>		118	130	128	7	16	15	14	2	21	20	19	1	11	17	18	0	210	211	212	4	235	321	324	0	14									
Gr. 6		23	23	23	69	25	25	25	75	24	25	74	25	25	74	25	24	74	25	24	25	25	99	0	465	19	24.5								
<i>Rm</i>		110	112	108	9	13	12	11	2	16	17	15	1	12	13	14	1	113	114	115	2	232	332	333	335	0	15								
					61				9			8			7			15				3		103											
Total		<i>20 Sex Averag 21.7</i>				412	<i>20 Sec. Averag 22.5</i>				450	<i>20 St Averag 22.8</i>				456	<i>18 St Averag 22.4</i>				404	<i>21 St Averag 22.6</i>				475	<i>23 St Averag 22.5</i>				518	0	2715	122	22.25

61 Acton residents attend Boxborough

42 Boxborough residents attend school in Acton

Sept Count 9/1/16

Acton-Boxborough Regional
School District
C. Jeannotte
August, 2016

8/9/2016

TOPICS

- STATE BUDGET UPDATE & LEGISLATIVE OUTLOOK
- CHAPTER 70
- CIRCUIT BREAKER
- CASE ASSESSMENTS

8/9/2016

RESOURCES

- CH 70 FOUNDATION REVIEW COMMISSION
 - FINAL REPORT:
<http://www.doe.mass.edu/finance/chapter70/FBRC-Report.pdf>
- Chapter 70 Website
<http://www.doe.mass.edu/finance/chapter70/>
- CIRCUIT BREAKER WEBSITE:
<http://www.doe.mass.edu/finance/circuitbreaker/>

8/9/2016

STATE BUDGET FY17- SCHOOL FINANCE ITEMS

8/9/2016

State Budget News For FY'17

- Chapter 70 up \$116m (2.6%)
 - Effort reduction 85%, compared to 70% in Prelim
 - This will reduce required contributions for 80% of towns: regional districts take note
 - Economically Disadvantaged measure used in FY17 foundation budget (held harmless to old low income method)
 - 25 districts held harmless to the aid they would have received using last year's low income percentages: at cost of \$10m
 - \$55 per pupil minimum aid increase
 - Foundation budgets lowered by an inflation factor of - 0.22%

8/9/2016

State Budget News For FY'17

- Transportation:
 - Regional: up \$2m (3.3%) from FY16
 - Homeless: level-funded
 - Non-resident Vocational: down \$1.5m (85%)
 - Foundation Reserve: down \$3.1m (100%)
- Circuit Breaker: up \$1.9m (1%)
- Charter Reimbursement: level-funded
- Kindergarten Grants: down \$18.5m (100%)
- Veto Overrides?

