



Acton-Boxborough Regional
School Committee Meeting

May 23, 2019

7:00 p.m.

in the R.J. Grey Junior High Library
16 Charter Road, Acton, MA

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School
16 Charter Road, Acton, MA

May 23, 2019
7:00 p.m.

Agenda

1. **Welcome! Call to Order and Routine Business** – *Diane Baum (7:00)*
 - a. Chairperson’s Opening Remarks
 - b. Annual Boxborough Election and Town Meeting Update
 - c. Public Participation
 - d. Student Representatives Update
 - e. Superintendent’s Update – *Peter Light (brought to meeting)*

2. **New Business – Reports (7:15)**
 - a. Banning Plastic Bags – ABRHS Student Presentation
 - b. School Improvement Plan Update – R.J. Grey Junior High School, *Principal Andrew Shen*
 - c. School Wellness Advisory Committee Annual Update – *Assistant Superintendent Dawn Bentley*

3. **Ongoing Business (8:00)**
 - a. Policy
 - i. FY20 ABR High School Handbook (per policy CHCA) – First Read/Possible **VOTE** – *Principal Larry Dorey, Dean of Students Fred Hohn*
 - b. Effective School Solutions FY20 Junior High School Program Proposal – **VOTE** - *Dawn Bentley (addendum)*
 - c. Recommendation to Appropriate FY19 Funds to the Capital Stabilization Fund – **VOTE** – *Peter Light*
 - d. End-of-Cycle Summative Evaluation Timeline & Report: Superintendent– *Diane Baum*
Note: Committee and community members’ input is due May 28th.
 - e. School Building Committee Update – *Mary Brolin (oral)*
 - f. Updates: Acton Leadership Group (ALG) /Blanchard Leadership Forum (BLF)
 - g. ABRSC Meeting Draft Schedule and Venue for 2019-2020 – *Diane Baum*

4. **Statement of Warrants (8:55)**

5. **CONSENT AGENDA – VOTE** (*listed on page 2*)

6. **ABRSC Annual Organizational Meeting (9:00)**
 - a. Election of Acton-Boxborough Regional School Committee Officers for FY20 – **VOTES** - *Peter Light*
 - i. Chairperson – **VOTE** – *Peter Light*
 - ii. Vice Chairperson(s) – **VOTE** – *New Chair*
 - iii. Executive Secretary – **VOTE** – *New Chair*
 - b. FYI: School Committee Annual Organizational Meeting Policy, File: BDA and School Committee Officers Policy, File: BDB

7. **FYI** (*listed on page 2*)

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

CONSENT AGENDA – VOTE

- a. Minutes of 5/9/19 School Committee Meeting
- b. Policy (Second Read)
 - i. (NEW) Reserves, File: DK
 - ii. (NEW) Capital Stabilization Fund, File: DP
 - iii. School Committee Annual Organizational Meeting, File: BDA

FYI

- a. Suicide Prevention Training: Question, Persuade, Refer (QPR), *AB Cares, May 30 at 10 am in the Acton Library*
- b. Invitation for the ABRSC: Annual Retirement Celebration, May 30th at 3:15
- c. Dismissal Times for Last Day of School on Wed, June 19th
- d. Danny's Place Youth Services Newsletter
- e. Distinguished Alumni Award from Michigan State University to Dr. Dawn Bentley

Public Participation:

Per policy BEDH, members of the public may speak for up to 2 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.

NEXT MEETING:

- **ABRSC Meeting, June 13** at 7:00 p.m. in the Jr High Library

Posted on 5/17/19 at 4:00 p.m.

Revised on 5/22/19 at 11:30 a.m. to delete VOTE on 3.b. ESS



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	1.e
AGENDA ITEM TITLE	Superintendent's Update		
PRESENTER(S)	Peter Light		
SUMMARY OF TOPIC	Bi-weekly Superintendent's Update. This is brought to the meeting.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	3 min.
ATTACHMENTS	Brought to meeting



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	2.a
AGENDA ITEM TITLE	Banning Plastic Bags		
PRESENTER(S)	ABRHS Students		
SUMMARY OF TOPIC	This is a brief presentation by two students from ABRHS who will discuss their campaign to have Acton ban plastic bags which was approved at the April Town Meeting.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
X	No action requested - this is a short update or presentation of information
	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
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SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min
ATTACHMENTS	none

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



Acton-Boxborough Regional School Committee Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	2.b
AGENDA ITEM TITLE	R.J. Grey Junior High School Improvement Plan Update		
PRESENTER(S)	Andrew Shen, Principal		
SUMMARY OF TOPIC	This is an annual update from the school Principal regarding progress made on goals set forth in the 2018-19 School Improvement Plan.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
X	Request input and questions from the School Committee, but no vote required
	Request formal action with a specific vote:
	If formal action is requested, is this item being presented:
	for the first time, with a request that the School Committee vote at a subsequent meeting OR
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SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	20 min.
ATTACHMENTS	Presentation slides

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



RJ Grey Junior High Annual Goals Update

May 23, 2019



PRESENTATION AGENDA

2018-2019 Goals Review

- ▶ **Expansion and Alignment of Curriculum/Programs**
- ▶ **Diversity, Equity & Inclusivity**
- ▶ **Scheduling Additions & Changes**

SCHEDULING

Improve use and purpose of certain “off-team” time in students’ daily schedules

Implementation of:

Grey Block Electives

Directed Study

SCHEDULING

Previous Format

- ▶ Students select Band, Chorus, Orchestra (for the year)

OR

- ▶ Students assigned to a full-period study hall
- ▶ note: Some students receive support services

Challenges with model

- ▶ Students in Band, Chorus or Orchestra can never have a study period in their schedule
- ▶ The length of the study period (approx. 45 minutes) was not often productive for many; viewed as default

SCHEDULING

Current Format

- ▶ Students select Band, Chorus, Orchestra (for the year)
OR
- ▶ Students participate in a series of **newly created** elective courses, one per trimester (3 courses total)
- ▶ *Ex: Printmaking, Lego Robotics, Mindfulness*
- ▶ **Directed Study** (20 mins) schoolwide, team-based

Focus of Model

- ▶ Provide varied course options in a low-stakes setting
- ▶ Shift directed study to a time when everyone* can access
- ▶ Right-sized time for directed study

CURRICULUM

Continue curricular and programmatic work that focuses on vertical and horizontal alignment in the school and within the District

STEP Program

Teaching Analytical Writing

K12 Math Curriculum Goals

Highlights 2018-2019

- ▶ **STEP** - Establish core programmatic elements; connect with team and exploratory programs
- ▶ **K12 Math** - Focus on *adaptive* work around JH and District exploration of *NCTM's Principles to Action*; in-house PD, site visits to other districts
- ▶ **Teaching Analytical Writing** - Work amongst Science, Social Studies, and English to identify similarities/differences in teaching analytical writing across disciplines

Highlights - Next Steps 2019-2020

- ▶ **STEP** - Expand into 8th grade; ready to welcome students currently at different placements
- ▶ **K12 Math** - continue adaptive work *and* identify unit/area to apply new elements; introduce and utilize coaching model as support
- ▶ **Teaching Analytical Writing** - common language across disciplines for teaching about **evidence**; shared language for referencing **discipline-specific elements** of argument writing

DIVERSITY & EQUITY

Continue to modify school practices to ensure that all students and families can fully participate at RJ Grey

GENDER IDENTITY
FINANCIAL PRACTICES

DIVERSITY & EQUITY

Chromebook/Hot Spot Loaners

- ▶ 20 students - Chromebook for home
- ▶ 7 students - wifi hotspot for home

Financial Need

- ▶ Powerschool question - field trips
- ▶ Approx. 50 families requested

Gender Identity

- ▶ 2 single stall bathrooms - open to all
- ▶ Presented with no fanfare

DIVERSITY & EQUITY

Still need to do, work on, improve:

- ▶ Partner with students on elements that **elevate student voice**
- ▶ Moving beyond field trips - other day to day elements influenced by access/finances
- ▶ Curriculum - windows and mirrors (normalize/reflect experiences); ex. 8th grade English curriculum

Thank You!



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	2.c
AGENDA ITEM TITLE	School Wellness Advisory Committee Annual Update		
PRESENTER(S)	Dawn Bentley, Assistant Superintendent of Schools		
SUMMARY OF TOPIC	This report is provided to update the committee about the district's progress toward Goal #1 specifically related to student Wellness. Work toward this goal was coordinated through the district's School Wellness Advisory Committee.		

WHAT ACTION (if any) DO YOU WISH SCHOOL COMMITTEE TO TAKE?	
	No action requested - this is a short update or presentation of information
X	Request input and questions from the School Committee, but no vote required
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SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	20 min.
ATTACHMENTS	Presentation slides

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



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

WELLNESS • EQUITY • ENGAGEMENT

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

2018-19 School Wellness Advisory Committee (SWAC)

Annual Report to ABRSC

SWAC Requirements (M.G.L. Chapter c111,s222)

- Meet a minimum of four times per year
- Consist of membership appointed by the Superintendent that represents:
 - school administrators
 - school nurses
 - physical education staff
 - school nutrition staff
 - Parents
 - Students
 - school committee
 - community youth-serving agencies
- Develop an annual, measurable action plan
- Monitor/evaluate effectiveness of School Wellness Policy, Guidelines, and district-wide Action Plan
- Submit an annual report to the Superintendent and School Committee

Thank-you, 2018-19 SWAC Members!

Parents:

- Sunanda Pepalla (Douglas)
- April Hirschberg (RJGJHS and McCarthy-Towne)
- Ken Silva (ABRHS)

Students:

- Nicholas Carmosino (Class of 2020)
- Alex Movsesian (Class of 2019)

Community Youth-Serving Agencies:

- Katie Gorczyca, Executive Director for Danny's Place Youth Services

School Committee Member:

- Diane Baum

School Nursing Staff:

- Erin Livie (RJGJHS)
- Heather Makris (Conant)

Physical Education Staff:

- Kathleen Ammendolia (Douglas)

School Administrators:

- Dawn Bentley, Asst. Supt. for Student Services
- Abigail Dressler, Conant Assistant Principal

School Nutrition/Wellness Staff:

- Kirsten Nelson, ABRSD Food Services Director
- Lindsay Rosenman, ABRHS Wellness Coordinator, Naviance Coordinator, and Career Educator

SWAC 2018-19 Action Plan

Subcommittee #1: School Start Times

- Gather data to monitor impact of changed start times (*ABRSD Long-Range Strategic Plan*)

Subcommittee #2: Device/Screen Time

- Support families in helping children develop healthy habits around device use, screen time and social media (*ABRSD Long-Range Strategic Plan*)

Subcommittee #3: Wellness Procedures and Website

- Monitor and evaluate effectiveness of School Wellness Policy, Wellness Guidelines (*MGL*)

Subcommittee 1: School Start Times

Later Start Time Impact

Overwhelmingly, **parents** indicated:

- A positive impact or no impact on participation in extracurriculars, downtime, or time spent with family and friends
- A positive impact or no impact on wakeup times, the morning routine at home, and their child's ability to manage stress

High school students report:

- Waking up later than they did last year (80%)
- Feeling alert when they arrive at school in the morning (69% this year, compared with only 11.6% last year)

JH and HS teachers and certified staff shared that:

- Students are more alert in first period (90-93%)
- The later start time has not reduced first-period tardies

All groups surveyed overwhelmingly feel that the later start time is “just right”

Start Time: Recommendations

- Keep the later secondary school start times
- Move JH and HS to same schedule (8:00-2:36)
- Continue to monitor areas where concerns still exist:
 - Early sports dismissals
 - Bus ridership
 - Traffic on Charter Road

Shameless Plug:

Take Your Local School Bus to School!

- Students who ride the bus to JH/HS arrive to school ***on time***
- **64% capacity** on JH/HS bus runs (approx. 1600 kids)
- Average ride time = **20 minutes**



Subcommittee 2: Screen Time

Screen Time: Early Results

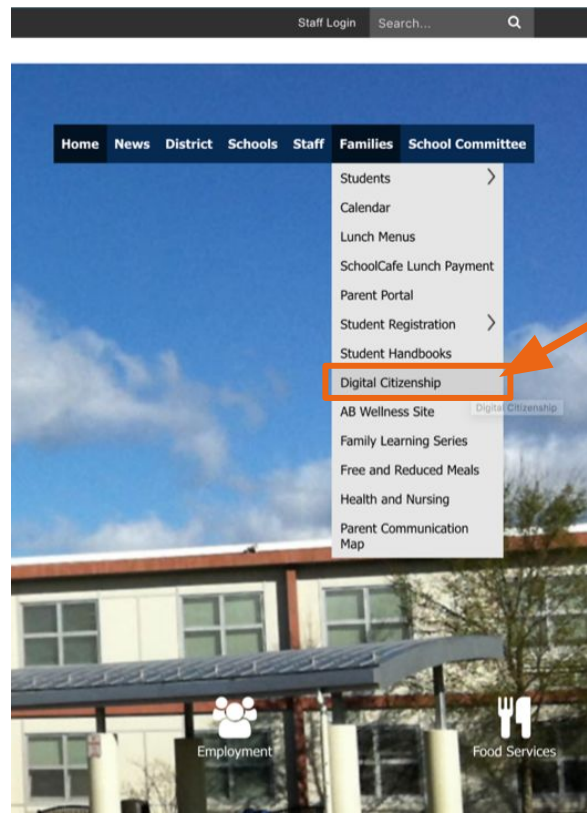
Subcommittee members piloted various actions to support the three strategies during this school year:

- ❑ School Nurses and Administrators sent out information to families from (add title) Peggy Harvey: “Top 5 Tips to Promote Safe & Healthy Online Habits”
- ❑ High School Seniors had a table at the Junior High Transition Evening to answer family questions about student device usage
- ❑ District Educational Technology staff worked to add family resources on promoting healthy device habits to each school’s website
- ❑ High School Seniors presented to Conant sixth grade students on effectively managing cell phone usage and social media sites

Identified Strategies for Healthy Device Habits

Three strategies to support families in promoting healthy device habits:

1. **Strategy One:** Encourage family information events at each school on topics that support families in promoting healthy screen habits
2. **Strategy Two:** Make District Educational Technology resources that support families in promoting healthy screen habits more visible on each school's website
3. **Strategy Three:** Continue to provide families with resources, education, tips and support utilizing a variety of methods (e.g. *emails, blog posts, family speaker series*)



ABRSD Digital Citizenship Website for Families and Staff

Top 5 Tips to Promote Safe & Healthy Online Habits



PROTECT

Use safety, privacy, and security controls on your home computer & mobile devices.

- Turn on [Google Safe Search](#) to filter inappropriate content
- Set [Parental controls on your child's Android phone](#)
- Set [Parental controls for your child's iPhone, iPad, or iPod Touch](#)
- Set [Parental controls for Windows & Macs with K9 Web Protection](#)



MANAGE

Limit screen time.

- Use [Apple iOS 12 Screen Time](#) to access reports on how much time you and your children spend on iPhones & iPads
- Use [Google Family Link](#) to limit Screen Time in Chromebooks & Android devices



AGREE

Discuss with your children and sign a family media agreement.

- [Common Sense Media Family Agreement & Device Contract](#)
- [iRules Contract Template](#) (created by Janell Burley Hofmann)



EDUCATE

Educate yourself and your children about digital citizenship and choosing appropriate digital resources.

- Visit the [Common Sense Media](#) website for research and guidance to help you and your family make smart media choices
- Teach children to email, text, post, and IM respectfully & responsibly: [Rules of Texting & Cell Phone Etiquette for Your Tweens](#)



MODEL

Modeling mindful online behavior is perhaps the best way to encourage healthy online habits for your children.

- Be a **role model** for discretionary posting and demonstrating kindness & good manners online
- **Limit your own screen time:** [3 Easy Ways Parents Can Tame Their Device Use](#)
- **Place value** in face-to-face communications and making time for active play

Peggy Harvey, ABRSD PK-12 Digital Learning Coordinator, pharvey@abschools.org

January 2019

Subcommittee 3: Wellness Procedures and Website

School Staff Survey

Surveyed nurses, counselors, and principals to find out:

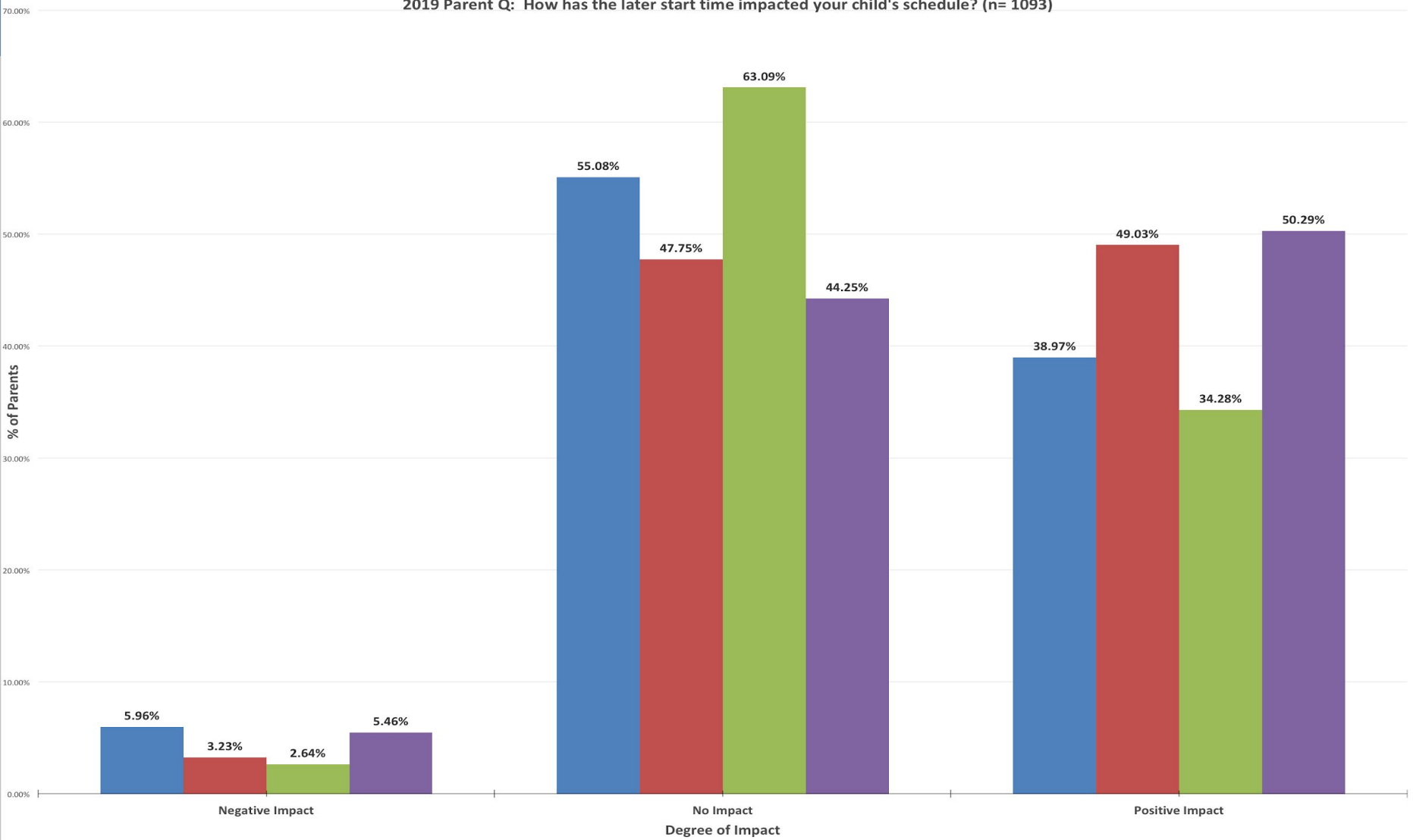
- How wellness policy information is distributed to staff and families
- How nutrition education is integrated into the curriculum
- School guidelines about food in classrooms
- How information about mental health resources is distributed
- What mental health resources are available in schools
- How students are taught about the benefit of physical activity

Wellness Guidelines/Website Recommendations

- District Administrators should review feedback to consider possible updates to the Wellness Procedures
- Update AB Wellness website (dead links, updated info, etc.)
- Wellness Policy & Procedures:
 - Place in consistent place on each school's website
 - Distribute to families as part of Back-to-School materials

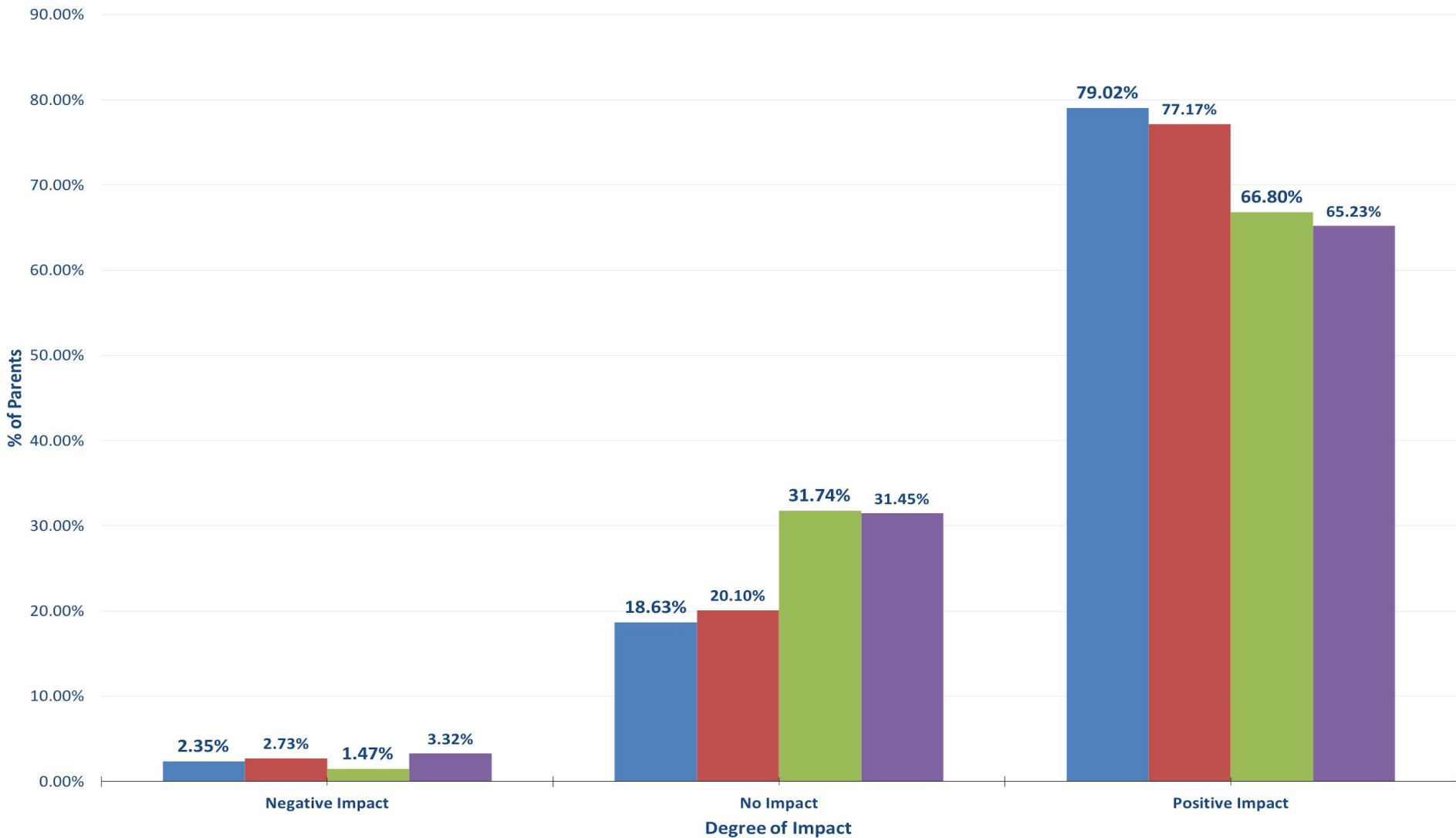
Q&A

2019 Parent Q: How has the later start time impacted your child's schedule? (n= 1093)



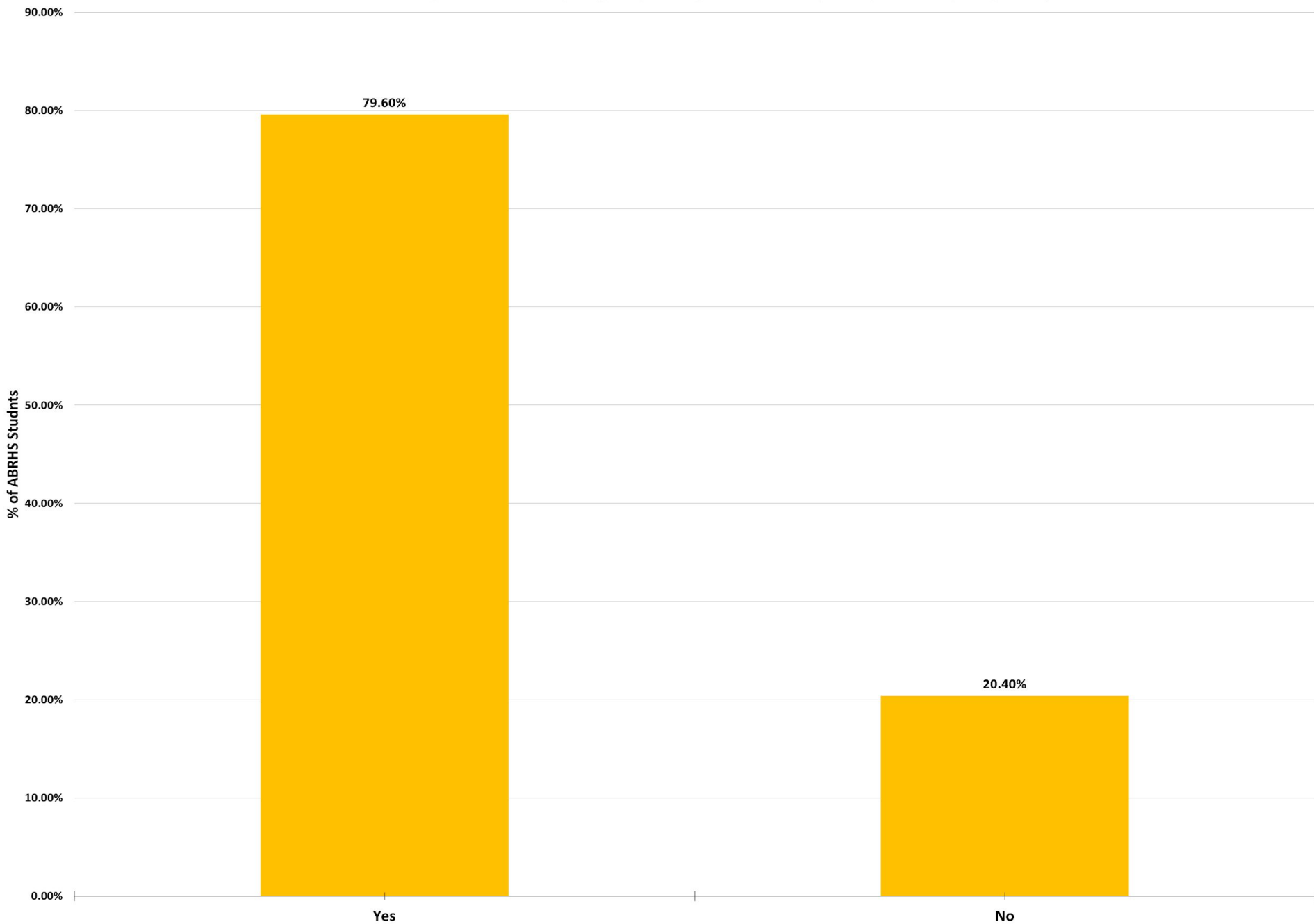
- My child's participation in extracurricular activities
- Amount of time my child spends with our family
- Amount of time my child spends with friends
- Amount of time my child has for 'downtime' (doing things she/he/they enjoys)

Parent Q: How has the later start time impacted your child's health and/or well-being?

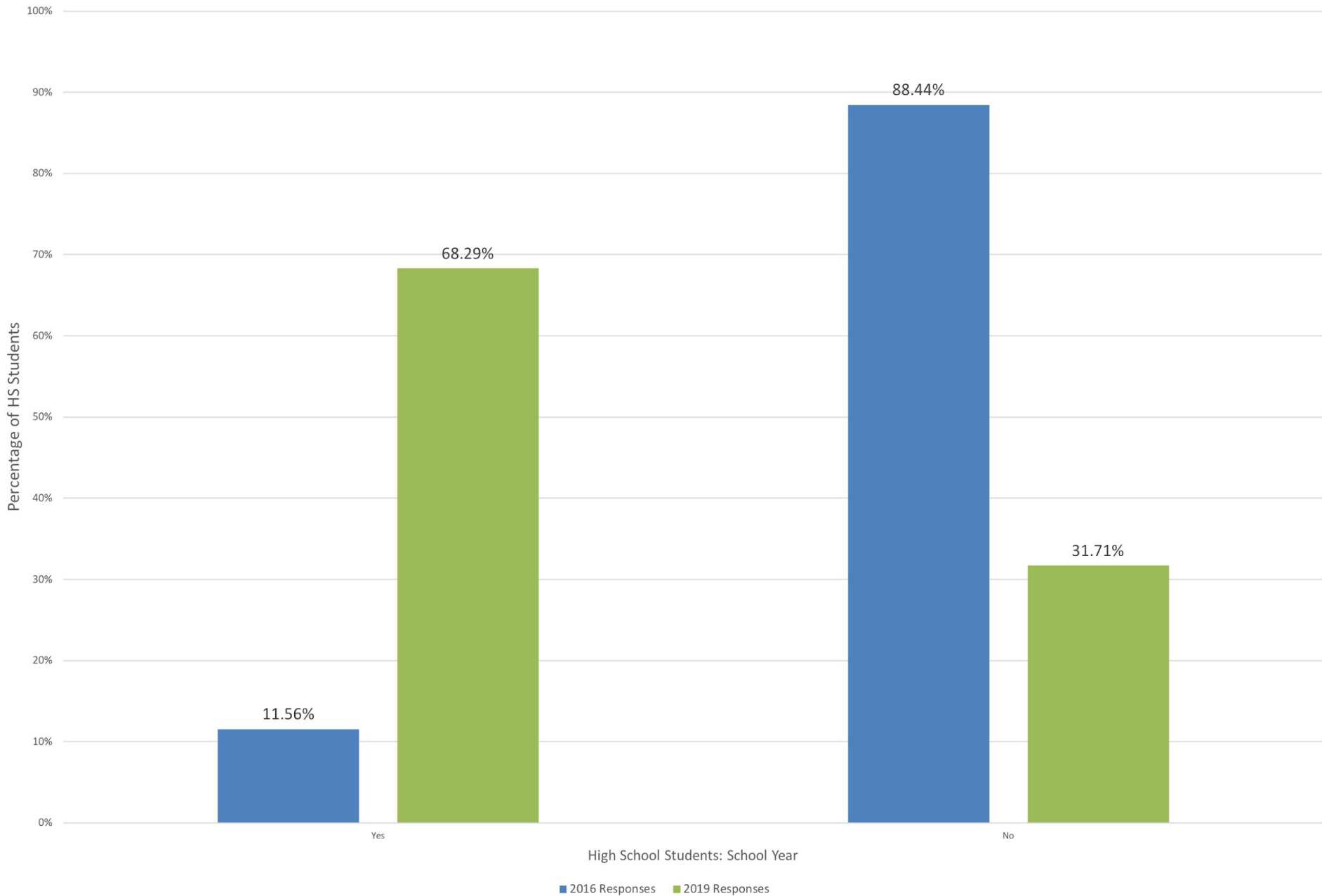


- Wakeup time on weekdays
- Morning schedule before my child leaves for school
- Ability for my child to eat breakfast before leaving for school
- Ability to manage stress/workload

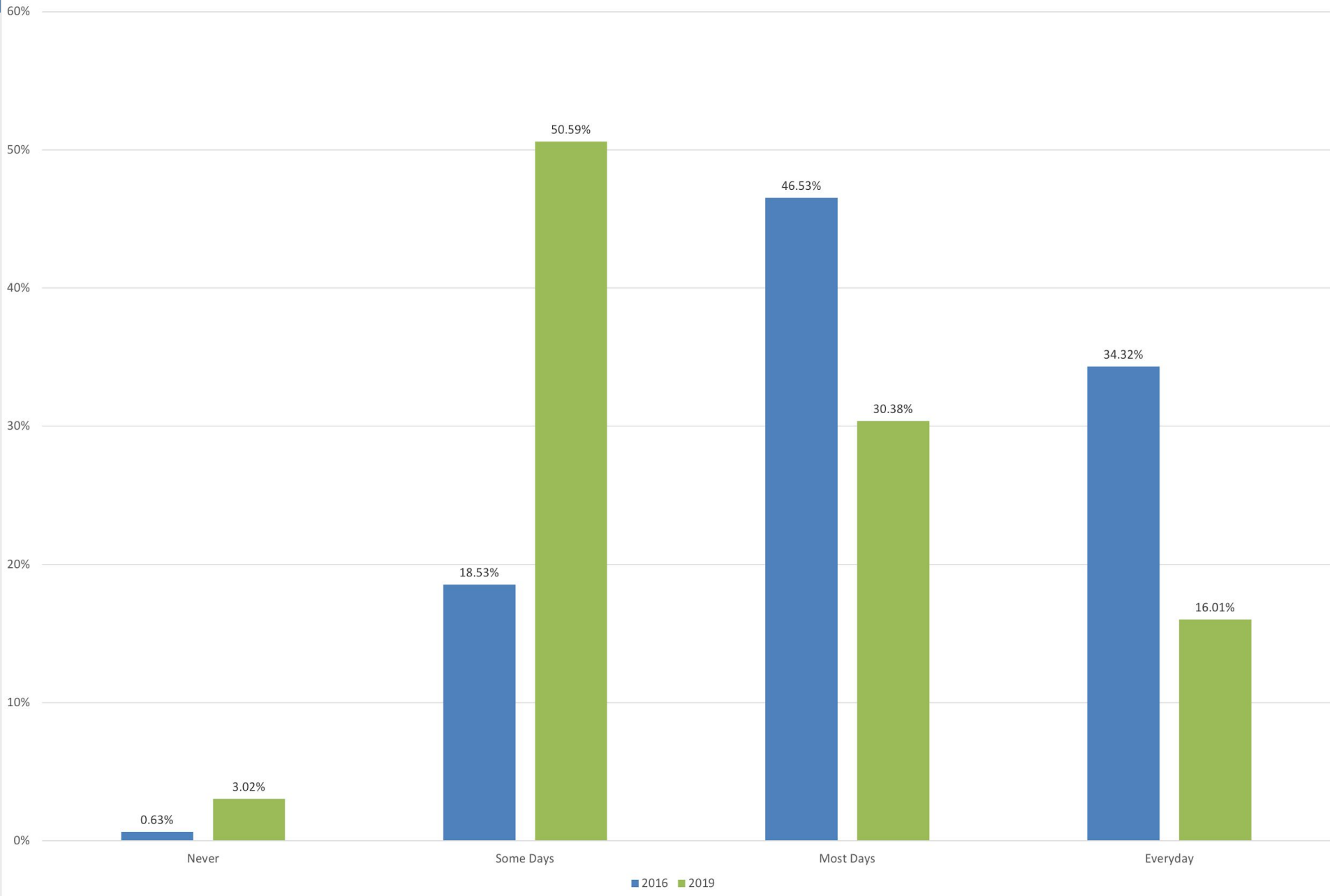
ABRHS Q: Since the change in start time, do you typically wake up later on weekdays than you did last year? (n=1102)



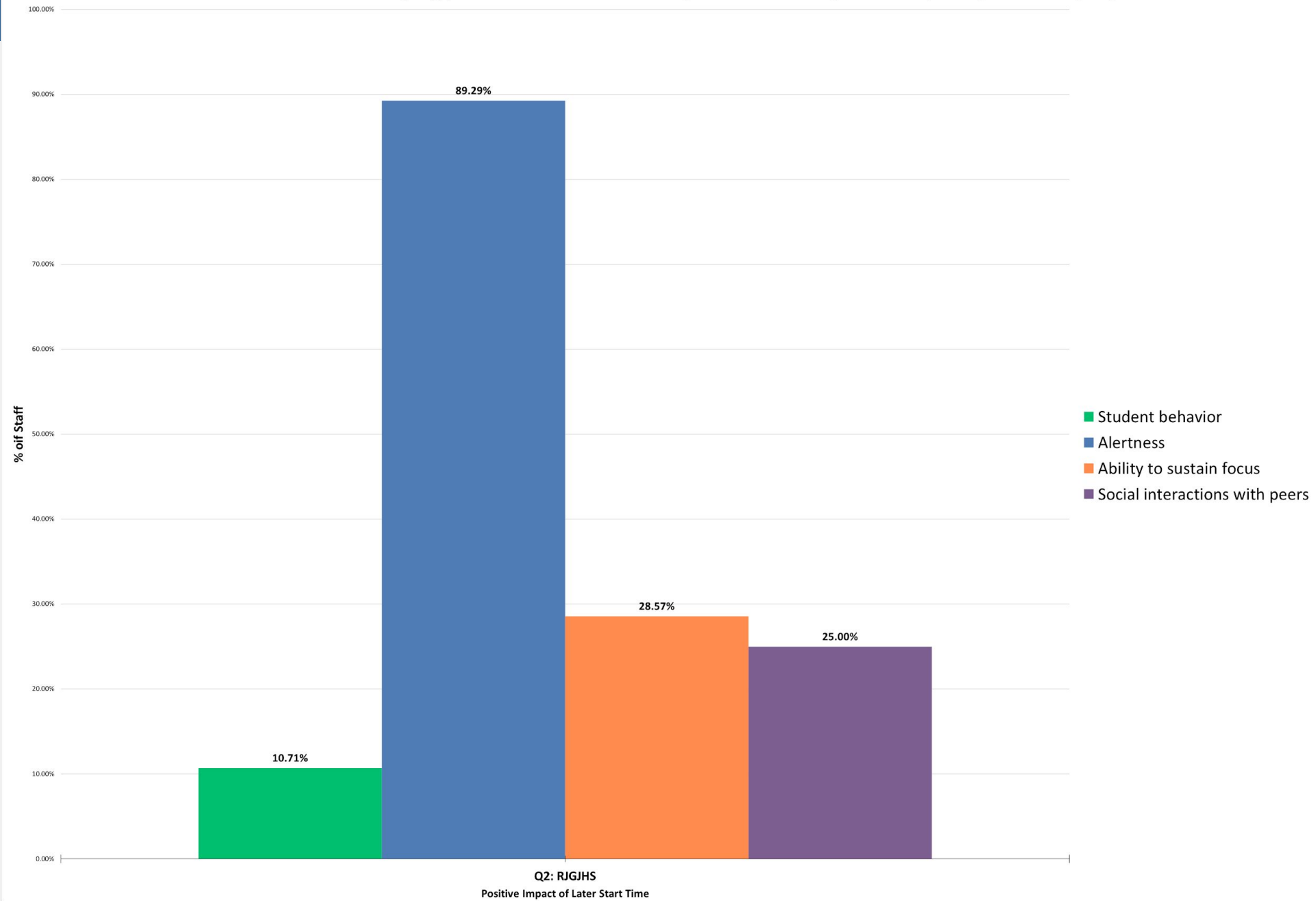
ABRHS Q: Do you usually feel well-rested and alert when you get to school in the morning?
n = 496 (2016) and 1102 (2019)



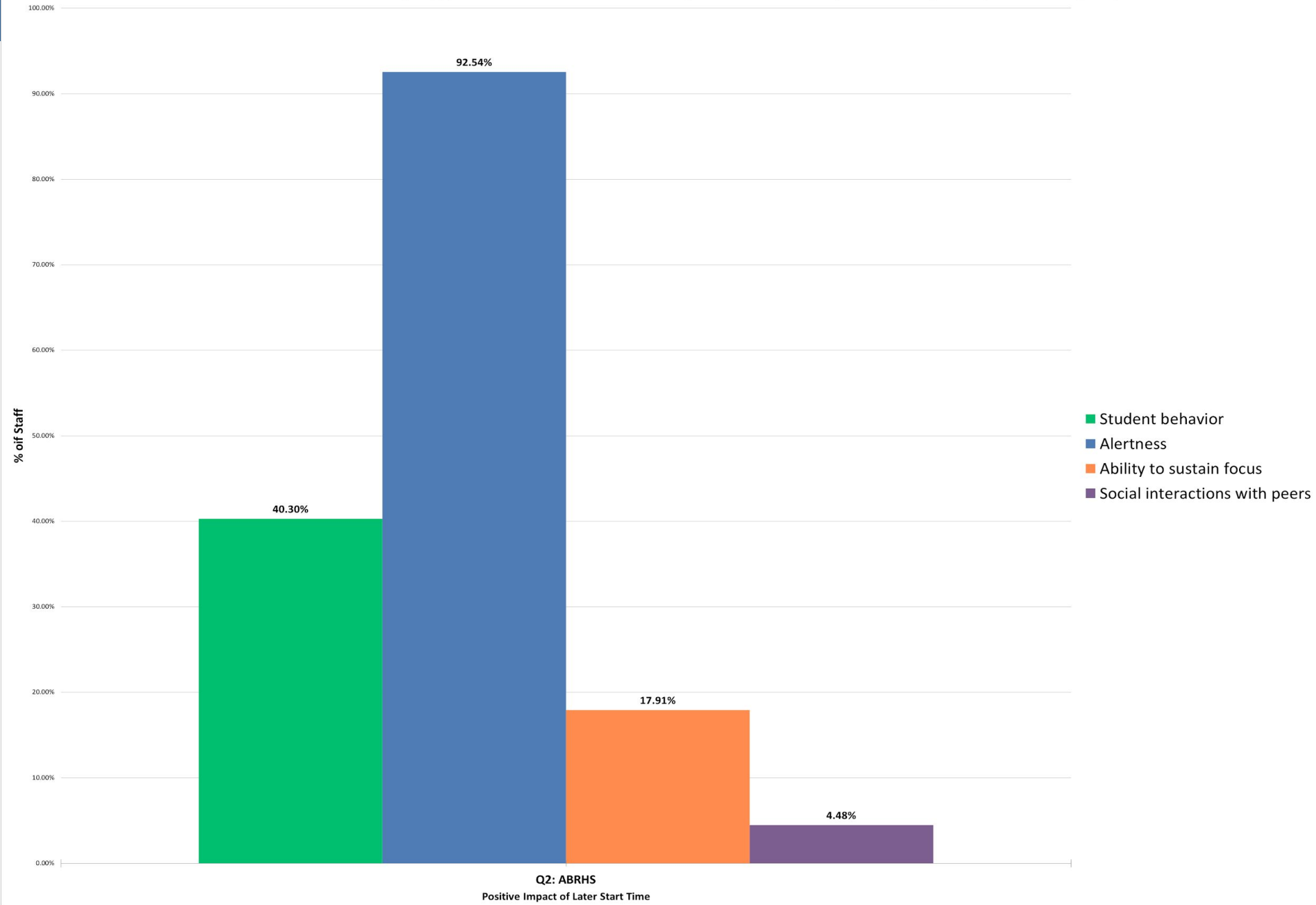
ABRHS Q: How often are you tired or sleepy during school?
n = 496 (2016) and 1102 (2019)