8/9/2016

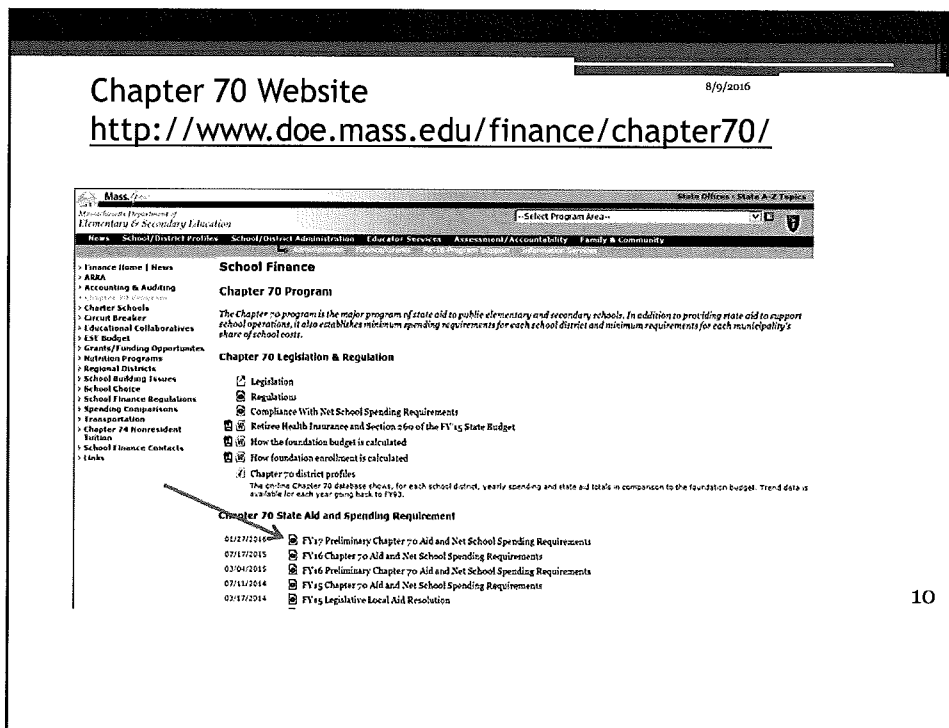
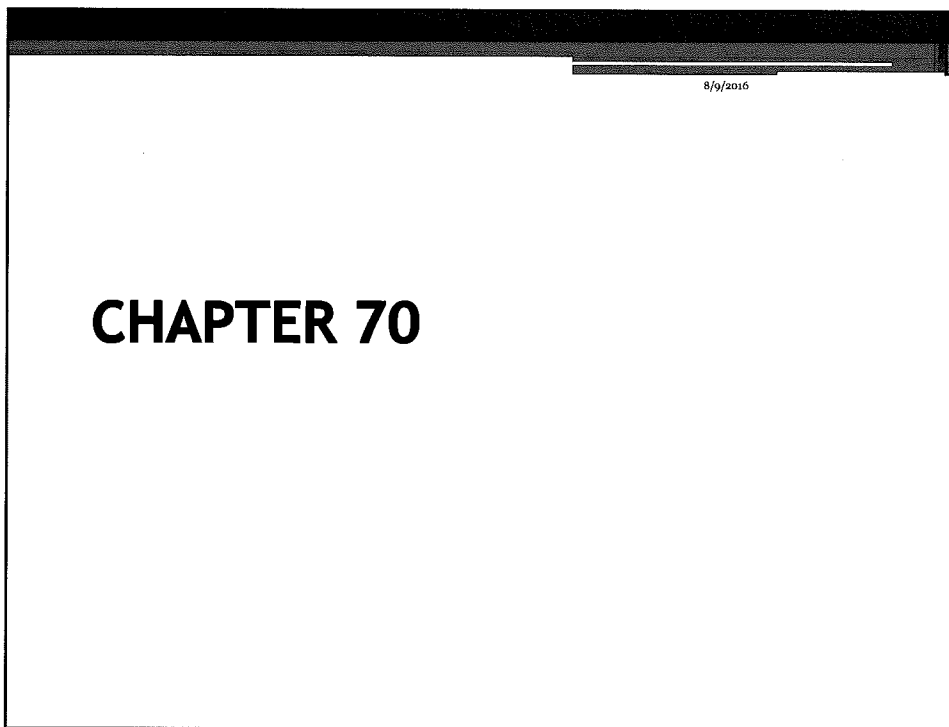
ABRSD FY'17 state aid (net)

Acton Boxborough Regional School District Revenues and Funding Sources	FY'15 Actual	FY'16 Actual	August 8, 2016		
			FY'17 Cherry Sheet	Increase (Decrease) \$ FY17	Increase (Decrease) % FY17
CHAPTER 70 AID	14,264,476	14,393,076	14,696,071	302,995	2.1%
REGIONAL TRANSPORTATION	1,363,856	1,430,719	1,390,338	(40,381)	-2.8%
REGIONAL TRANSPORTATION REVOLVING	-	-	-	-	-
REGIONAL BONUS AID	136,900	106,620	74,000	(32,520)	-30.5%
CHARTER SCHOOL REIMBURSEMENT	26,810	42,958	25,004	(17,954)	-41.8%
Total State Aid	15,771,041	15,973,273	16,185,413	212,140	1.3%
SCHOOL CHOICE ASSESSMENT	(118,465)	(99,055)	(99,055)	-	0.0%
CHARTER SCHOOL ASSESSMENT	(373,438)	(392,870)	(382,504)	10,366	-2.6%
SPECIAL EDUCATION ASSESSMENT	(12,398)	(311)	(324)	(13)	4.2%
Total State Aid Offsets	(504,301)	(492,236)	(481,883)	10,353	-2.1%
Net State Aid	15,266,740	15,481,037	15,703,530	222,493	1.4%

8/9/2016

LEGISLATIVE News For FY'17 SCHOOL FINANCE

- SPECIAL ED PENDING LEGISLATION -
- CH 70 FOUNDATION REVIEW COMMISSION –
 - FINAL REPORT: <http://www.doe.mass.edu/finance/chapter70/FBRC-Report.pdf>
 - CHANGED TO ECONOMIC DISTADVANTAGED IN CH 70 FORMULA
 - RECOMMENDED CHANGE FOR SPECIAL ED-ASSUMED ENROLLMENT PERCENT 3.75% = 15% OF IN DISTRICT STUDENTS RECEIVE SERVICES 25% OF THE TIME. PROPOSED INCREASE TO 16%@ 25% OF TIME=4% OF ENROLLMENT TO REFLECT STATE AVG.
 - RECOMMENDED CHANGE FOR HEALTH INS (MAJOR) TO USE AVERAGE GIC RATE AND INCLUDE RETIRED TEACHER HEALTH COSTS IN FOUNDATION BUDGET
 - OVERALL COST TO FOUNDATION BUDGET \$800M- WOULD GENERATE SOME AID FOR SOME DISTRICTS



8/9/2016

ABRSD FY17 SUMMARY

Return to Index 7/8/17

**Massachusetts Department of Elementary and Secondary Education
FY17 Chapter 70 Summary**

800 Acton Boxborough

<u>Aid Calculation FY17</u>	<u>Comparison to FY16</u>	FY16	FY17	Change	Pct Chg
Prior Year Aid	Enrollment	5,544	5,509	-35	-0.63%
1 Chapter 70 FY16	Foundation budget	52,599,957	52,547,574	-52,383	-0.10%
	Required district contribution	41,315,952	40,653,492	-662,460	-1.60%
Foundation Aid	Chapter 70 aid	14,283,076	14,894,071	610,995	2.11%
2 Foundation budget FY17	Required net school spending (NSS)	55,709,028	55,349,563	-359,465	-0.65%
3 Required district contribution FY17	Target aid share	21.89%	23.39%		
4 Foundation aid (2-3)	C70 % of foundation	27.36%	27.97%		
5 Increase over FY16 (4-1)	Required NSS % of foundation	105.91%	105.33%		
Minimum Aid					
6 Minimum \$55 per pupil increase					
Non-Operating District Reduction to Foundation					
7 Reduction to foundation					
Aid to Hold District Harmless to Low Income Enrollment Change					
8 Additional amount needed					
FY17 Chapter 70 Aid					
9 sum of line 1, 5 minus 7					

Five Year Trend

Year	Foundation Budget	Required District Contribution	C70 Aid
FY13	~50	~40	~10
FY14	~48	~38	~10
FY15	~46	~36	~10
FY16	~44	~34	~10
FY17	~42	~32	~10

11

8/9/2016

Goal of the Chapter 70 formula

- To ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid.

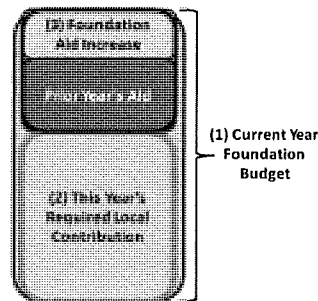
8/9/2016

Foundation aid is the core of Chapter 70. It provides additional funding for districts to spend at their foundation budgets.

$\text{Foundation Budget} - \text{Required Local Contribution} = \text{Foundation Aid}$

- Start with prior year's aid
 - FY16 c70 (statewide: \$4.511B)
- Add together the prior year's aid and the required local contribution.
- If this year's foundation aid exceeds last year's total Chapter 70 aid, the district receives the amount needed to ensure it meets its foundation budget.
- 101 districts

Chapter 70 in 3 Steps



Chapter 70 aid is determined in three basic steps

A district's Chapter 70 aid is determined in three basic steps:

1. It defines and calculates a **foundation budget**, an adequate funding level for each district, given the specific grades, programs, and demographic characteristics of its students.
2. It then determines an equitable **local contribution**, how much of that "foundation budget" should be paid for by each city and town's property tax, based upon the relative wealth of the community.
3. The remainder is funded by Chapter 70 **state aid**.

$\text{Local Contribution} + \text{State Aid} = \text{a district's Net School Spending (NSS) requirement. This is the minimum amount that a district must spend to comply with state law.}$

Key Factors in School Funding Formula

Foundation Budget

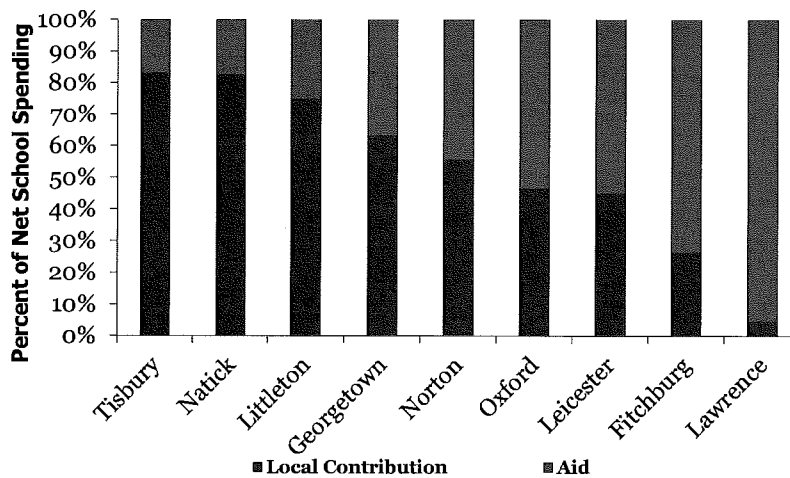
- Enrollment
- Wage Adjustment Factor
- Inflation