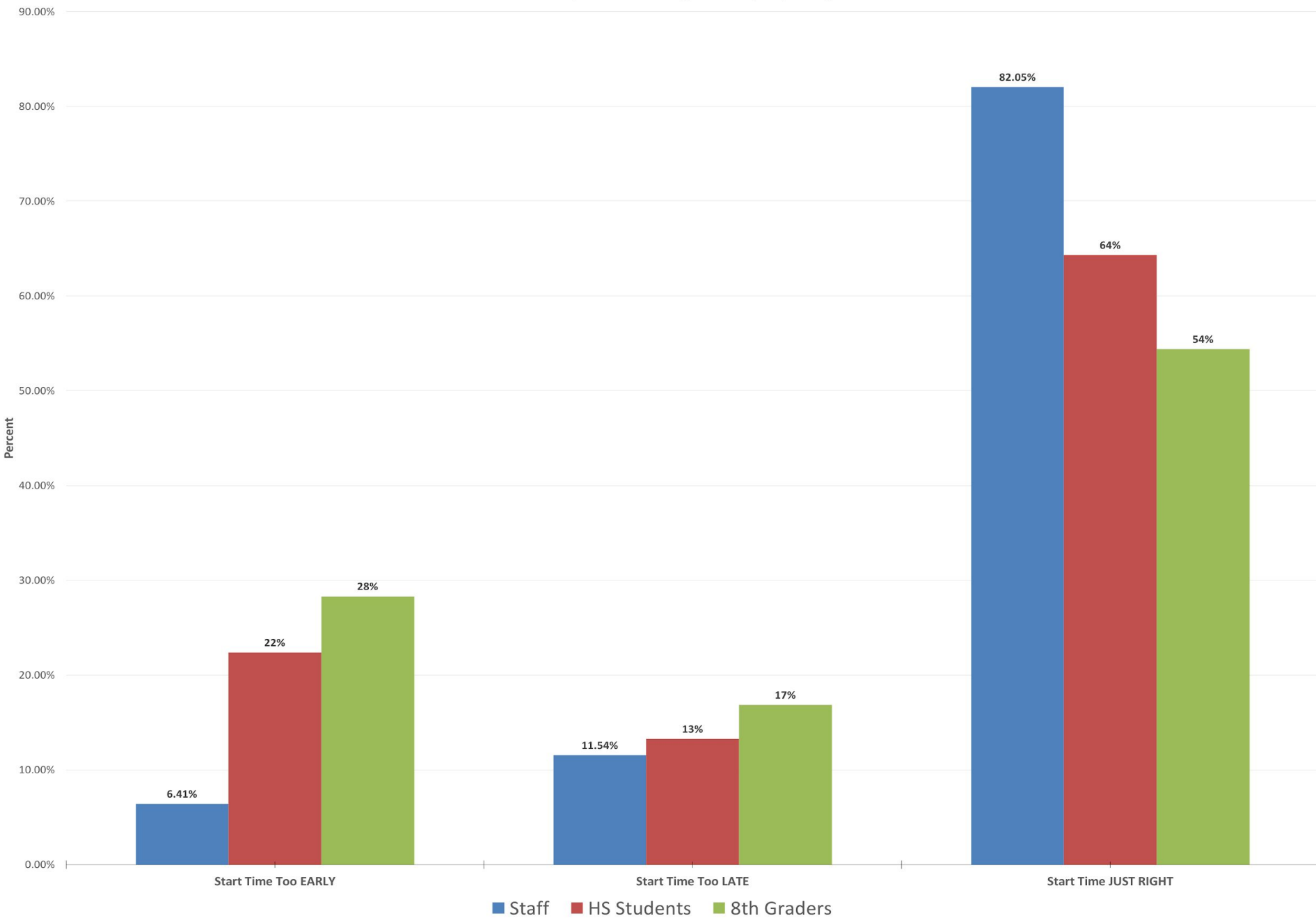
JH Staff: In which of the following way(s) has the later start time POSITIVELY impacted JH students as it pertains to first/second period classes? (n=28)



HS Staff: In which of the following way(s) has the later start time POSITIVELY impacted HS students as it pertains to first/second period classes? (n=67)

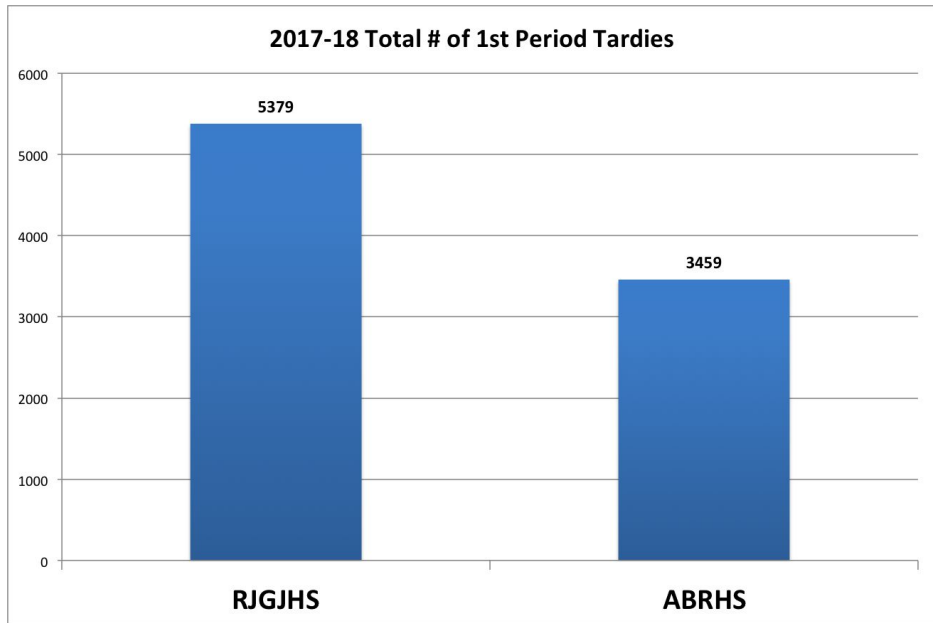


Q: Does the day start too early, too late, or just right?

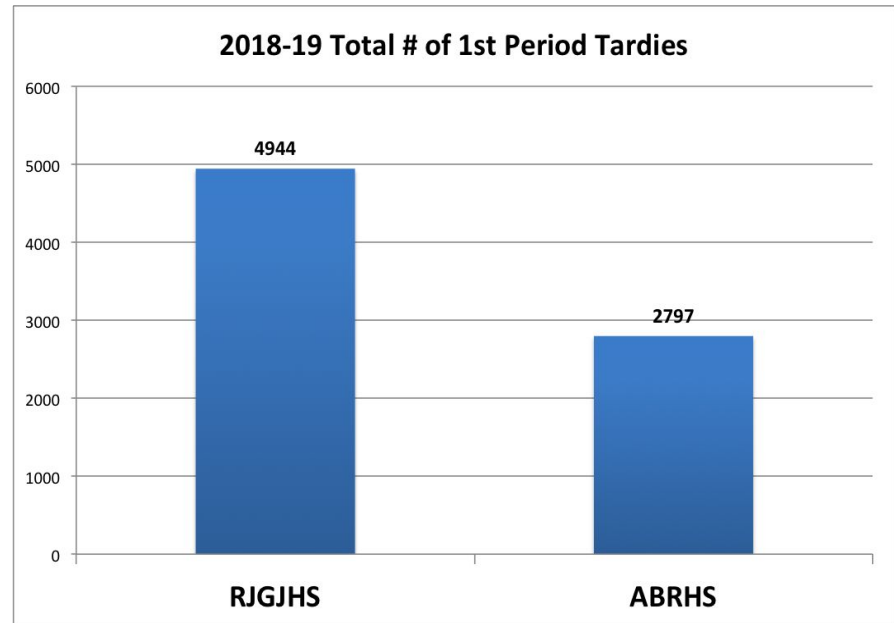


■ Staff ■ HS Students ■ 8th Graders

Tardy Data: 2017-18, 2018-19 Comparison



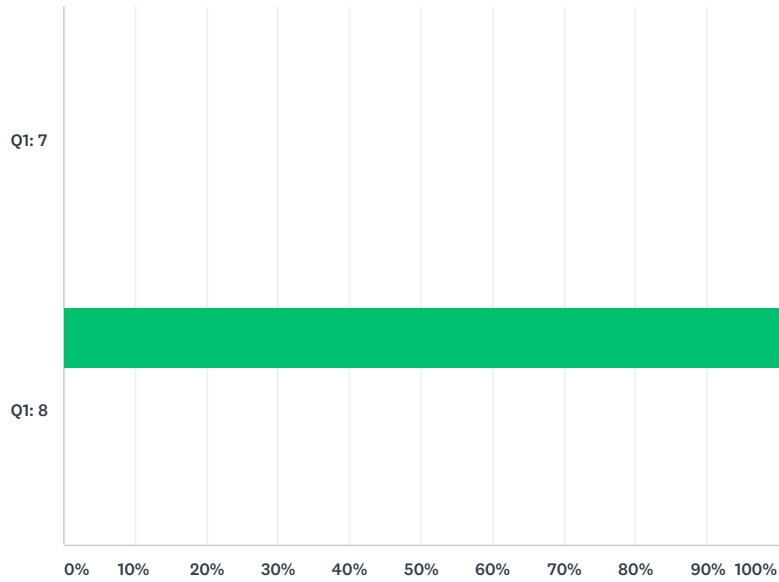
9/5/2017-6/30/2018



9/4/2018-5/15/2019

Q1 What grade are you in?

Answered: 446 Skipped: 0

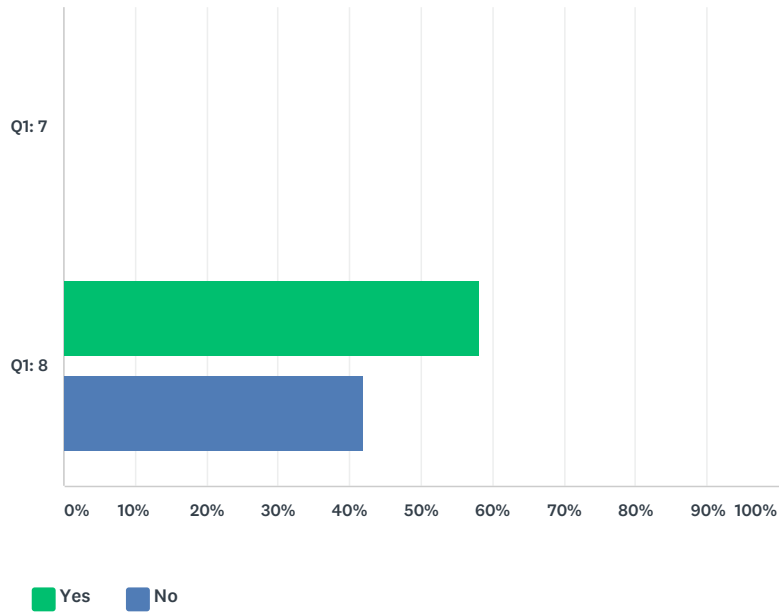


8 9 11

	8	9	11	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	100.00% 446	0.00% 0	0.00% 0	100.00% 446
Total Respondents	446	0	0	446

Q2 Since the change in start time, do you feel more rested and alert when you get to school in the morning?

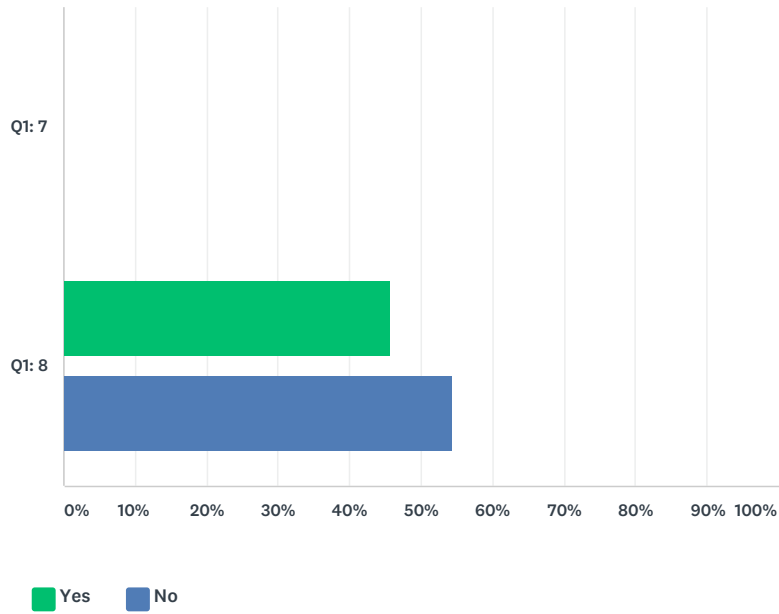
Answered: 446 Skipped: 0



	YES	NO	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	58.07% 259	41.93% 187	100.00% 446
Total Respondents	259	187	446

Q3 Since the change in start time, do you typically stay up later on weeknights than you did last year?

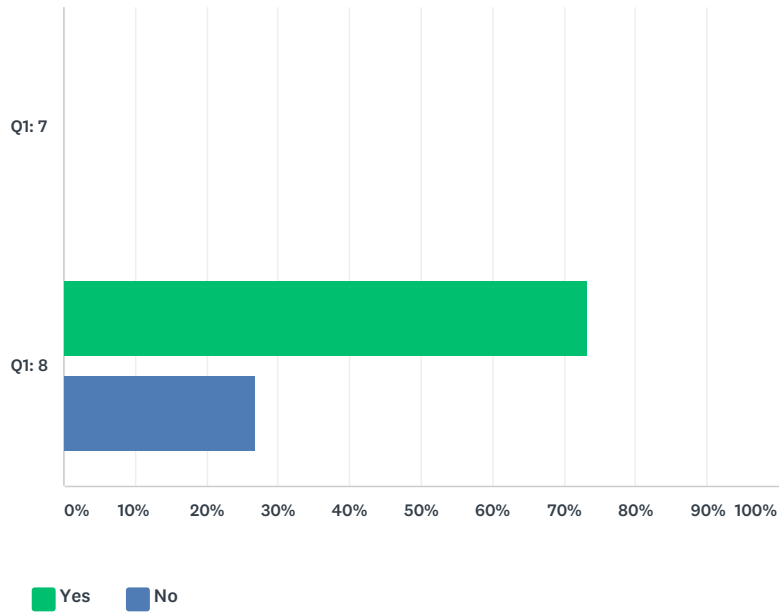
Answered: 446 Skipped: 0



	YES	NO	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	45.52% 203	54.48% 243	100.00% 446
Total Respondents	203	243	446

Q4 Since the change in start time, do you typically wake up later on weekdays than you did last year?

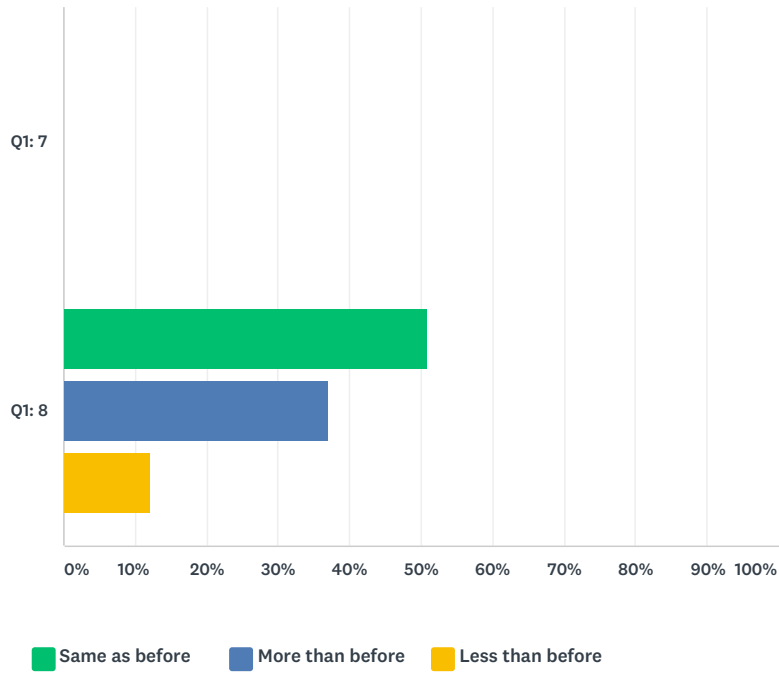
Answered: 446 Skipped: 0



	YES	NO	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	73.32% 327	26.68% 119	100.00% 446
Total Respondents	327	119	446

Q5 Since the change in start time, rate the amount of sleep you are now getting on weeknights:

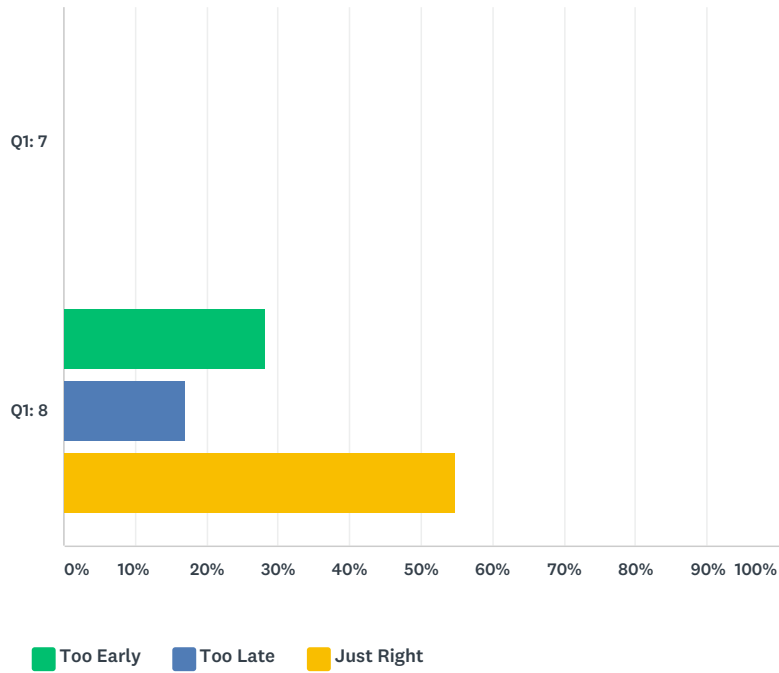
Answered: 446 Skipped: 0



	SAME AS BEFORE	MORE THAN BEFORE	LESS THAN BEFORE	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	50.90% 227	37.00% 165	12.11% 54	100.00% 446
Total Respondents	227	165	54	446

Q6 High school now starts at 8:07 am and the Junior High starts at 8:00 am In your opinion, does the school day start:

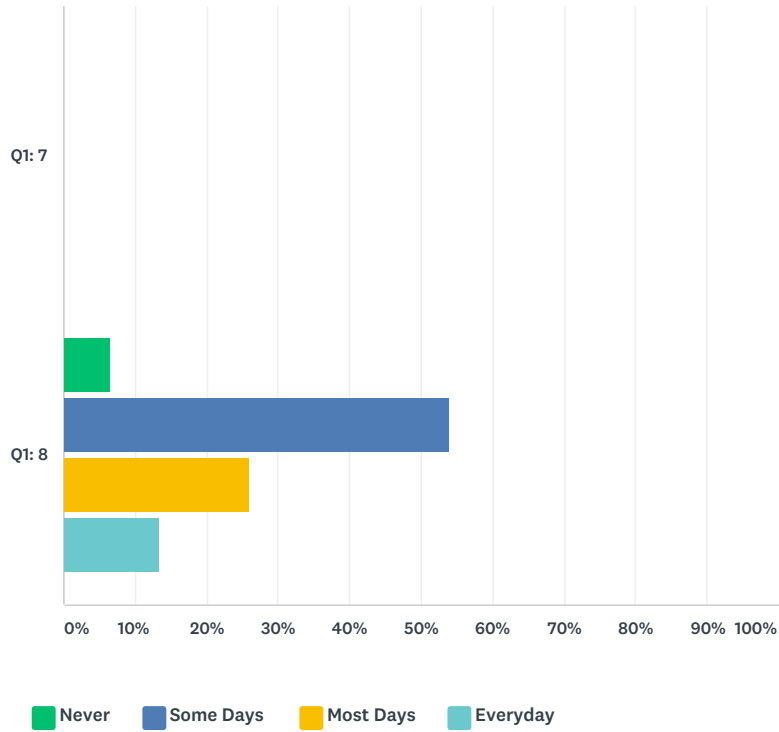
Answered: 445 Skipped: 1



	TOO EARLY	TOO LATE	JUST RIGHT	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	28.31% 126	16.85% 75	54.83% 244	100.00% 445
Total Respondents	126	75	244	445

Q7 How often are you tired or sleepy during school?