Local Contribution

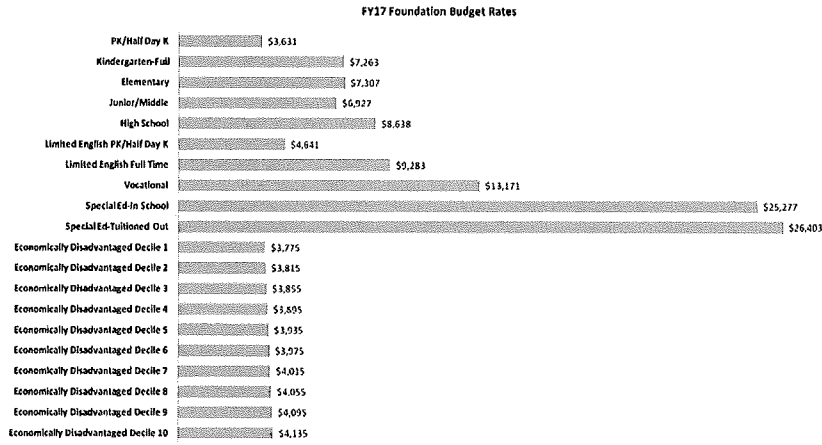
- Property value
- Income
- Municipal Revenue Growth Factor

These six factors work together to determine a district's Chapter 70 aid.

Districts receive different levels of Chapter 70 aid, because their community's ability to pay differs



Foundation budget rates reflect differences in the cost of educating different types of students.



A district's foundation budget is derived by multiplying the number of pupils in 13 enrollment categories by cost rates in 11 functional areas.

Masachusetts Department of Elementary and Secondary Education
Office of School Finance

FY17 Chapter 70 Foundation Budget

600 Acton Boxborough

	Base Foundation Components										Incremental Costs Above The Base			TOTAL
	(1) Pre-School	(2) PK-Half Day	(3) PK-Full Day	(4) Elementary	(5) Jr High/Middle	(6) High School	(7) ELL PK	(8) ELL K-12	(9) ELL K-12	(10) Vocational	(11) Special Ed In District	(12) Special Ed Out of Dist	(13) Economically Disadvantaged	
Foundation Enrollment	111	230	2	1,207	1,340	1,543	0	46	123	0	204	55	399	5,509
1 Administration	21,020	47,305	780	651,026	528,221	738,371	0	8,741	36,943	0	535,051	146,254	0	2,772,823
2 Instruction Leadership	32,023	35,756	1,273	1,252,912	819,704	4,331,571	0	15,735	12,551	0	0	0	0	3,720,744
3 Classroom and Social Studies Teachers	174,897	333,355	6,264	5,731,235	3,711,051	7,513,330	0	128,974	887,335	0	1,788,855	0	1,123,705	21,830,820
4 Other Teaching Services	44,757	100,225	1,674	1,432,738	773,551	0	14,845	11,512	0	1,548,455	2,204	0	5,102,193	
5 Professional Development	6,528	15,555	245	223,787	1,305,574	234,353	0	3,872	30,949	0	38,155	0	24,241	2,311,915
6 Instructional Equipment & Tech	242,151	34,540	273	324,501	534,555	1,395,423	0	10,025	79,845	0	71,203	0	0	2,823,222
7 Guidance and Psychological	12,708	28,821	493	422,636	408,482	740,459	0	7,011	39,715	0	0	0	0	1,678,229
8 Pupil Services	51,555	11,285	132	251,044	236,112	1,020,937	0	3,143	28,009	0	0	0	0	1,636,226
9 Operations and Maintenance	43,823	125,242	1,743	1,653,335	1,239,504	1,734,531	0	27,212	215,909	0	557,879	0	174,120	5,935,119
10 Employee Benefits/Pension Charges	41,872	94,320	1,509	1,232,145	951,370	1,335,252	0	21,832	173,005	0	842,561	0	107,745	4,778,316
11 Special Ed Tuition	0	0	0	0	0	0	0	0	0	0	1,311,254	0	0	1,311,254
12 Total	417,918	941,226	15,000	13,916,557	9,622,725	17,422,873	0	221,466	1,702,328	0	5,551,626	1,438,252	1,437,410	52,547,574

All of your students are counted in categories 1-10. Special education and economically disadvantaged costs are treated as "costs above the base" and are captured in 11-13.

Local Contribution

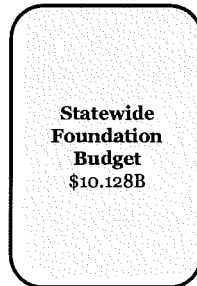
Establishing local ability to pay

- The foundation budget is a shared municipal-state responsibility.
- Each community has a different **target local share**, or ability to pay, based on its property values and residents' incomes.
- Prior to this policy, required local contributions had become less linked to ability to pay. A process was established in 2007 to move each community from its 2006 baseline to its new target.

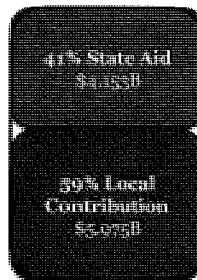
How is the required local contribution calculated?

Determining each community's target local share starts with the local share of statewide foundation.

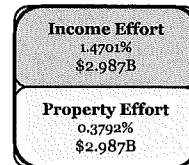
Calculate **statewide** foundation budget.



Determine local share of **statewide** foundation.



Statewide, determine percentages that yield 1/2 from property and 1/2 from income.



Property and income percentages are applied uniformly across **all cities and towns** to determine the **combined effort yield** from property and income.

8/9/2016

Individual communities' target local shares are based on local property values and income, and foundation budget.

- To determine local effort, first apply this year's property percentage (0.3792%) to the town's 2014 total equalized property valuation
- Then apply this year's income percentage (1.4701%) to the town's 2013 total residential income

Local Property Effort
+ Local Income Effort
= Combined Effort Yield (CEY)

- Target Local Share = CEY/Foundation budget
 - Capped at 82.5% of foundation
 - In FY17, 147 of 351 communities are capped.

8/9/2016

Dese website
new chapter 70 analysis tool

School Finance

Chapter 70 Program

The Chapter 70 program is the major program of state aid to public elementary and secondary schools. In addition to providing state aid to meet requirements for each school district and minimum requirements for each municipality's share of school costs.

Chapter 70 Legislation & Regulation

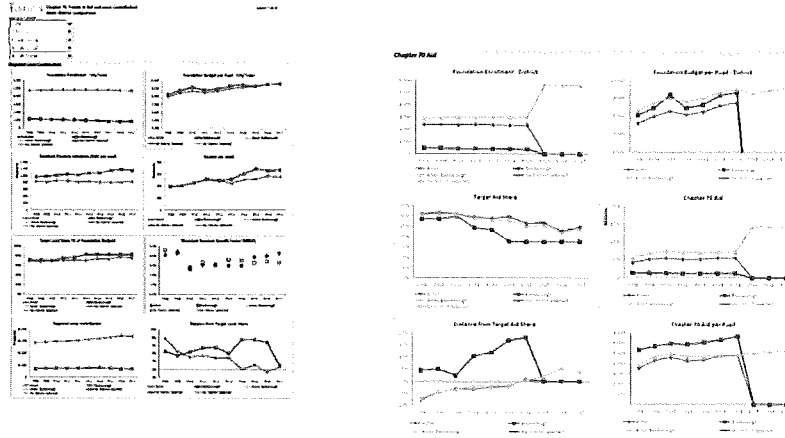
- Legislation
- Regulations
- Compliance With Net School Spending Requirements
- Retiree Health Insurance and Section 405 of the FY's State Budget
- How the foundation budget is calculated
- Chapter 70 district profiles
- The online Chapter 70 database shows, for each school district, yearly spending and state aid totals in comparison to the foundation budget. Trends
- Chapter 70 Trends in Aid and Local Contribution
- This tool shows trend data for the key factors influencing Chapter 70 required local contributions and state aid calculations going back to FY2007.