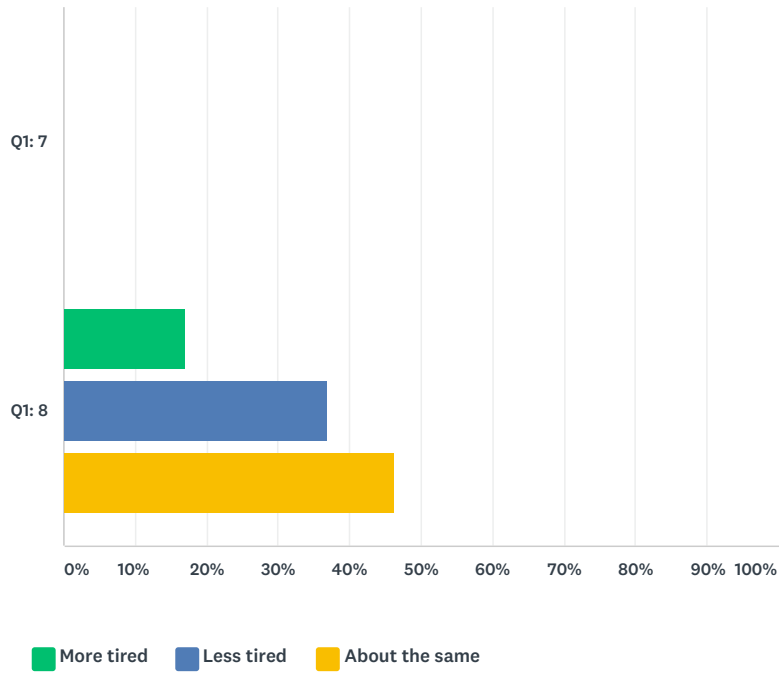
Answered: 446 Skipped: 0



	NEVER	SOME DAYS	MOST DAYS	EVERYDAY	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	6.50% 29	54.04% 241	26.01% 116	13.45% 60	100.00% 446
Total Respondents	29	241	116	60	446

Q8 Compared to last year (2017-18), rate how tired you are this year with later start times.

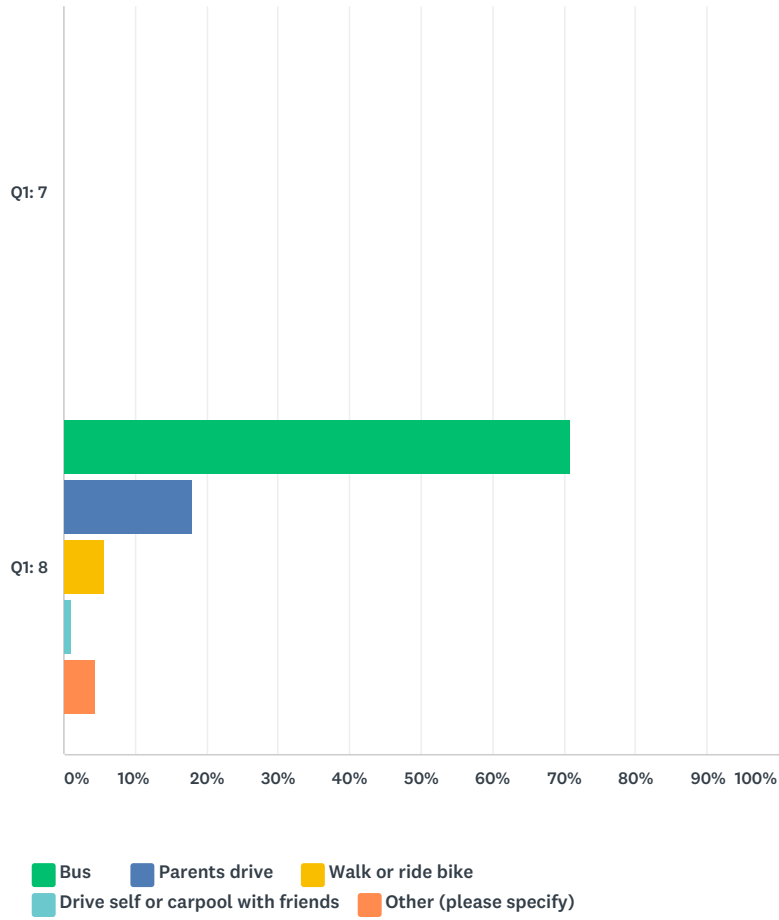
Answered: 446 Skipped: 0



	MORE TIRED	LESS TIRED	ABOUT THE SAME	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	17.04% 76	36.77% 164	46.19% 206	100.00% 446
Total Respondents	76	164	206	446

Q9 How do you usually get to school in the morning?

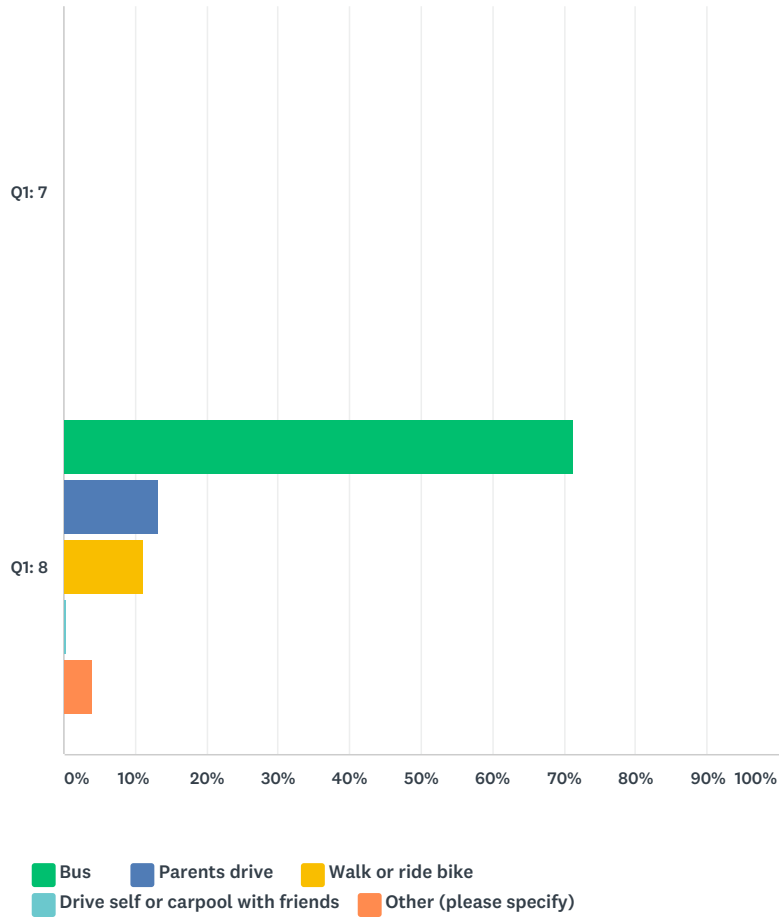
Answered: 446 Skipped: 0



	BUS	PARENTS DRIVE	WALK OR RIDE BIKE	DRIVE SELF OR CARPOOL WITH FRIENDS	OTHER (PLEASE SPECIFY)	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	70.85% 316	17.94% 80	5.61% 25	1.12% 5	4.48% 20	100.00% 446
Total Respondents	316	80	25	5	20	446

Q10 How do you usually get home from school?

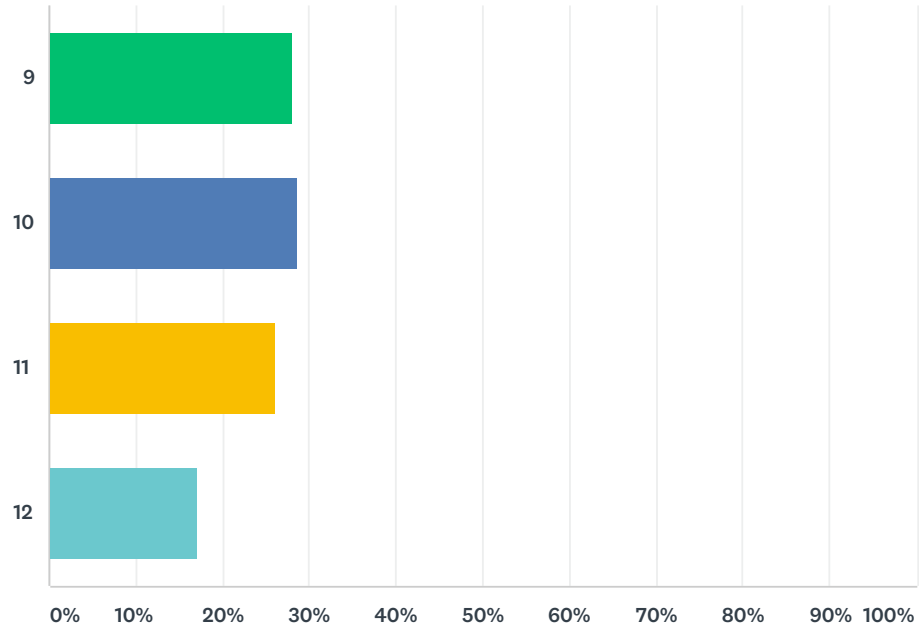
Answered: 446 Skipped: 0



	BUS	PARENTS DRIVE	WALK OR RIDE BIKE	DRIVE SELF OR CARPOOL WITH FRIENDS	OTHER (PLEASE SPECIFY)	TOTAL
Q1: 7 (A)	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
Q1: 8 (B)	71.30% 318	13.23% 59	10.99% 49	0.45% 2	4.04% 18	100.00% 446
Total Respondents	318	59	49	2	18	446

Q1 What grade are you in?

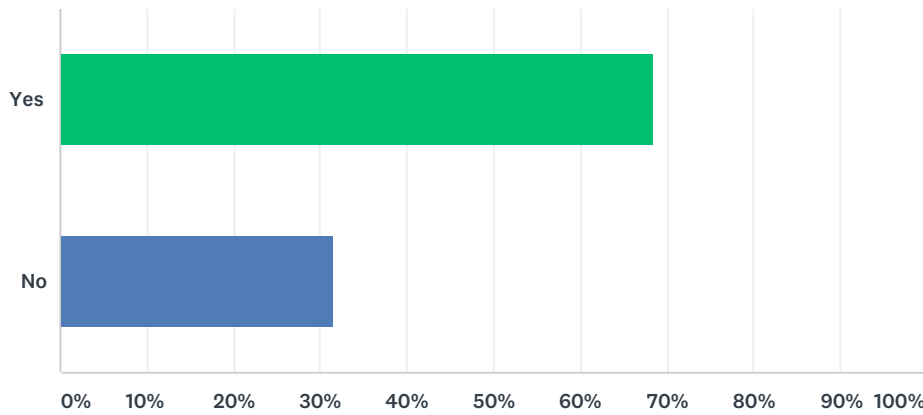
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
9	28.03%	338
10	28.69%	346
11	26.12%	315
12	17.16%	207
TOTAL		1,206

Q2 Since the change in start time, do you feel more rested and alert when you get to school in the morning?

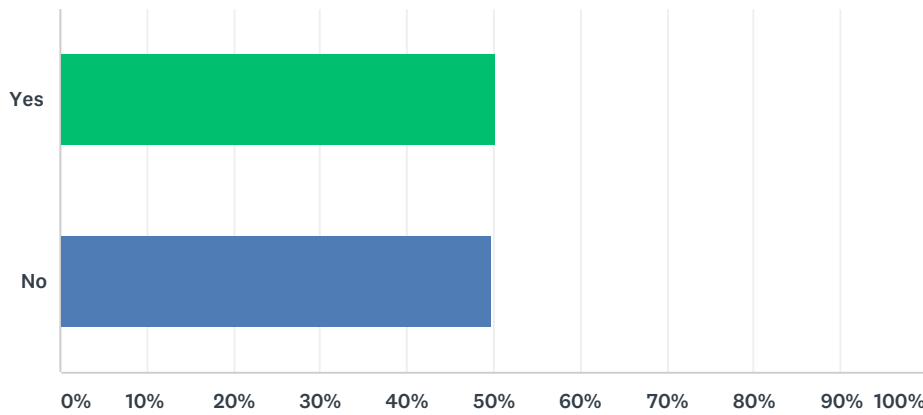
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	68.41%	825
No	31.59%	381
TOTAL		1,206

Q3 Since the change in start time, do you typically stay up later on weeknights than you did last year?

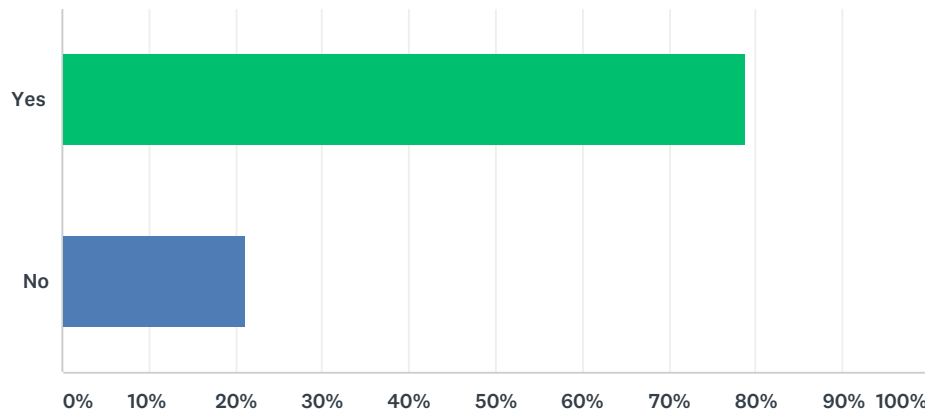
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.25%	606
No	49.75%	600
TOTAL		1,206

Q4 Since the change in start time, do you typically wake up later on weekdays than you did last year?

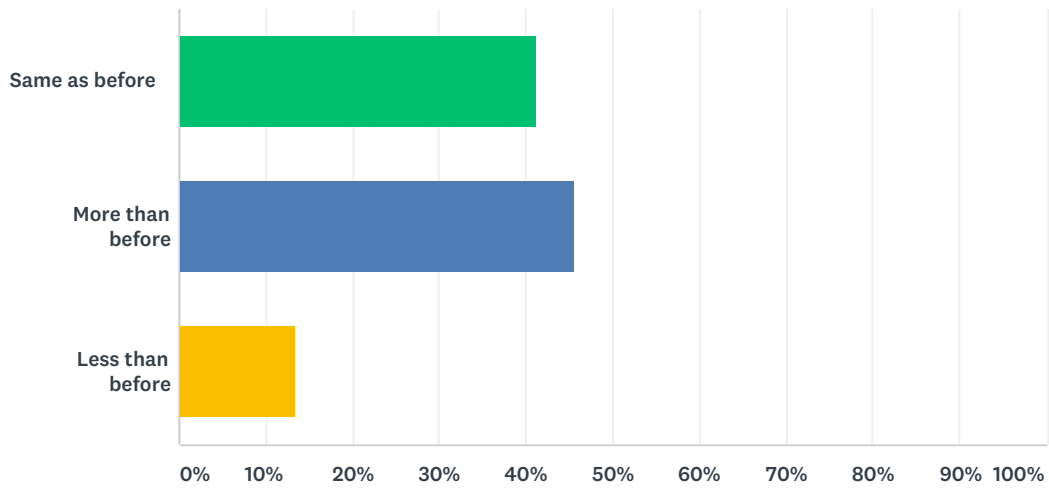
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	78.86%	951
No	21.14%	255
TOTAL		1,206

Q5 Since the change in start time, rate the amount of sleep you are now getting on weeknights:

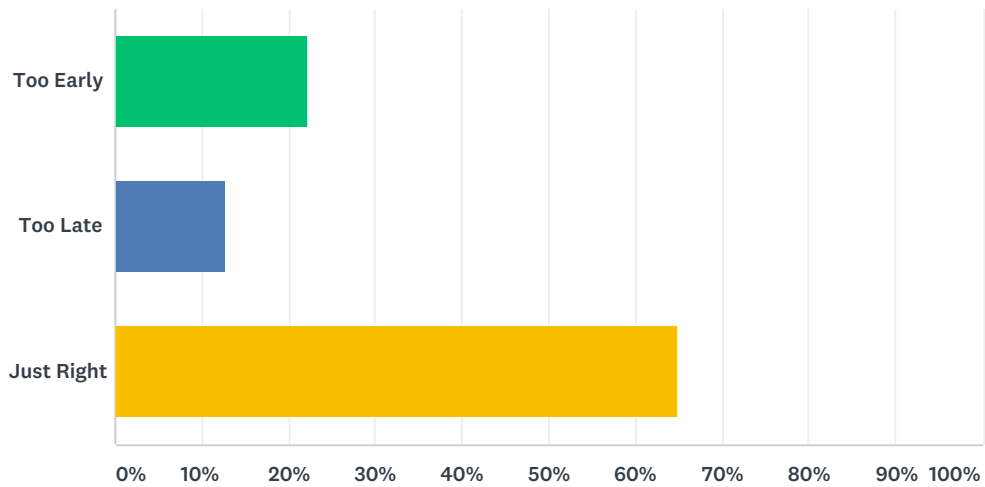
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
Same as before	41.13%	496
More than before	45.52%	549
Less than before	13.35%	161
TOTAL		1,206

Q6 High school now starts at 8:07 am and the Junior High starts at 8:00 am In your opinion, does the school day start:

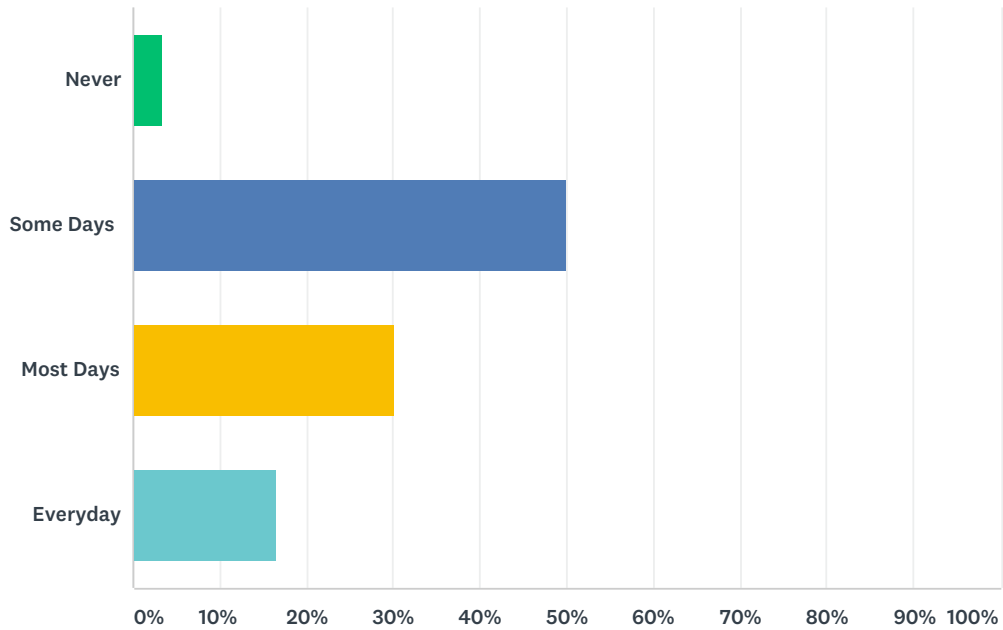
Answered: 1,194 Skipped: 12



ANSWER CHOICES	RESPONSES	
Too Early	22.28%	266
Too Late	12.81%	153
Just Right	64.91%	775
TOTAL		1,194

Q7 How often are you tired or sleepy during school?

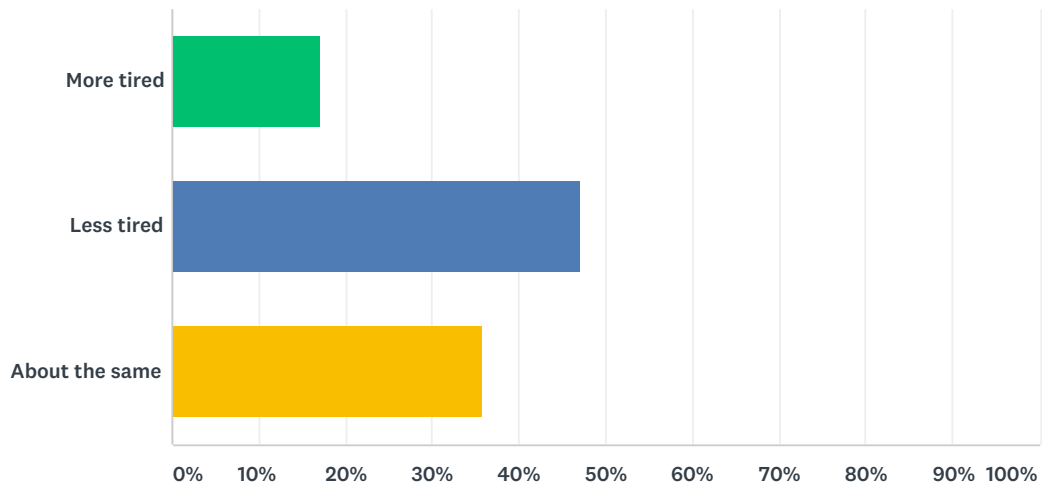
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES
Never	3.32% 40
Some Days	50.08% 604
Most Days	30.10% 363
Everyday	16.50% 199
TOTAL	1,206

Q8 Compared to last year (2017-18), rate how tired you are this year with later start times.

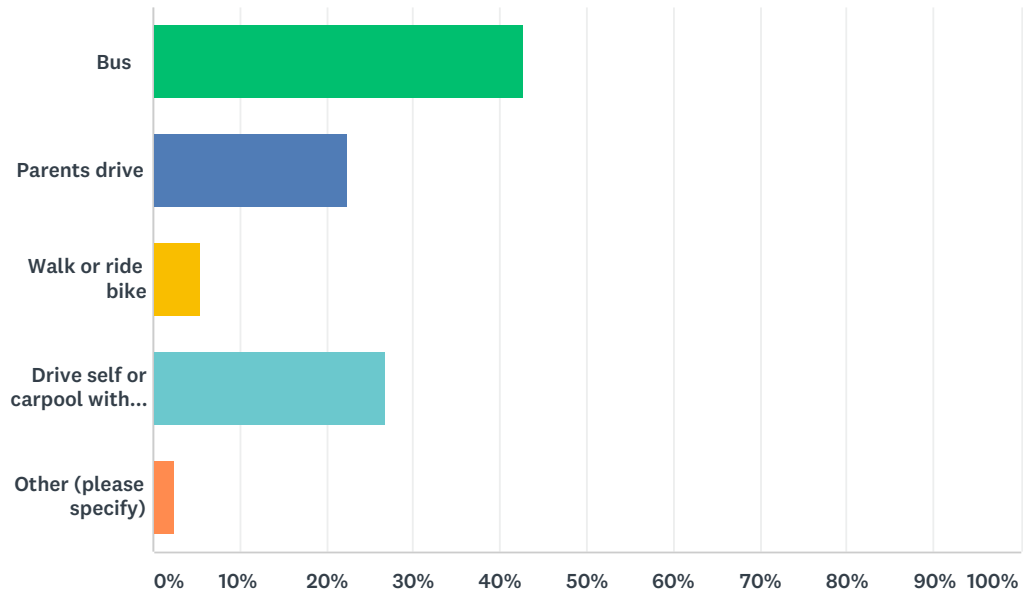
Answered: 1,206 Skipped: 0



ANSWER CHOICES	RESPONSES	
More tired	17.25%	208
Less tired	47.01%	567
About the same	35.74%	431
TOTAL		1,206

Q9 How do you usually get to school in the morning?

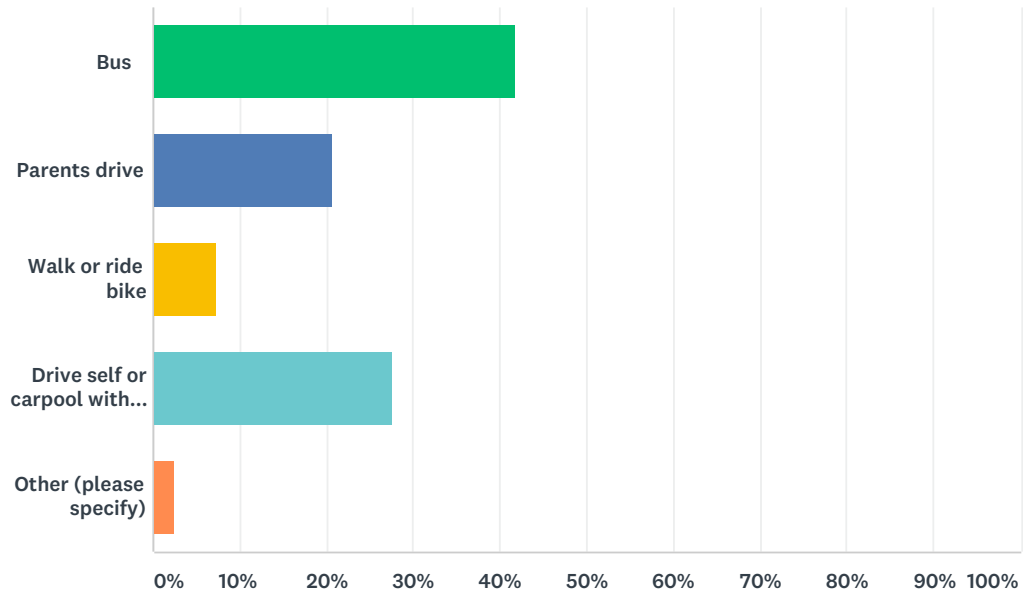
Answered: 1,202 Skipped: 4



ANSWER CHOICES	RESPONSES	
Bus	42.68%	513
Parents drive	22.38%	269
Walk or ride bike	5.49%	66
Drive self or carpool with friends	26.87%	323
Other (please specify)	2.58%	31
TOTAL		1,202

Q10 How do you usually get home from school?

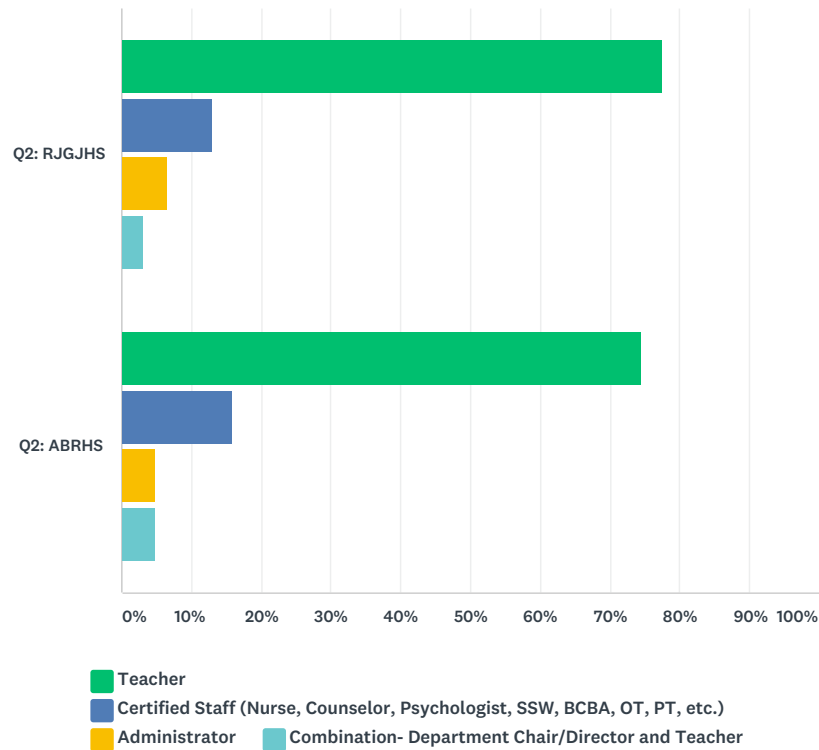
Answered: 1,202 Skipped: 4



ANSWER CHOICES	RESPONSES	
Bus	41.85%	503
Parents drive	20.72%	249
Walk or ride bike	7.32%	88
Drive self or carpool with friends	27.62%	332
Other (please specify)	2.50%	30
TOTAL		1,202

Q1 Please indicate your position.

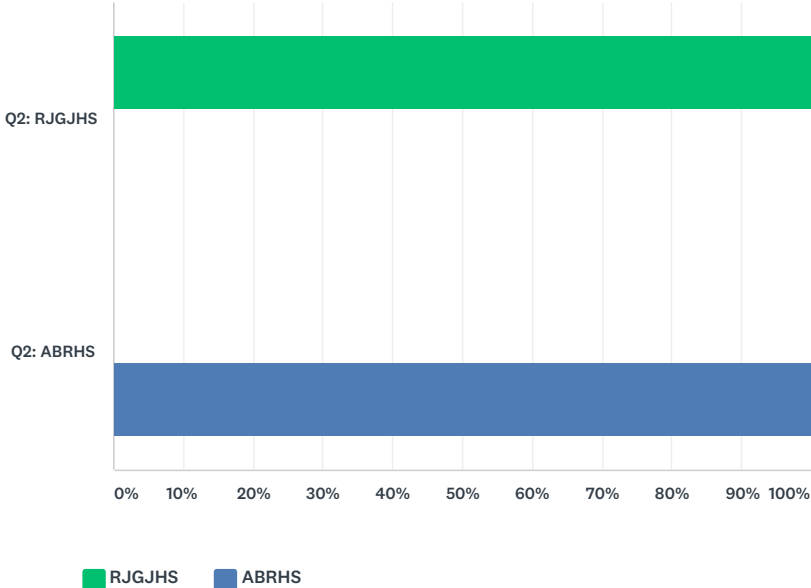
Answered: 113 Skipped: 0



	TEACHER	CERTIFIED STAFF (NURSE, COUNSELOR, PSYCHOLOGIST, SSW, BCBA, OT, PT, ETC.)	ADMINISTRATOR	COMBINATION- DEPARTMENT CHAIR/DIRECTOR AND TEACHER	TOTAL
Q2: RJGJHS (A)	77.42% 24	12.90% 4	6.45% 2	3.23% 1	27.43% 31
Q2: ABRHS (B)	74.39% 61	15.85% 13	4.88% 4	4.88% 4	72.57% 82
Total Respondents	85	17	6	5	113

Q2 Your building:

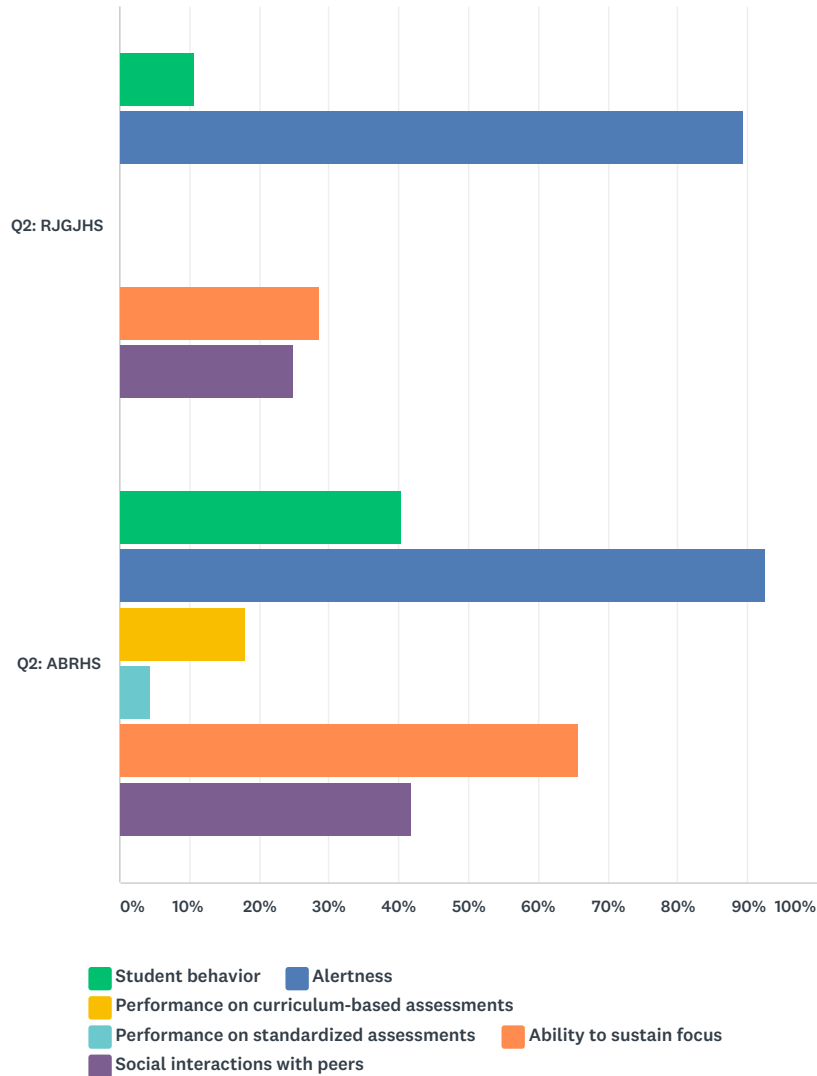
Answered: 113 Skipped: 0



	RJGJHS	ABRHS	TOTAL
Q2: RJGJHS (A)	100.00% 31 B	0.00% 0 B	27.43% 31
Q2: ABRHS (B)	0.00% 0 A	100.00% 82 A	72.57% 82
Total Respondents	31	82	113

Q3 In which of the following way(s) has the later start time at the JH/ HS positively impacted students as it pertains to first/second period classes?

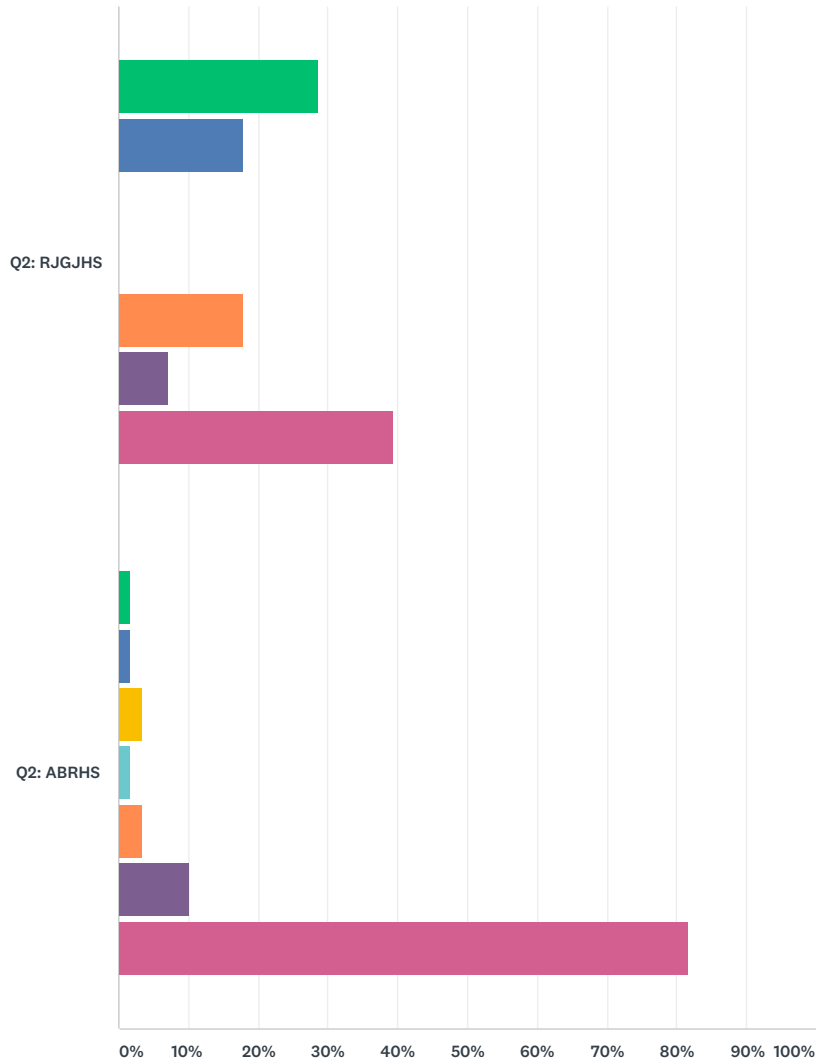
Answered: 95 Skipped: 18



	STUDENT BEHAVIOR	ALERTNESS	PERFORMANCE ON CURRICULUM-BASED ASSESSMENTS	PERFORMANCE ON STANDARDIZED ASSESSMENTS	ABILITY TO SUSTAIN FOCUS	SOCIAL INTERACTIONS WITH PEERS	TOTAL
Q2: RJGJHS (A)	10.71% 3	89.29% 25 B	0.00% 0	0.00% 0	28.57% 8	25.00% 7	45.26% 43
Q2: ABRHS (B)	40.30% 27	92.54% 62 A	17.91% 12	4.48% 3	65.67% 44	41.79% 28	185.26% 176
Total Respondents	30	87	12	3	52	35	95
OTHER (PLEASE SPECIFY):							TOTAL
Q2: RJGJHS (A)						0	0
Q2: ABRHS (B)						0	0

Q4 In which of the following way(s) has the later start time at the JH/ HS has negatively impacted students as it pertains to first/second period classes?

Answered: 88 Skipped: 25

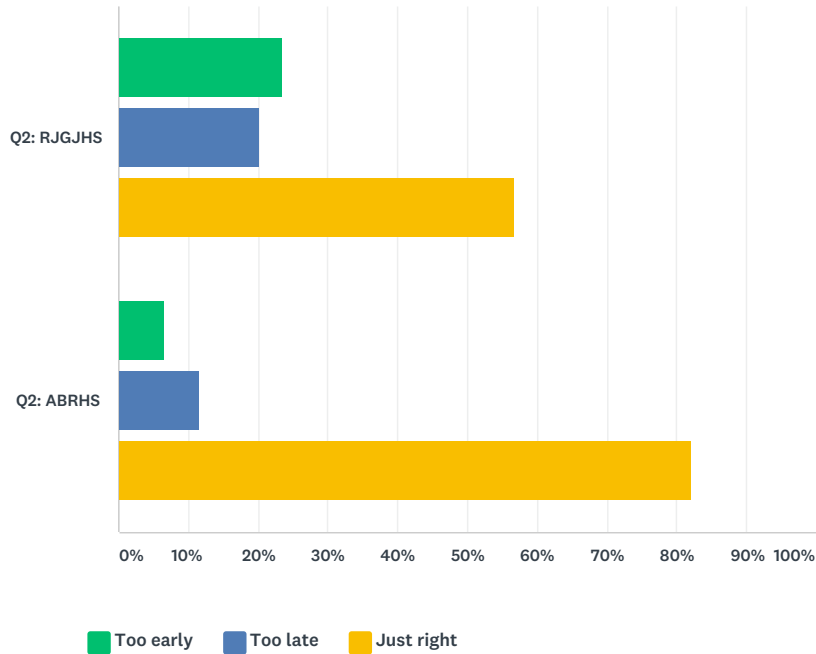


■ Student behavior ■ Alertness
■ Performance on curriculum-based assessments
■ Performance on standardized assessments ■ Ability to sustain focus
■ Social interactions with peers ■ None- it has not negatively impacted students.

	STUDENT BEHAVIOR	ALERTNESS	PERFORMANCE ON CURRICULUM-BASED ASSESSMENTS	PERFORMANCE ON STANDARDIZED ASSESSMENTS	ABILITY TO SUSTAIN FOCUS	SOCIAL INTERACTIONS WITH PEERS	NONE- IT HAS NOT NEGATIVELY IMPACTED STUDENTS.	TOTAL
Q2: RJJGHS (A)	28.57% 8 B	17.86% 5 B	0.00% 0	0.00% 0	17.86% 5 B	7.14% 2	39.29% 11 B	35.23% 31
Q2: ABRHS (B)	1.67% 1 A	1.67% 1 A	3.33% 2	1.67% 1	3.33% 2 A	10.00% 6	81.67% 49 A	70.45% 62
Total Respondents	9	6	2	1	7	8	60	88
OTHER (PLEASE SPECIFY):								TOTAL
Q2: RJJGHS (A)							0	0
Q2: ABRHS (B)							0	0

Q5 In your opinion (based on the school in which you are working) does the school day start:

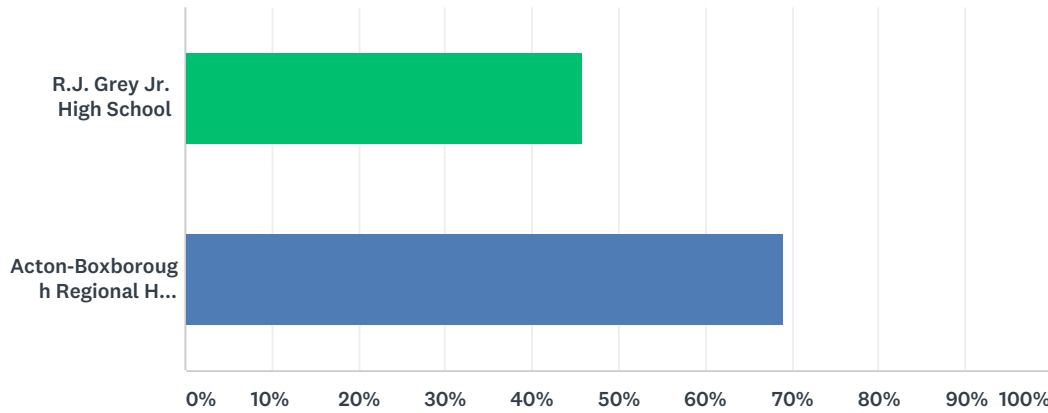
Answered: 108 Skipped: 5



	TOO EARLY	TOO LATE	JUST RIGHT	TOTAL
Q2: RJGJHS (A)	23.33%	20.00%	56.67%	27.78%
	7	6	17	30
	B		B	
Q2: ABRHS (B)	6.41%	11.54%	82.05%	72.22%
	5	9	64	78
	A		A	
Total Respondents	12	15	81	108
		WHY?	TOTAL	
Q2: RJGJHS (A)			0	0
Q2: ABRHS (B)			0	0

Q1 Please indicate the school(s) in which you have a child enrolled.