Chapter 70 State Aid and Spending Requirement

- 07/11/2016 FY17 Chapter 70 Aid and Net School Spending Requirements
- 01/22/2016 FY17 Preliminary Chapter 70 Aid and Net School Spending Requirements
- 03/17/2015 FY16 Chapter 70 Aid and Net School Spending Requirements
- 03/04/2015 FY16 Preliminary Chapter 70 Aid and Net School Spending Requirements
- 07/11/2014 FY15 Chapter 70 Aid and Net School Spending Requirements
- 07/17/2014 FY15 Legislative Local Aid Resolution

8/3/2016

Acton & Boxborough demographic factors to ch. 70



8/9/2016

ABRSD CHAPTER 70: 2007-2017

Massachusetts Department of Elementary and Secondary Education
Trends in Chapter 70 Aid Components

600 Acton-Boxborough	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Endowment	3,830	2,864	3,500	2,983	3,909	2,588	2,963	2,972	4,448	5,444	5,508
Foundation Budgets	27,506,726	28,962,743	29,794,812	26,911,855	26,272,612	26,873,147	27,416,685	28,137,812	42,427,565	52,099,263	52,567,774
Other Contributions	17,793,860	18,968,818	18,965,307	19,548,418	19,605,807	20,310,412	20,908,978	21,703,014	40,990,668	44,311,912	40,613,492
FY17 of Foundation	79.05%	78.64%	73.87%	77.60%	75.10%	75.70%	76.86%	76.18%	78.96%	78.15%	77.97%
Fundal. Aid from:											
Foundation Aid Increase	18.28%	62.87%	35.81%	80.65%	18.40%	27.69%		28.81%	15.27%	23.69%	23.99%
Other Contributions	1,176,318	910,974	1,227,603								
Target 70 Aid						194,984		74,882	181,215	1,86,000	302,904
Chapter 70 Aid			750,174	137,812	2,101,983						
State of MA Distribution			2,908,558	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278
Local Government (2017)	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278	2,959,278
State of MA Aid			750,174	137,812	2,101,983						
Total Aid from 70 & Other	20,950,000	21,822,000	22,722,000	20,071,000	19,313,000	20,913,000	21,457,000	22,641,000	44,411,000	55,411,000	55,527,000
Aid per Pupil (2017)	21,500,000	21,800,000	21,700,000	20,200,000	19,400,000	20,900,000	21,400,000	22,600,000	44,000,000	55,000,000	55,100,000
FY17 Reported Aid to Local Spending	22,500,000	21,800,000	21,700,000	20,200,000	19,400,000	20,900,000	21,400,000	22,600,000	44,000,000	55,000,000	55,100,000
FY17 of Foundation	100.00%	100.00%	100.00%	97.50%	101.50%	101.90%	101.80%	101.80%	101.80%	101.80%	101.80%
Actual/Weighted Avg. 10th Spending	28,134,842	28,651,128	28,354,510	27,841,020	27,944,822	28,096,962	28,977,045	28,656,578	48,207,828	58,468,418	58,468,418

8/9/2016

CIRCUIT BREAKER

8/9/2016

Mechanics: Circuit Breaker (Began 2004)

- To provide additional state funding to districts for high-cost special education students
- Threshold tied to 4x the state average foundation budget per pupil under the Ch. 70 program, with the state paying 75 percent of the costs above that threshold (DTA or DCF Children & homeless at 100% above threshold)
- Reimbursements are for the district's prior year's expenses based on claims filed each summer
- Standard rates for each type of service are established annually by ESE, or OSD approved rates at private 766 schools.
- Quarterly payments to the District, subject to appropriation
- The "extraordinary relief" program provides added relief if cost growth over prior year of 25% or more (\$5M statewide)

8/9/2016

Accountability: Circuit Breaker

- Circuit breaker claims are audited by ESE
- Disallows services have not been clearly documented on the student's IEP. Only services that are required by the IEP are eligible for reimbursement.

8/9/2016

Accounting: Circuit Breaker (Special Revenue Fund)

- Circuit breaker reimbursements should be deposited into a special education reimbursement account
- These funds may be expended by the school committee in the year received or in the following fiscal year for any special education- related purposes, without further appropriation
- As with all special revenues, the appropriating authority can and should consider the projected reimbursements for the following fiscal year when deliberating on the school district's general fund budget.

8/9/2016

SPECIAL ED TRANSPORTATION

8/9/2016

Special ed transportation

- The district must provide if it is included in the student's IEP
- CASE Collaborative Provider - Annual assessment FY'16 based on our ridership in FY'14 applied to the transportation budget of CASE FY'16
 - FY17 assessment: \$1,536,934
 - Weighted share based on 3 tiers of distance
- Private providers where unable to use CASE (distance)

8/9/2016

DATA

8/8/16

ABRSD Special ed trends

Massachusetts Department of Elementary and Secondary Education
 Direct Special Education Expenditures as a Percentage of School Budget, FY06 to FY15

Select an lsa code from the dropdown list

600 - ACTON BOXBOROUGH
 600 ACTON BOXBOROUGH

Fiscal Year	A Teaching	B Instructional Other	C Mass. Public Schools and Collaboratives	D Mass Private and Out-of- State Schools	E Combined Special Ed Expenditures (A+B+C+D)	F Total School Operating Budget	G Special Education Percentage of Budget (E as % of F)	H state average percentage
2006	1,533,327	545,486	1,239,903	2,472,108	5,790,824	27,928,220	20.7	19.1
2007	1,507,487	636,278	709,983	2,680,138	5,533,886	29,439,625	18.8	19.4
2008	1,766,668	694,684	769,081	3,034,558	6,264,991	31,665,397	19.8	19.8
2009	1,903,769	705,910	1,191,032	2,579,155	6,379,866	32,418,472	19.7	20.1
2010	1,658,820	677,143	1,239,139	2,278,210	5,853,312	33,126,293	17.7	19.8
2011	1,837,650	745,910	1,430,245	2,006,946	6,020,751	33,721,296	17.9	19.9
2012	2,185,711	863,048	1,749,263	2,217,210	7,015,232	35,247,021	19.9	20.5
2013	2,201,362	839,000	1,351,658	2,840,308	7,232,328	35,789,061	20.2	20.9
2014	2,302,814	787,027	1,652,534	2,631,346	7,353,721	37,460,746	19.6	20.9
2015	8,044,054	1,834,402	2,711,109	4,424,101	17,013,666	70,852,654	24.0	21.0

8/9/2016

Boxborough special ed trends

8/8/16

Massachusetts Department of Elementary and Secondary Education
Direct Special Education Expenditures as a Percentage of School Budget, FY06 to FY16

Select an lca code from the dropdown list

37 - BOXBOROUGH

Fiscal Year	-- In-District Instruction --		- Out-of-District Tuition -		Combined Special Ed Expenditures (A+B+C+D)	Total School Operating Budget	Special Education Percentage of Budget (E as % of F)	state average percentage
	Teaching	Other Instructional	Mass. Public Schools and Collaboratives	Mass Private and Out-of-State Schools				
2006	665,620	191,530	288,786	438,990	1,584,926	5,578,221	28.4	19.1
2007	684,800	208,909	244,755	254,578	1,393,042	5,815,690	24.0	19.4
2008	723,594	222,483	361,484	0	1,307,561	5,811,047	22.5	19.8
2009	768,697	221,095	466,078	0	1,455,870	5,690,565	25.6	20.1
2010	790,694	239,273	564,873	0	1,594,840	5,967,752	26.7	19.8
2011	812,933	166,904	328,748	158,700	1,467,285	5,815,489	25.2	19.9
2012	808,153	139,316	348,230	201,645	1,497,344	6,324,226	23.7	20.5
2013	1,051,109	167,988	382,631	84,970	1,686,698	6,245,667	27.0	20.9
2014	1,168,762	173,664	222,359	118,713	1,683,498	6,181,281	27.2	20.9
2015	1,168,762	173,664	222,359	118,713	1,683,498	6,181,281	27.2	21.0