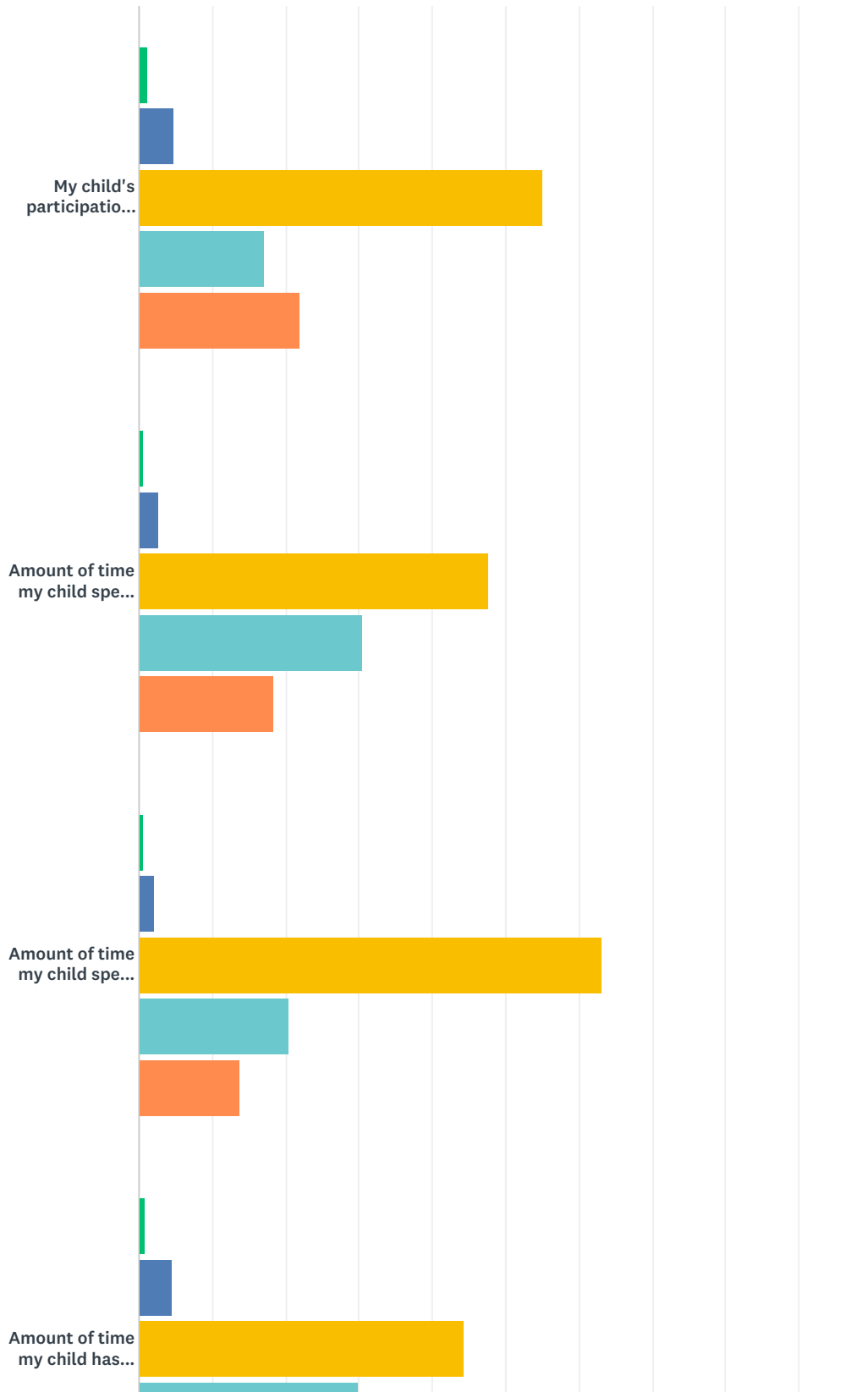
Answered: 1,026 Skipped: 0



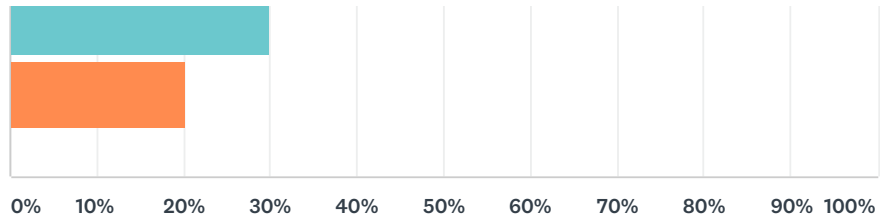
ANSWER CHOICES	RESPONSES	
R.J. Grey Jr. High School	45.91%	471
Acton-Boxborough Regional High School	69.01%	708
Total Respondents: 1,026		

Q2 Rate the degree to which the later start time has impacted my child's schedule:

Answered: 1,026 Skipped: 0



3-Minute ABRSD School Start Time Survey- PARENTS/GUARDIANS

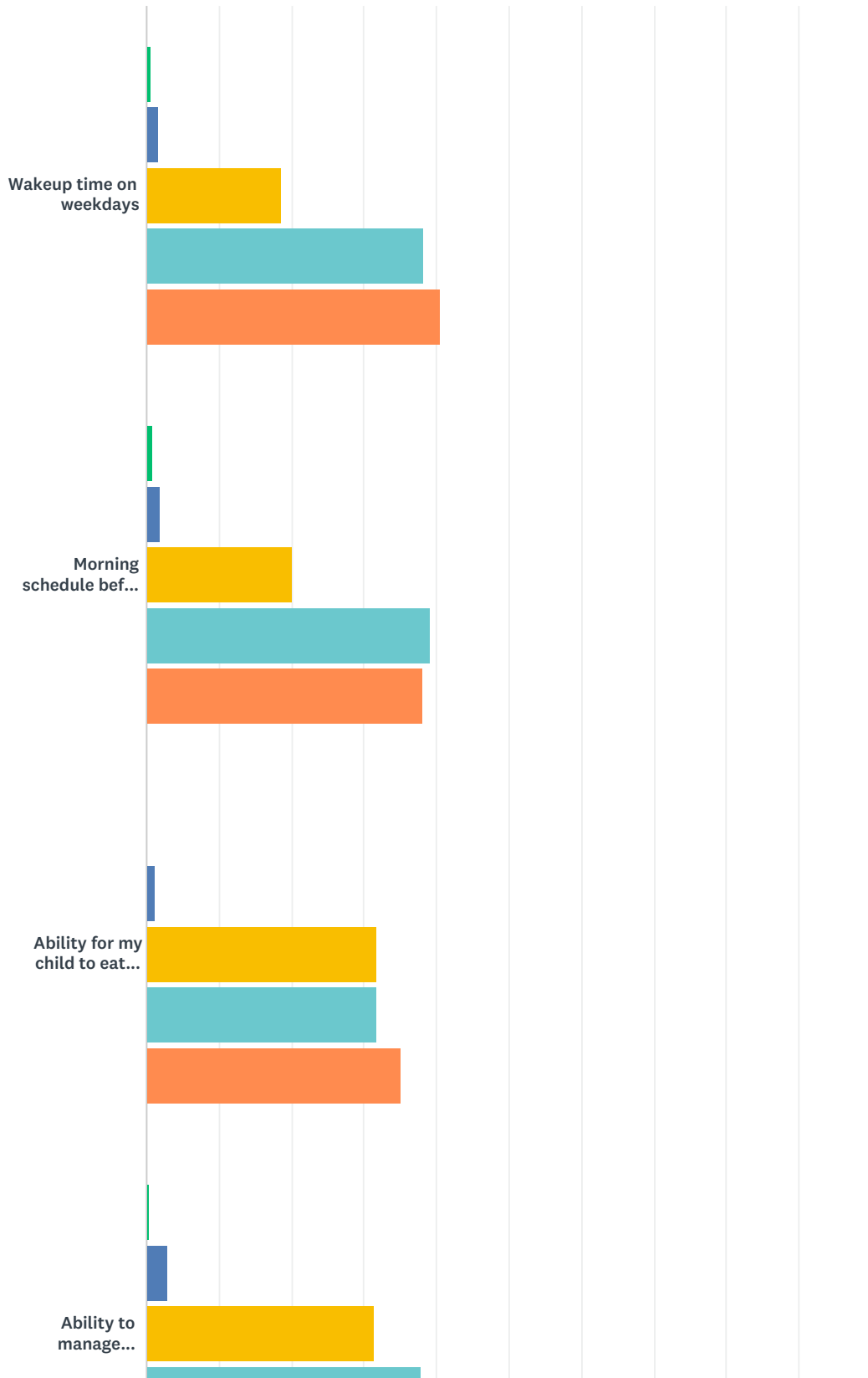


■ Very negative impact
 ■ Negative impact
 ■ No impact/change
■ Positive impact
 ■ Very positive impact

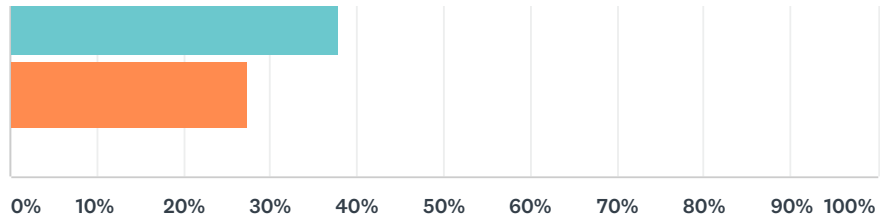
	VERY NEGATIVE IMPACT	NEGATIVE IMPACT	NO IMPACT/CHANGE	POSITIVE IMPACT	VERY POSITIVE IMPACT	TOTAL	WEIGHTED AVERAGE
My child's participation in extracurricular activities	1.17% 12	4.79% 49	55.08% 564	17.09% 175	21.88% 224	1,024	3.54
Amount of time my child spends with our family	0.59% 6	2.64% 27	47.75% 489	30.57% 313	18.46% 189	1,024	3.64
Amount of time my child spends with friends	0.59% 6	2.05% 21	63.09% 646	20.51% 210	13.77% 141	1,024	3.45
Amount of time my child has for 'downtime' (doing things she/he/they enjoys)	0.88% 9	4.58% 47	44.25% 454	30.02% 308	20.27% 208	1,026	3.64

Q3 Please indicate how the later start time has impacted your child's health and/or well-being?

Answered: 1,026 Skipped: 0



3-Minute ABRSD School Start Time Survey- PARENTS/GUARDIANS

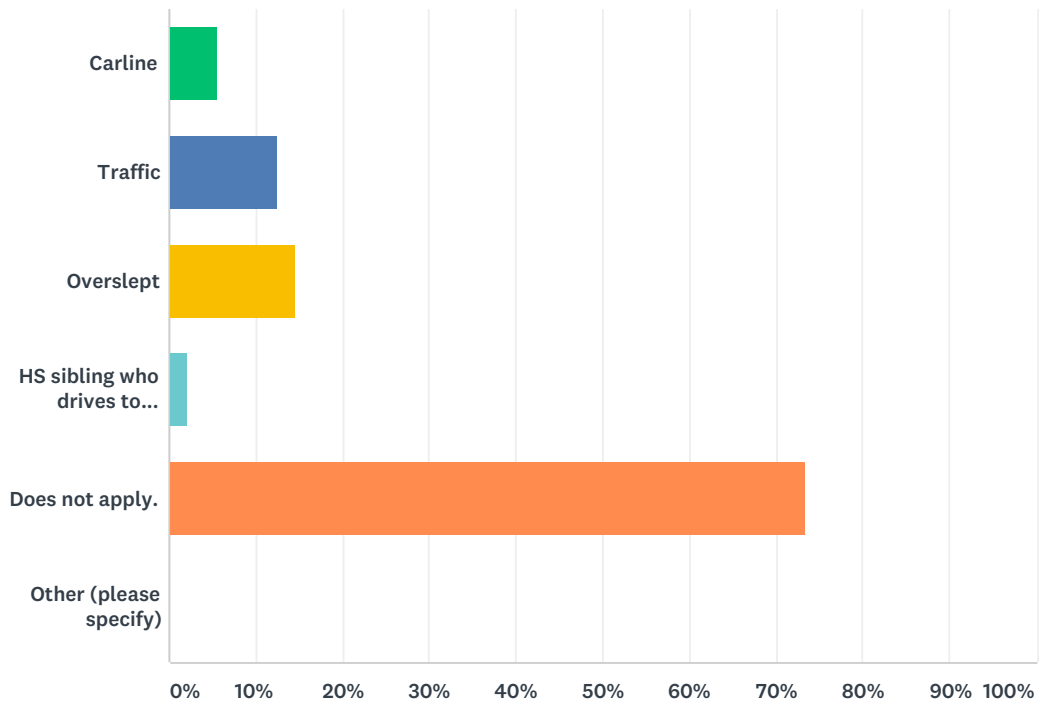


■ Very negative impact
 ■ Negative impact
 ■ No impact/change
■ Positive impact
 ■ Very positive impact

	VERY NEGATIVE IMPACT	NEGATIVE IMPACT	NO IMPACT/CHANGE	POSITIVE IMPACT	VERY POSITIVE IMPACT	TOTAL	WEIGHTED AVERAGE
Wakeup time on weekdays	0.59% 6	1.76% 18	18.63% 191	38.34% 393	40.68% 417	1,025	4.17
Morning schedule before my child leaves for school	0.78% 8	1.95% 20	20.10% 206	39.12% 401	38.05% 390	1,025	4.12
Ability for my child to eat breakfast before leaving for school	0.20% 2	1.27% 13	31.74% 325	31.74% 325	35.06% 359	1,024	4.00
Ability to manage stress/workload	0.39% 4	2.93% 30	31.45% 322	37.89% 388	27.34% 280	1,024	3.89

Q4 If your child was late to school this year (2018-19), please select the reason(s) why:

Answered: 1,026 Skipped: 0



ANSWER CHOICES	RESPONSES	
Carline	5.56%	57
Traffic	12.48%	128
Overslept	14.72%	151
HS sibling who drives to school dropped off late	2.05%	21
Does not apply.	73.39%	753
Other (please specify)	0.10%	1
Total Respondents: 1,026		



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.a.i
AGENDA ITEM TITLE	FY20 Acton Boxborough Regional High School Handbook		
PRESENTER(S)	Larry Dorey, Principal and Fred Hohn, Dean of Students		
SUMMARY OF TOPIC	We are seeking your approval of the 2019-20 ABRHS Student Handbook per policy CHCA. An overview of changes to the handbook will be presented.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	<p>If the committee does not intend to request additional revisions to the student handbook, the following motion may be made:</p> <p><i>I move to approve the 2019-20 ABRHS Student Handbook with changes as presented.</i></p> <p>Alternatively, the committee may request revisions and a second reading of the handbook at its next meeting.</p>
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FOLLOW-UP	
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APPROX. TIME FOR THE AGENDA ITEM (MIN.)	15 min.
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ATTACHMENTS	Memos from the Superintendent and the Dean of Students, Presentation slides
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Acton-Boxborough Regional School District

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

Peter J. Light
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: May 17, 2019
RE: High School Handbook Approval

We are seeking your vote to approve the high school handbook for the school year 2019-20. High School Principal Larry Dorey will provide an overview of substantive changes to the handbook at your meeting on May 23, 2019. Additionally, we have provided a red-line copy of the full handbook for your review.

I am aware that over the past several years, there has been discussion about the committee's role in developing and approving the high school student handbook. I offer the following analysis in order to help provide some clarity around this issue:

Background on the committee's role in the approval of the high school student handbook

The statutory language governing the development and approval of student handbooks is detailed in [M.G.L. CH.71 §37H](#) and states:

"In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section."

In 1995 The Department of Elementary and Secondary Education (DESE) published an [Advisory on School Governance](#) which further clarified the roles of the school committee, Principal, and school council with respect to the development of handbooks:

"Similarly, the school committee is responsible for adopting general disciplinary policies for students in the district, in consultation with the superintendent. However, it is appropriate for the committee to delegate to the superintendent, principals and school councils the authority to define detailed rules of student conduct applicable to specific schools. In fact, at the high school level, state law makes this school-based responsibility explicit. By statute, in every school containing grades 9 through 12, the principal and school council annually prepare and publish

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the student handbook, within the framework of the general policies adopted by the school committee. (See G.L. c. 71, section 37H and section 59C.)”

Locally, your role is defined by [Policy CHCA: Approval of Handbooks and Directives](#). This important language from the policy includes:

“The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a hand- book setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September. “

And the policy further states that:

“Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation.”

Summary and Recommendations

An analysis of Massachusetts General Laws, DESE guidance and local policy provides a consistent narrative that the authority for the development of the student handbook rests with the school Principal and the school council. Local policy establishes that the committee will approve handbooks in order that they be “accorded the status of Committee-approved policy or regulation.”

One possible interpretation of this analysis is that when the handbook is forwarded to the committee for approval, the committee would then assume responsibility for the development of school policy. However, this approach would undermine the authority afforded to Principals and their respective school councils.

Another interpretation would suggest that it is the responsibility of the Principal and school council to develop student handbooks that are both consistent with Massachusetts laws and regulations, as well as the committee’s broad policies and educational goals.

As a result, I would respectfully suggest that the latter interpretation be used in the approval of the student handbook and that when considering the handbook for approval, the committee review the handbook to ensure it is in compliance with the broad disciplinary and educational policies and goals of the district. If the committee believes that elements of the handbook are inconsistent with these broad policies and goals, then the handbook should be sent back to the school council for additional revision. I would also suggest that where student handbook regulations fall outside of committee policy or the educational goals of the district, deference be given to the Principal and school council to determine best approaches to school-level governance. There will certainly be instances where

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proposed changes bridge policy and operations of a school and these are healthy areas of discussion. I will make every attempt to alert you to such areas and provide clarification around these specific instances.

I am happy to answer any questions you may have about the handbook approval process and look forward to your approval of the 2019-20 high school student handbook.

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WELLNESS • EQUITY • ENGAGEMENT

To: Acton-Boxborough Regional School Committee
From: Fred Hohn, Dean of Students
Date: May 17, 2019
RE: High School Student Handbook Approval

We are seeking your vote to approve the High School Student Handbook for the school year 2019-20. High School Principal Larry Dorey and Dean of Students Fred Hohn will provide an overview of the Student Handbook changes at your meeting on May 23, 2019. Additionally, we have provided a red-line copy of the changes below.

Please note that all underlined information is language being added and red-lined information is being removed.

A. Logo needs to be updated (page 1)

The new logo:



Reasoning:

The old logo contained text from our previous mission statement.

1. Field Trips (page 9)

Occasionally students are invited to participate in field trips to supplement the academic classroom experience. Students are expected to use discretion when deciding on attending trips as they are responsible for all content taught and work missed while away. Students participating liberally in field trips lose valuable classroom instruction. Students ~~must~~ should be in good academic standing and maintain a solid attendance record to participate in field trips, unless granted special permission from the Principal or Associate Principal. For all day trips, refunds will not be issued after one week prior to the trip.

Reasoning:

We have had some issues with students dropping out of field trips at the last minute which influenced our ability to cover transportation costs. We would like to have a clear and transparent cut off for students that request refunds.

2. Athletics (pages 17-19)

4. Massachusetts Interscholastic Athletic Association (M.I.A.A.) Rules:

The M.I.A.A. has certain rules that extend to all student-athletes. The following are some of them:

- a. Student athletes must be taking at least 4 major subjects (courses equivalent to four one-year English courses). The following courses do not qualify towards interscholastic eligibility: ~~Audiovisual Media Technology and Technical Theater, Teacher's Assistants, and Work Study, Learning Center, and~~ all pass/fail courses (ASC, mentoring, and audits).
- b. must be passing 4 major subjects
- c. cannot be older than 19
- d. can compete for only four years
- e. must be living with a legal guardian and have legal residence within the community or be an accepted school choice student

Reasoning:

We believe that the courses listed are not equivalent to a full year English course. This year, some students that were not passing classes or had very limited schedules were able to participate in athletics because these courses were included.

5. In order to try out for the season or participate in athletics, a student must meet the M.I.A.A. rules outlined in section 4 (above) and must have passed at least 4 major subjects (equivalent to four one-year English courses) on the most recent quarterly report card. After 9th grade, fall sports will be based on the prior spring's 4th quarter grades (not the final grade).

As this is an addition, the numbers for the subsequent sections (5-8) will need to be adjusted (changed to 6-9).

Reasoning:

This is a clarification of the existing M.I.A.A. rule and is in line with how it is currently administered at the high school.

3. ~~Interscholastic Athletic Eligibility (page 23)~~

~~The following courses do not qualify towards interscholastic eligibility: Audiovisual Media Technology and Technical Theater, Teacher's Assistants, and Work Study.~~

Reasoning:

This is redundant and just restates what is in the athletics section (see number 3).

4. Assessment Test Postponement (page 46)

While teachers encourage students to complete assessments on time, there may be circumstances which warrant postponement. This policy is meant to assist you in balancing academic workload in healthy and responsible ways.