8/9/2016

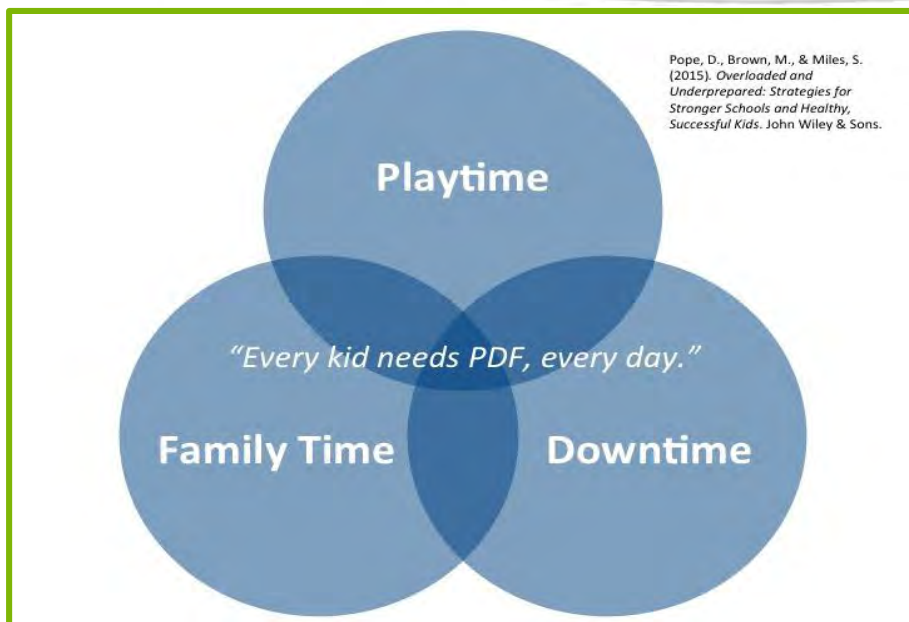
ABRSD Circuit breaker budgeting

Fiscal Year	Eligible Costs	#Students	Net Claim	Spec Indicator	Reimb %	Reimb	Net Reimbursement	Favorable (Unfavorable)
FY15 Budget	\$4,831,288	71	\$2,390,686		73.5%		1,757,154	
FY15 Actual	\$5,737,837	71	\$2,839,277		73.6%		2,088,607	331,453
FY16 Budget			\$3,461,171		68.0%		2,353,596	
FY16 Projectio	\$6,711,960	84	\$3,230,608		73.0%		2,368,729	15,133
FY16 Projectio	\$6,711,960	84	\$3,230,608		75.0%		2,433,626	80,029
FY16 Final Acti	\$6,711,960	84	\$3,230,608	(\$38,454)	75.0%	2,394,116	2,355,662	2,066
FY17 Budget	\$7,666,263	94	\$3,660,294		68.0%		2,489,000	Current Budget level
FY17 Projectio	\$7,666,263	94	\$3,660,294		65.0%		2,379,191	(109,809)
FY17 Projectio	\$7,666,263	94	\$3,660,294		70.0%		2,562,206	183,015
FY17 Projectio	\$7,666,263	94	\$3,660,294		73.0%		2,672,015	109,809

Expanding Our Notion of *Success*

PDF: Playtime, Downtime, Family Time

Challenge Success Mantra: *We believe that our society has become too focused on grades, test scores, and performance, leaving little time for kids to develop the necessary skills to become resilient, ethical, and motivated learners. We provide families and schools with the practical, research-based tools they need to create a more balanced and academically fulfilling life for kids. After all, success is measured over the course of a lifetime, not at the end of a semester.*



PDF: A handy mnemonic or memory aid to remind us what "every kid needs in order to thrive physically, mentally, and academically" and what research has deemed as protective factors (Pope, Brown & Mile, 2015). We have represented it with this simple graphic.

Playtime, Downtime, Family Time: "PDF"

CHALLENGE
SUCCESS

What is PDF?

Playtime For children, play IS their work. Play "helps kids and teens to solve problems, negotiate with others, try out new ideas and identities, and develop self-regulation, among other things" (Pope, et al., 2015).

Downtime Students need time to do not much of anything except relax, listen to music, watch (limited!) TV, read, sleep, or engage in a hobby.

Family Time Children and teens need daily time with their families. This is one of the most significant protective factors.

*Every kid needs
PDF every day!*

"Our current fast-paced, high-pressure culture works against much of what we know about healthy child development... our largely singular focus on academic achievement has resulted in a lack of attention to other components of a successful life – the ability to be independent, adaptable, ethical, and engaged critical thinkers."

(Pope, et al., 2015)

Challenge Success Corner

Family Resources for More Information

Videos:

- *What Do I Do If My Kids Have Different Interests and I Want to Have Family Time?*
<http://www.challengesuccess.org/parents/videos/faq-videos/>
- Alliance for Childhood, which promotes policies and practices that support children's development and learning
<http://www.allianceforchildhood.org/>

A Few Good Reads:

- The Power of Play: Learning What Comes Naturally by David Elkind
- Scientists Say Child's Play Helps Build A Better Brain by Jon Hamilton
- Child's Play Is About More than Games by Peter Gray and Lenore Skenazy

September Stress-Buster Tip

Transitioning from the relaxing days of summer into the school year can be stressful! Meditation is one of the best ways to combat stress and the many health issues caused by or made worse by stress. Anyone can benefit from some form of meditation. You can meditate anywhere and anytime of the day! This website lists some of the best meditation apps you can download and take with you anywhere:

<http://www.healthline.com/health/mental-health/top-meditation-iphone-android-apps#1>.



*How can your family carve out more time to support your students through **PDF**: Playtime, Downtime, and Family Time?*

In spring 2016, we administered a Challenge Success survey to our 6th – 12th graders (nearly 2,900 students), who reported the following:

- **29%** had 0-40 minutes of free time on a typical weekday
- **63%** had 1-2 hours of free time on a typical weekday