If you have three or more assessments due or taking place in one day, such as tests, papers, projects, labs, performance assessments, or ~~significant~~ announced quizzes, you ~~may be able to~~ can request a ~~test or quiz~~ assessment postponement. In making decisions about which ~~test or quiz~~ assessment to postpone, students should ~~make every effort to~~ prioritize taking summative assessments on time. A summative assessment is defined as an end-of-unit assessment that is used to evaluate student learning. ~~Assignments other than tests and quizzes offer significant preparation time in advance; therefore, only tests and quizzes may be postponed. Students should be mindful about not postponing the same subject in the event that a student uses the Assessment Postponement Policy more than once throughout the school year.~~ Students should also remember that the policy process is designed to balance academic obligations; extracurricular activities should not factor into the decision.

While students are expected to adhere to this process policy, extenuating circumstances will be considered. In such cases, students should plan to discuss their situations with counselors and teachers.

If you believe that you may need to postpone an assessment, you should inform your teachers as soon as possible - verbally and by submitting an Assessment Postponement Request Form by the end of the school day two days prior to the scheduled assessments. If postponing a Monday assessment, forms must be submitted by 8:30 AM on Friday to allow time for responses. A link to the Assessment Postponement Request Form is available on the ABRHS website.

Reasoning:

This was the first year that we experimented with assessment postponement. These changes represent clarifications of issues that we identified over the course of the year.

5. Testing After Vacations (page 46)

Homework will not be assigned with the expectation that it be worked on and/or completed during any school vacations. Long-term projects assigned before vacation,

tests, and major assessments cannot have a due date of or assigned earlier than the Thursday after vacation or three days after a vacation (after winter break, February break, and April break). Please refer to the Homework and Assessment Policy for more specifics.

Reasoning:

This change clarifies confusion as to whether or not the Thanksgiving break would be included. This is described in policy IKB.

6. Senior Class Dues (page 52)

Each member of the senior class participating in senior events and graduation exercises will be required to pay class dues. Dues are \$170 before November 1 and \$185 on or after November 1. A payment plan can be arranged as necessary. Please see your counselor or ~~Dean of Students~~ if you are in need of financial assistance. ~~for additional information or to set up a payment plan.~~

Reasoning:

Fees associated with a variety of programs (parking, athletics, band, etc.) are included in other sections of the handbook but to date, this number has not been included with senior dues. We believe that this should be clear and transparent.

7. Final grades (page 27)

~~Final grades are determined by adding the final assessment grade to the grades for all 4 terms, and dividing by 5. Where mid-year assessments are given, the midyear and final each count for 1/10 of the final grade. In semester courses, the final assessment will count as 1/5 of the final grade.~~

Final grades are determined by averaging each of the terms that make up the course. As an alternative to the formal mid-year and final assessments, cumulative assessments may be given in either one or two of the marking terms. These assessments will be worth no more than 25% of the term grade in which it was given. Therefore, the total weight of these assessments is no more than 6.25% each and 12.5% combined for the year.

Grades on report cards are in letter form. Below are the numerical equivalents:

A+	<u>96.5-100</u>
A	<u>92.5-96.4</u>
A-	<u>89.5-92.4</u>
B+	<u>86.5-89.4</u>
B	<u>82.5-86.4</u>

B-	<u>79.5-82.4</u>
C+	<u>76.5-79.4</u>
C	<u>72.5-76.4</u>
C-	<u>69.5-72.4</u>
D+	<u>66.5-69.4</u>
D	<u>62.5-66.4</u>
D-	<u>59.5-62.4</u>
F	<u>0-59.4</u>

Reasoning:

There will not be a formal midyear or final week as part of the trial schedule. Classes may still give cumulative assessments, but the associated grades would count for less than they do currently. The numbers on the scale above were previously whole numbers. The change to including the decimal is in line with how grades are recorded in PowerSchool.

8. ~~Mid Year and Final Assessments~~(page 27)

~~Midyear assessments, when given, will count as one-tenth (1/10) of the final grade. If a class gives a midyear assessment, then the final assessment will only cover the material since the midyear and will count as one-tenth (1/10) of the final grade. In full year classes without a midyear assessment, the final assessment will cover all the material in the class and will count as one-fifth (1/5) of the final grade. Final assessments are given in all grades and in all academic subjects. English assessments and certain components of World Language assessments, are given earlier.~~

~~In order to be eligible to take final assessments, students must return all sports uniforms, equipment, library books, etc. and take care of all financial obligations including those for lost textbooks and classroom materials and damage to or breakage of school property. All fines must be paid in full (parking, smoking, etc.) prior to taking final assessments. Parking and smoking fines can be paid at the school store during regular school hours. Bills for equipment or lost books should be paid at the Administrative Offices.~~

~~Seniors with an A- or better average (i.e. a 90 or higher) for the full year will be exempt from taking the final assessment in that subject. This exemption does not apply to semester courses. Any student in a course designated AP and who takes the AP exam will be exempt from the final assessment in that course. Any student in a non-leveled elective course, who takes the AP exam, will be exempted from the final assessment. Taking the AP exam will not exempt a student from any other final except for the ones identified above.~~

Reasoning:

We will not be having a formal midyear or final week next year as part of the schedule trial.

9. Midyear and Final Assessments (page 42)

~~There will be a period of at least two (2) days of in-class review before a midyear. There will not be any assessments or homework given one week prior to the start of midyear~~

~~assessments, with the exception of assessment review. No major assessments will be due for one week following the conclusion of the midyear assessment period. No homework exceeding twenty (20) minutes is to be given the days of, or the day before, a midyear assessment. Homework exceeding twenty (20) minutes may be assigned only if it directly applies to aiding in studying for a midyear assessment. If the assignment does not pertain to a midyear assessment and is expected to take more than twenty (20) minutes, the assignment must be given in class in order for the students to start it. The assignment should take no more than twenty (20) minutes to complete outside of class. See abrhs.abschools.org/calendar-for-midyear-dates.~~

Reasoning:

We will not be having a formal midyear or final week next year as part of the schedule trial.

10. World Language National Honor Societies (page 29)

~~The three World Language National Societies are: The World Languages Department offers membership in its ABRHS chapters of the: Société Honoraire de Français, Sociedad Honoraria Hispanica, and Latinam Honoris Societatem, and the Chinese Honor Society in order to stimulate and reward scholastic excellence in the study of world languages.~~

Requirements:

~~Students must be: in the sophomore, junior, or senior class; currently enrolled in Level H III or higher in French, Spanish, or Latin, or Chinese; enrolled in a foreign language at Acton-Boxborough for the past six quarters; enrolled at the Honors Level; have an average grade of 90 or higher in the language for the past six quarters; and, have an overall current Grade Point Average of 3.0 or higher over the last two quarters. In addition to earning academic achievement in the language, each student must complete a minimum of 10 hours of community service. Students must complete an application form, available from language teachers, after the close of the second term. Deadlines are firm.~~

Reasoning:

This update includes the addition of the Chinese Honor Society and a community service requirement that will more closely mirror the national standards.

11. Notice of Nondiscrimination (pages 40 and 41)

The Acton-Boxborough Regional School District does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, pregnancy and pregnancy-related conditions, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

Any person having inquiries or complaints concerning the Acton-Boxborough Regional School District's compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec.5 is directed to contact the Assistant Superintendent for Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School District to coordinate the District's efforts to comply with these laws, or write to the Office for Civil Rights, J. F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.

Reference: ABRSC Policy AC

Reasoning:

Pregnant Workers Fairness Act (G.L. c. 151B, §4)

Revised 11/21/13 *(title change only 7/1/16)*

Policy File: AC

Nondiscrimination

~~Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committees intend to:~~

- ~~1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.~~
- ~~2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.~~
- ~~3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.~~

4. ~~Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.~~
5. ~~Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.~~
6. ~~Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.~~

~~The Acton-Boxborough Regional School Districts do not discriminate on the basis of race, color, national origin, limited English proficient, gender, age, religion, sexual orientation, veteran status, handicap or homeless in admission or access to, or treatment or employment in, its programs, and activities.~~

~~Any person having inquiries or complaints concerning the Acton Public and Acton-Boxborough Regional School Districts' compliance with Title VI, Title IX, Section 504, ADA or MGL ch. 76, sec. 5 is directed to contact the Assistant Superintendent of Student Services, Administration Building, 15 Charter Road, Acton, MA, telephone number 978-264-4700, x3265, who has been designated by the Acton-Boxborough Regional School Districts to coordinate the Districts' efforts to comply with these laws, or write to the Office for Civil Rights, J.F. Kennedy Federal Building, Room 1875, Boston, MA 02203, or the Massachusetts Department of Elementary and Secondary Education, Office of Program Quality Assurance Services, 75 Pleasant Street, Malden, MA 02148.~~

~~LEGAL REFS.: Title VI, Civil Rights Act of 1964 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375 Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972 Rehabilitation Act of 1973 Education for All Handicapped Children Act of 1975 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L. 76:5: Amended 1993 Board of Education 603-CMR 26:00 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78, Pregnant Workers Fairness Act (G.L. c. 151B, §4)~~

~~CROSS REFS.: ACA—ACE, Subcategories for Nondiscrimination GBA, Equal Opportunity Employment JB, Equal Educational Opportunities~~

12. Student Privileges (page 53)

Juniors and seniors may apply for Extended Privileges. Eligibility requirements include academic standing, attendance, and administrative and parental approval. Juniors may

apply ~~at the~~ starting the second week of the school year. ~~close of term 1, after grades are available.~~

Reasoning:

Students have requested the option to earn privileges at the start of their junior year rather than wait until we are one quarter of the the way into the year. We support this request.

13. Appendix 9 - Academic Integrity Procedure (pages 81-83)

Part II. Academic Integrity Policy (page 82)

Teachers are expected to report all Academic Integrity infractions to their Department Leader and the appropriate Dean so that appropriate follow up may be done. ABRHS is piloting this method of capturing Academic Integrity infraction data for consistency in reporting and consequences for infractions.

~~Range of consequences, after consultation with the department leader include:~~

After the teacher speaks with the student, consults with the department leader, and contacts home, the range of consequences may include:

Reasoning:

This reinforces our belief that the teacher needs to lead communication as he/she best understands the situation.

Summary of Proposed Student Handbook Updates for 2019-2020

General Updates and Clarification of Procedures

1. Updates the logo on the cover page to our current logo
2. Clarifies that field trip refunds will not be issued after one week prior to the trip
3. Clarifies eligibility language for athletics
 - a. Learning Center and pass/fail courses do not count towards the 4 major subjects that students need to be taking
 - b. Student athletes must have passed 4 major subjects in the prior quarter to try out or participate
4. Removes a redundant section about athletics

Clarification of Procedures (continued)

5. Clarifies the test postponement procedure
 - a. Includes all assessments (not just tests and quizzes)
 - b. Clarifies deadlines for submitting a request
6. Clarifies that the policy for assessments following vacations does not include Thanksgiving break
7. Clarifies the dollar amounts for senior dues

Updates Related to the Schedule Trial

8. Updates how final grades are calculated given that we will not have a formal midyear or final week
9. Deletes a section about midyears and finals
10. Deletes a second section about midyears and finals

Other Updates

11. Updates the World Language National Honor Societies
 - a. Addition of the Chinese Honor Society
 - b. Addition of a community service requirement
12. Updates the Notice of Nondiscrimination
 - a. Includes the Pregnant Workers Fairness Act
 - b. Removal of redundant language
13. Changes juniors privilege application to the start of the year
14. Updates the academic integrity procedure so that the teacher must contact the student, the department leader, and home



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.b
AGENDA ITEM TITLE	Effective School Solutions - Proposed Junior High School program		
PRESENTER(S)	Asst. Super. Dawn Bentley, Principal Andrew Shen, Jared Delancey (ESS)		
SUMMARY OF TOPIC	REVISED 5/21/19 - The district was going to seek authorization to implement a new contracted program at the Junior High School to support students with serious mental health needs as presented at the last meeting. Please see memo for explanation of why this program option was put on hold.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	30
ATTACHMENTS	memo

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

WELLNESS • EQUITY • ENGAGEMENT



**Acton-Boxborough Regional School District
Student Services**

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

***Dawn G. Bentley, Ed.D.
Assistant Superintendent for Student Services***

TO: Peter Light, Superintendent
Acton-Boxborough Regional School Committee Members

FROM: Dawn Bentley
Andrew Shen

DATE: 5/21/2019

Re: Follow up to 5/9/2019 Presentation on Effective Schools Solutions (ESS) Program

We greatly appreciate the show of support you provided last week when we presented the ESS program for the junior high at the 5/9/2019 school committee meeting.

When we reviewed this program more closely with legal counsel this week, one very important concern that arose was around the bid process. Because the price of this program is \$290,000, we would need to bid the service out unless we intend to restrict access to students with IEPs (there is an exception to the bid threshold for special education services). After exploring the ESS program, we feel strongly that this program should be one that is available to students with *and* without IEPs. This approach aligns with the population of students we have supported with our longstanding STAR Center therapeutic program at the high school.

When our team re-examined the list of students we might slate for the ESS program, we determined that a number of them already have signed placements in private school or collaborative settings. While we can approach the families with a new IEP to return to RJGJHS to access this in-house program, there is no guarantee that they will not invoke their right to have their child stay-put in the existing placement. We certainly do not want to put the District or School Committee in a position where we have made a substantial investment like ESS and we don't have a reasonable number of students accessing it. Further, as we reviewed our specialized junior high school programs for the fall, we are confident that we can meet most of our students' needs with the expansion of both our CLASS social-emotional program and our Connections autism program, as well as the addition of a 0.6 school psychologist. Finally, we have decided to contract with Assabet Valley Collaborative for a third wraparound facilitator to support students who may be experiencing a crisis and their families to access the necessary support services.

Therefore, for the 2019-20 school year, our intent is to continue to explore the ESS program as a viable option for our continuum of services at the junior high school. Further, there may be additional, unexplored opportunities to collaborate with existing partners like [Riverside](#), [Eliot](#), and our two towns around supports for students with significant mental health needs. However, given the substantial investment a program like this entails, as well as our desire to ensure that students with and without IEPs can access the service, we agreed that it is important to come back to you through our regular budget process for FY21 after ensuring we have given it sufficient thought and exploration. Additionally, Stoneham Public Schools is contracting with ESS starting in September 2019, so we would also benefit from their experience as the first "ESS district" in Massachusetts.

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



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.c.
AGENDA ITEM TITLE	Budget Transfer from E&D to Stabilization		
PRESENTER(S)	Finance Director David Verdolino		
SUMMARY OF TOPIC	We are seeking your approval of a \$1M transfer from the district's Excess and Deficiency (E&D) Fund into the newly created Capital Stabilization Fund. David Verdolino will present a brief overview of the requested budget transfer.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	I move that the School Committee vote to transfer from E&D Reserve the sum of \$1,000,000 to the Capital Stabilization Fund. (two-thirds majority vote required)
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 min
ATTACHMENTS	Memo from David Verdolino

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Acton-Boxborough Regional School District

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

Finance Department
David A. Verdolino, Director
(978) 264-4700
dverdolino@abschools.org

To: Superintendent Peter Light
School Committee
Re: Proposed Budget Amendment – Transfer to Capital Stabilization Fund
Date: May 23, 2019

I recommend that at your May 23, 2019 meeting, you authorize the district make a FY2019 budget transfer of \$1,000,000 to the Capital Stabilization Fund.

As reported at the May 9 meeting, through three quarters of the fiscal year, we are getting a clearer picture of the District's projected position at yearend, as follows:

Revenues

Q3 Projected Yearend Variance = \$491,356 (0.55% greater than FY2019 budget)

Expenditures

Q3 Projected Yearend Variance = \$848,080 (0.95% less than FY2019 budget)

Net projected budget variance = \$1,339,436

During the yearend closing process, the finance department will analyze all accounts in anticipation of our financial audit; as a result, the Q3 projections will likely vary from the final results, although not as significantly as last year (FY2019 pickup of over \$400K between Q3 and final).

In my opinion, the district has sufficient projected FY2019 budgetary surplus to warrant a \$1 million transfer from E&D Reserve to initially fund the recently-authorized Capital Stabilization Fund. I expect that, upon DOR certification, the district will still maintain an E&D Reserve balance (before adjustments) of over 4% as of July 1, 2019.

Therefore, I recommend that the district make a FY2019 budget transfer of \$1,000,000 to the Capital Stabilization Fund. If approved, the Secretary should please notify both Towns' Select Boards of its action, with the understanding that by law, should neither Board call a Special Town Meeting regarding this transfer within 45 days, it will become effective.

I will be making a brief presentation during the May 23 meeting and as always will be happy to answer questions you have about the District's strong finances.



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.d
AGENDA ITEM TITLE	Superintendent's End of Cycle Summative Evaluation		
PRESENTER(S)	Diane Baum		
SUMMARY OF TOPIC	<p>This is a reminder for school committee members to complete the summative evaluation and submit it to Diane Baum with cc to Beth Petr by May 28.</p> <p>Public Comment is also welcome and should be submitted in writing to Diane Baum with cc to Beth Petr by May 28. All of these documents become public records.</p>		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	5 minutes
ATTACHMENTS	Evaluation Timeline for 2019 and Summative Evaluation Report Form

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Attachment 1- Draft Schedule

Superintendent's Evaluation Timetable for 2019

April 11 SC Meeting	Documents for the summative evaluation are distributed to members.
May 9 SC Meeting	The Superintendent gives the final report on the status of the current year's goals, and the Chair issues a general public request for input.
May 28	This is the due date for members to submit their completed written evaluations to the outgoing Chair and School Committee Secretary. The outgoing Chair then drafts a composite summary report. Public input is received.
June 3	The Chair distributes draft of the composite summary evaluation to School Committee members for comment. Comments are due back to the outgoing Chair and Secretary no later than Friday, June 7 th . The Chair finalizes the evaluation based on comments received.
June 13 SC Meeting	The composite evaluation is included in an addendum which is presented at the meeting, discussed and voted. The Superintendent's FY20 salary is voted (effective July 1 st).
October SC Meeting [Date TBD]	At the first October business meeting, the Superintendent presents updated goals for the current school year. The School Committee deliberates on these goals and votes.
January SC Meeting Date [TBD]	At the first January business meeting, the Superintendent presents a progress report as part of a Mid-Cycle Review.

Attachment 2- Rubric

Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Peter Light _____

Evaluator: _____

Name

Signature

Due Date: **5/28/2019**

Superintendent's Performance Rating for Standard I: Instructional Leadership

Standard 1: Instructional Leadership

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

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, e.g., makes frequent visits to classrooms and gives targeted and constructive feedback to teachers, ensures educators are pursuing meaningful, actionable, measurable professional practice and student learning goals, when evaluating educators, reviews alignment between judgement about practice and data about student learning, growth or achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Circle one.)

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations

Standard II: Management and Operations

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

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Check one box for each indicator and circle the overall standard rating.

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



Standard IV Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<i>In order to increase my skills in data analysis and strategy development to deeply impact student learning, I will participate in the New Superintendent Induction Program (NSIP) and engage in coaching sessions provided through the program.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	<i>In order to continue to increase my understanding of the district's unique history and traditions, understand perspectives on the district from a variety of stakeholders, and use this information to shape the future development of district goals which support student learning, I will complete a comprehensive entry process and publicly present a report of findings. The report of entry findings will subsequently be used to further develop goals within the district's Long Range Strategic Plan.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	<i>I will support the district's work toward the goal of understanding and responding to our students' social and emotional needs by completing the strategic actions detailed in the district's 2018-19 goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<i>I will support the district's work toward ensuring that students have equitable opportunities to learn by completing the strategic actions as described in the district's 2018-19 goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	<i>I will support the district's work in providing students access to safe and effective learning environments by completing the strategic actions as described in the district's 2018-19 goals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Peter Light

Evaluator: _____

Name

Signature

Due Date: 5/28/2019

Step 1: Assess Progress Toward Goals

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards


Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be *Unsatisfactory* at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

Proficient = *Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End-of-Cycle Summative Evaluation Report: Superintendent				

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

- Unsatisfactory**

 Needs Improvement

 Proficient

 Exemplary

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:



Examples of Evidence

School Committee members are responsible for gathering the data which support evaluative feedback.

The following is a list of resources to peruse to gather data. This list is not meant to be comprehensive:

- Meeting agendas
- Meeting minutes
- Entry Plan
- Mid-Cycle Update
- End-of-Cycle Update
- Other Reports prepared by the Superintendent
- PowerPoint notes from presentations
- Articles written for publication
- Community lectures and presentations
- Community forums and meetings
- Evidence of involvement in working committees
- Quality of the budget proposed and linkage to goals
- Performance at meetings
- Conferences attended
- School visits
- Relationship with municipal officials
- Other evidence regarding fulfillment of professional duties
- Other evidence regarding the consistency with which Superintendent's practices reflect district goals and values
- Your reflection on any personal advice and guidance received
- Recommendations



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.e
AGENDA ITEM TITLE	School Building Committee Update		
PRESENTER(S)	Mary Brolin		
SUMMARY OF TOPIC	Mary Brolin will provide a brief update with regard to the ongoing Building Project		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

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

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



ACTON LEADERSHIP GROUP AGENDA
MAY 16, 2019
7:30 AM
ROOM 204, ACTON TOWN HALL, 472 MAIN STREET

I. **Regular Business**

1. Charter and Ground Rules (All)

II. **New/Special Business**

2. FY19 Update (Mangiaratti/Light)
3. Review of Standard and Poor's Long-Term Credit Outlook (Barrett)
4. Review of Multi-Year Financial Model (All)
5. School Building Update (Light/Altieri)
6. Public Comment
7. Adjourn

Additional materials can be found here <http://doc.acton-ma.gov/dsweb/View/Collection-10807>

The listed agenda items are those reasonably anticipated by the Chair. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. Reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need, including as much detail as you can and include a way we can contact you if we need more information. Please allow advance notice. Send an e-mail to manager@actonma.gov or call Town Manager's Office (978)929-6611

For more information about Acton Leadership Group contact manager@actonma.gov
or 978-929-6611

ALG Charter and Ground Rules (Revised 6.12)

The Acton Leadership Group is made up of two members each from the Acton Board of Selectmen, Finance Committee, and School Committees, as well as the Town Manager, *and designated staff*, Superintendent of Schools *and designated staff*. The primary goal of the Acton Leadership Group is to reach consensus on a multi-year financial plan for the Town of Acton to recommend to their respective boards. A secondary goal is to enhance communication and cooperation between the boards. Members provide two-way communications between their board and the ALG.

ALG recommendations are based on consensus after obtaining views from all boards. All opinions are heard and there is agreement that the recommendation is the best one possible. ALG members are expected to fully represent the recommendations of ALG to their boards and support the consensus.

In summary:

- Revenue projections
 - Plan for building of multi-year model
 - Recommend one-year model
 - Take ALG plan out of warrant---call it three-boards plan
-
- **Budget Proposal: A gross allocation budget** and funding mechanism agreement to propose (and sell) to the Boards, including a timeline, a process (hearings and non-controllable expenses) and over-rides (?)
 - Enhancement of **Inter-Board working Relationships** including information and calendar
 - **Strategic Direction:** How do we meet objectives with limited resources, to be coordinated with long range plans.
 - **Leadership** demonstrated by *timely* iterations and good faith consensus: All expected to 'move'.

Quorum: One member and one staff person per board, no substitutes

Facilitator: Outside facilitator runs meetings, not required for quorum.

Agenda: Established at previous meetings, distributed by Town Manager.

Leadership: Demonstrated by timely iterations and good faith consensus. All expected to be willing to compromise.

Minutes: Taken by outside party.

Weather Cancellations: Mimics Acton Public School decision.

Public Participation: Seated outside working group, public comment period near end once agenda items completed.



Boxborough Leadership Forum (BLF)
Sargent Memorial Library Conference Room
427 Massachusetts Ave, Boxborough, MA 01719
Tuesday, March 19, 2019 at 7 PM
Minutes

APPROVED: April 23, 2019

Attendance:

Select Board: Maria Neyland, Les Fox and Bob Stemple

Finance Committee: Gary Kushner, Keith Lyons and Becky Neville

ABR School Committee: Tessa McKinley, Michael Bo, Mary Brolin and Adam Klein

Planning Board: Owen Neville

Library Board of Trustees: Jennifer Campbell, Mary Brolin, and Nancy Settle-Murphy

Other Attendees: Ryan Ferrara, Town Administrator; Peishan Bartley, Library Director, Jennifer Barrett, Town Accountant, John Fallon, Moderator and Cheryl Mahoney, Dept. Assistant (Recorder)

The documents discussed herein have been included with the file copy of the agenda packet for the above referenced date and are hereby incorporated by reference.

ABRSC Member McKinley called the meeting to order at 7:02 P.M. in the Meeting Room of the Sargent Memorial Library, 427 Massachusetts Avenue, Boxborough.

Minutes:

Neville moved to accept the minutes of February 19, 2019, as revised. Seconded by Neyland. Unanimously Approved.

Select Board updates – M. Neyland

- The Grange Renovation project is going well. This phase addresses everything but the flooring, which will be completed by summer.
- DPW will hold a Hazardous Waste day on April 13, a transfer station sticker is not required but proof of residency is required. Residents are being asked to consolidate trips as the Town pays by the carload.
- The Boxborough Grange recognized Phyllis Tower as Citizen of the year at their 133rd Anniversary Meeting.
- Matthew Dewese has achieved the rank of Eagle Scout. He built a bridge on conservation land for his Eagle project.
- The Town has been allocated \$212,577 in Chapter 90 funds for FY 20.
- TA Ferrara has received his Chief Procurement Officer certification from the State.

AB Regional School Committee updates – T. McKinley/M. Brolin

- Acton's FinCom and BSB voted nearly unanimously to support the ABRSD Stabilization Article.
- The ABSRC voted a statement of support for Kelley's Corner.
- The MSBA has issued a finding on the District's recent submission and it does not support the current submission. The MSBA concerns were noted and updated materials will be submitted to the MSBA for a fall meeting. The timeline for the Special Town Meeting will need to be adjusted accordingly.
- A difficulty has arisen on providing babysitting at this year's Town Meeting. The Blanchard School does not have a license to show movies on site. The intention was to have a movie for ATM baby sitting. They are working on applying for a grant to fund this license.

Finance Committee updates – G. Kushner

- The proposed FY 20 Budget has been voted and approved and they have approved almost all of the articles.
- He and Treasurer Redmond met with our OPEB Trust Fund accountant this week.

Library updates – P. Bartley/J. Campbell

- The Library will be using the Middlesex Bank grant for renovating the back patio. It will be done in phases. These types of open spaces are in keeping with the 2030 Plan. It was suggested that the Library reach out to the Veterans Tribute Committee about tying the projects together.
- There is an issue with vacation accrual. It was suggested that orientations be provided to familiarize employees with their benefits.
- Bettering Boxborough Together is funding a “Mindfulness series” Saturdays in May. They will be holding free yoga sessions for all ages on the Library lawn.

Planning Board updates – O. Neville

- On March 11th they held their final hearing on the Flex Overlay District where they made further revisions. They also held hearings on the two citizens’ petition articles. – rezoning of one, specific house lot – which they recommended and the other to increase Industrial District zone setbacks – which they did not recommend.
- They are also dealing with a special permit application to develop six duplex housing units on Sara Way; the parcel is primarily in a B-1 District except for a small portion which is commercial.

FY2020 budget updates

- FinCom and the Select Board have voted the FY 20 Budget, a 2.87% increase from FY 19. There are also several articles designated as raise and appropriate if all are approved it increases to 3.15%.

Warrant (Town Meeting) updates

- There was a review of the current version of the proposed warrant. Neyland advised that last night the Select Board received a citizens’ petition for the discontinued use of Hazard Way as a public way. There is a question as to whether or not this is, in fact, a public way. As a citizens’ petition it needs to go into the warrant verbatim. Research is underway as to its standing and the process to officially discontinue a street.
- There was discussion as to the placement of the Special Town Meeting in the meeting sequence and the timing information currently indicated on the cover. The Special Town Meeting business will be addressed before the Annual Town Meeting articles. There was a review of those articles being considered as consent agenda items. Providing the information that we do in our warrant allows voters to be informed as to consent items ahead of time. There was discussion, about the materials that Acton provides in their Warrant. There was a review of noted votes and outstanding items – (e.g. “Lockbox” services placeholder articles, status of the Flex Overlay District) There was discussion of the items that the Town needs to look into updating/revising going forward and possible amendments that may be put forward at Town Meeting. The warrant will now be submitted to Town Counsel for review.

Other business

McKinley reported that the architects are presenting a Master Plan at the Blanchard School tonight; its focus is on outdoor educational space. There should be a review by the ABRSC.

Next meeting date – Pre Town Meeting Meeting, April 23, 2019. The three petitioners will need to be invited.

At 8:01 PM, Neyland moved to adjourn. Seconded by B. Neville.



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	3.g
AGENDA ITEM TITLE	Draft ABRSC Meeting Schedule and Venue for 2019-20		
PRESENTER(S)	Diane Baum		
SUMMARY OF TOPIC	Diane Baum will update the committee with the draft meeting schedule for 2019-20 and discuss the meeting venue for 2019-20.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	10
ATTACHMENTS	Draft List of FY20 School Committee Meetings

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2019-2020 (DRAFT)

3.g.

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library. Materials are posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior at www.abschools.org per the Open Meeting Law.

Annual Workshop: Tuesday, July 16 at 5:00 p.m.
Summer Business Meeting: Tuesday, August 6 at 7:00 p.m.

September 5
September 19

October 3
October 17

November 5 - Tuesday (*MASC Annual Meeting is Nov 6-9*)
November 21

December 5
December 19

January 9
January 25 (Sat) **School Committee Budget Saturday**
(*Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.*)

February 6 **Open Budget Hearing** - required by law
(*Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/6/2020 . 45 days =*)

February 13

March 5
March 19

April 2
April 16

May 7
May 21

June 11
June 18

Note: Acton Town Meeting begins April 6, 2020. Boxborough Town Meeting begins May XX, 2020.
5/10/19 <http://www.abschools.org/school-committee>

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

Library
R.J. Grey Junior High School
16 Charter Road, Acton, MA

May 9, 2019
6:45 p.m. Executive Session
7:00 p.m. Open Meeting

Members Present: Diane Baum, Michael Bo (8:00 p.m.), Mary Brolin, Adam Klein, Ginny Kremer (left at 9:00 p.m.), Amy Krishnamurthy, Tessa McKinley, Maya Minkin (6:55 p.m, left at 10:48 p.m.), Paul Murphy, John Petersen
Members Absent: Angie Tso
Others: Marie Altieri, Dawn Bentley, Peter Light, Beth Petr, Dave Verdolino

1. The ABRSC was called to order at 6:45 p.m. by Chairperson Diane Baum.
The open meeting was being taped by Acton TV.

2. **EXECUTIVE SESSION**

At 6:45 p.m., Diane Baum stated the need to meet in Executive Session pursuant to MGL Ch 30A, sec.21(a) Purpose 3: to discussion strategy with respect to litigation because an open meeting may have a detrimental effect on the litigating position of the Committee. She stated that the Committee would return to Open Meeting at approximately 7:00 p.m.

Paul Murphy moved, Adam Klein seconded and it was unanimously,
VOTED by ROLL CALL: to meet in Executive Session pursuant to MGL Ch 30A, sec.21(a) Purpose 3: to discussion strategy with respect to litigation.
(YES: Baum, Brolin, Klein, Kremer, Krishnamurthy, McKinley, Murphy, Petersen)

3. **The ABRSC returned to Open Meeting at 7:10 p.m.**

3.1. Chairman's Opening Remarks

Diane Baum talked about MASC's Day on the Hill which she recently attended. She would like to encourage the student reps to attend this next year.

With Boxborough's Election on May 21, Mary Brolin was thanked for her 11 years of service, including 6 on the Boxborough School Committee. Diane and committee members shared their appreciation for Mary's knowledge, support and expertise over the years on the many subcommittees and activities that she has led or participated in. Mary is very proud that our students have such a joy of learning.

3.2. Recommendation to Accept Acton Boxborough Student Activities Fund (ABSASF) Donation – **VOTE** – Linda Ahern, President of ABSAF, introduced the student board members. ABSAF's goal is to raise money to support all extracurricular activities at the Jr High and High School. The Committee was very grateful for this year's \$70,000 donation. Since 1981, ABSAF has donated over \$1 million to the District.

Amy Krishnamurthy moved, Paul Murphy seconded and it was unanimously,
VOTED: to accept the ABSAF donation with gratitude.

3.3. Public Participation -

Steven Ballard thanked Mary Brolin for her service on the Committee. In the new school year, he asked that the Committee continue to respect the law, truth and their own principles. He suggested that some staff members who are also on town committees consider completing disclosure statements.

3.4. Student Representatives Update

Michael Cheng reported that seniors had their last day of school last Friday with Community Service Day and now they are doing internships. Student elections were held. The new School Committee student reps will be Caroline Browning, Michael Cheng, Rishi Girish, Justin Shan and Charles Wang.

3.5. Superintendent's Update – *Peter Light*

Mr. Light congratulated three Junior High students who participated in the recent Special Olympics. This is a wonderful new activity for our school district. More families are needed to complete the Challenge Success survey. The goal is 50% participation. Currently we are at 30%. June 19 is the last day of school.

4. **New Business – Reports**

4.1. Blanchard School Outdoor Learning Plan Space – *Dana Labb, Jenn Campbell*

Dana Labb introduced Blanchard parent volunteer Jenn Campbell. Last Fall the Blanchard PTF (Parents Teachers Friends) agreed to fund Lemon Brooke Landscape Architects of Concord to design a preliminary proposed plan. The Superintendent thanked Jenn for her work and passion on this project. The presentation was being done now because the group is ready to publicize the project. Because the Superintendent approves all fundraising but the School Committee would need to accept the gift, Mr. Light wanted to ask for the Committee's authorization before they started. A number of Committee members shared their enthusiasm for this project and what it would mean to the children and staff. They appreciated that a number of diverse groups were included and that a goal is that it is accessible and inclusive for all kids. It would also be a way to encourage the students to appreciate the environment and beautiful landscape outside the Blanchard School building.

4.2. Effective School Solutions (ESS) Junior High School Program Proposal – *Dawn Bentley*

The Superintendent introduced Dawn Bentley and Jared Delancey, LCSW from ESS. ESS is a "comprehensive clinical program to retain students with emotional and behavioral challenges in-district." The proposal is for a one year pilot program to address the significant needs of a small group of students that we know will be at the junior high next year. This would have been part of the annual budget process, but Dawn and Andrew Shen learned about the program and realized the need we had for it more recently.

Questions and Answers with the Committee:

Dawn and Jared described the very structured clinical nature of the program and how the staff works with the students and the school staff. They spoke about the benefits of keeping students in district, although acknowledged there are times when an out of district placement is needed and appropriate. Transitioning to the high school after 8th grade would depend very much on the student. The STAR program at the high school is very good at supporting students coming in and is as close to the ESS program as we have in our district now. We have nothing like STAR at the junior high at this time. The maximum number of students for the ESS program is 20 at a time.

Mr. Light explained that the cost for bringing ESS to our Junior High next year would be \$285,000 for the year. The plan is to fund it through our circuit breaker reserve account for the first year and then include it in the regular budget process for FY21 if the Committee agrees. There may be some Medicaid funding that could be obtained, although this program is not being looked at as a cost-savings decision. It is considered what is best for students. Before asking the Committee to vote on moving forward with a funding mechanism for FY20, Mr. Light wanted to give members an introduction and get some feedback.

When asked about the need for such an intensive new program, Dawn Bentley provided a breakdown about the specific needs of the students that we know will be in the junior high in the fall, and for the foreseeable future. A comment was made that although it is being proposed as a one year pilot, it would be more of a commitment to these students and their families and shouldn't be considered temporary. Jared described the process of searching for appropriate clinicians with expertise in clinical settings in the areas that we would need, once a contract is signed. He stated that they have good retention rates for staff because they appreciate working with individual students over time and getting to know them well, as opposed to a traditional clinical setting where those relationships are not usually made. The average stay

in ESS is a year, but some students stay with them for their whole time in a school. It is very customized for each student. Everyone involved (family, clinicians, principal) discussed and agrees when a student is ready to step down and leave the program. They are always aiming to have kids return to general education.

Members asked many questions but a number expressed support for this new possibility. A comment was made that this model fills a huge gap that school districts are dealing with. Our schools are asked to do things that the staff are not equipped or trained to do. Mr. Light agreed. Because this would be outside of the budget cycle for next year, he wanted to be very clear about how they could proceed and he wanted to ask them to assist in the decision. Mr. Light concluded that they will proceed to the next level of planning and will come to the School Committee for a final approval at the next meeting.

- 4.3. School Improvement Plan Update – Acton Boxborough Regional High School, *Principal Larry Dorey*
Principal Larry Dorey presented his School Improvement Plan and answered questions from the Committee. Much of the work this year has been centered around the new scheduling model to be put in place next year. The best part of these changes is the opportunity for students to take classes at different times of the day, as opposed to always having the same class during first period, and so on.

Members were interested in and generally supportive of next year's piloting of a variety of lower stakes formative assessments embedded throughout the year rather than a formal mid-year week or finals week. A member asked that as the High School transitions to longer blocks, an attempt be made to try to increase the active learning and decrease the passive learning. This will be a big part of next year's professional learning, as it is a lot for some teachers. Larry is very proud of his leadership team and departments that brought forward this scheduling change request. It is based exclusively on being good for students. Equity and wellness were the major drivers. They will do a transition during the first week of school, then the rotating schedule. The SEED training and working with the A.D.L.'s World of Difference program will also continue to be exciting parts of next year. Eileen Zhang asked a few questions from the audience regarding the assessments.

Mr. Light thanked Larry for his extraordinary leadership that was obvious in the complicated process of changing the school schedule.

- 4.4. ABRSD 3rd Quarter Report – *Dave Verdolino*

Dave Verdolino reported that projected FY19 revenue exceeds budget by \$491,356 and projected expenditures are under budget by \$848,080, for a projected net FY19 budget surplus of \$1,339,436.

In response to a question, Dave explained the negative projection due to a utilities billing correction as an error that is being corrected. See slide 5. A member asked about revenue cash flow, and if revenue flows in evenly during the year. It does not. Regarding investing in the OPEB account, because no one can predict the market fluctuations, the advisor suggested dollar cost averaging by funding the OPEB account quarterly, which they do. Dave was asked if any financial news coming out now has a significant effect on the FY20 budget. He noted that revenue collections for the year for the state are running over a billion dollars over so this could be good news for us in June.

Acton Selectman David Martin spoke from the audience. It was clarified that if the Selectmen decide to call a Special Town Meeting within 45 days of a budget transfer to the new Stabilization Fund, it would be to disapprove of the School Committee's budget transfer.

- 4.5. Superintendent's End of Year Goals Report – *Peter Light*

The Superintendent reviewed his report, structured as a series of reflections on each of his five goals with links to corresponding documents. He considers evaluations as opportunities to ask "How can you continue to grow?"

Members appreciated the well-organized documents and helpful links. Paul Murphy said he was happy with the Superintendent's performance but he was disappointed this year in the area of outreach by the School Committee. Paul offered to help the Superintendent and the Committee with broader outreach because the community will be asked for a lot to support the building project. The Committee needs to also connect with citizens that do not have school children. John Petersen agreed adding that the School Committee is responsible to everyone in the community, not just school parents. He stressed that the Committee needs to look hard at the revenue question and how it affects local property taxes and find an appropriate balance. Mary Brolin added that although outreach is an area of growth, Mr. Light has done a great job with other Board members and Acton and Boxborough leadership, and this is key and appropriate for this stage.

Diane reminded members that their forms are due to her (with copy to Beth) by May 28th. She will send them a memo with the form soon.

5. **New Business – Votes**

5.1. Recommendation to Authorize the Superintendent to Approve Fundraising in Anticipation of Accepting Gifts (Policy DDA) – *Peter Light*

5.1.1. ABRHS Football Boosters Donation of Fitness Center Equipment – **VOTE**
Amy Krishnamurthy moved, Adam Klein seconded and it was unanimously,
VOTED: to approve raising the funds for the High School Fitness Center.

5.1.2. Blanchard School Outdoor Learning Space – **VOTE**
Amy Krishnamurthy moved, Tessa McKinley seconded and it was unanimously,
VOTED: to approve raising the funds for the Blanchard Outdoor Learning Space.

6. **Ongoing Business**

6.1. Policy (First Read) – *Amy Krishnamurthy*

6.1.1. (NEW) Reserves, File: DK

Amy reviewed the new draft policy. As noted on the draft, it has been reviewed by the Budget and Capital Improvement Subcommittees as well as the Acton and Boxborough Finance Committees. Feedback may be sent to Amy by May 20. John Petersen suggested that instead of an upper target reserve level of 4 ½%, he'd like to see it at 8%. This would be a way to signal that we would rather see MGL set an upper limit. One member thought the Finance Committees would get very nervous about doing that. She asked that it be run by both finance committees first if that change was going to be considered. John compromised and stated that it should go up to 5% at a minimum. Several other members agreed with keeping the original wording as a way to send an important message to our local community. One member agreed with John's proposal to go up to 5% given what committees around the country are allowed. They concluded with a brief discussion of bond ratings.

6.1.2. (NEW) Capital Stabilization Fund, File: DP

Amy reviewed the proposed new policy. Like the new draft Stabilization Fund policy, it had been reviewed by a number of groups for comment, as noted on the document.

6.1.3. School Committee Annual Organizational Meeting, File: BDA

Amy reviewed the proposed changes. The transition period would be helpful for an incoming Chairperson. Comments should be sent to Amy by May 20.

6.2. School Building Committee Update – *Mary Brolin*

6.2.1. Meeting Updates: April 24, May 1

6.2.2. Recommendation to Approve Revisions to School Building Committee Members' Titles changing Mary Brolin and Bob Evans to Community Members – **VOTE**

Adam Klein moved, Tessa McKinley seconded and it was unanimously,
VOTED: to approve the revision to the School Building Committee Members' titles changing Mary Brolin and Bob Evans to community members.

6.2.3. New ABRSC Debt Strategy Subcommittee

Diane announced that Michael Bo and John Petersen will join Finance Committee and Town finance personnel from both towns as well as the District's Finance Director, Dave Verdolino on the newly formed bond committee. The committee's charge is to explore bonding options for the new school building project in preparation for Special Town Meetings scheduled for mid-December 2019. Diane thanked Michael and John for volunteering to engage in this important work.

6.3. ABRSC Meeting Draft Schedule and Venue for 2019-2020

The workshop is tentatively scheduled for Tuesday, July 16 and will be confirmed once the agenda is set. All members said, at this time, that they could attend on that date, as well as on Tuesday, August 6. If their plans change, members will tell the Chair and Beth asap.

A meeting may be added in April. Regarding the venue, Diane met with Acton TV and they are looking into the Memorandum of Agreement with the Town. It is not clear how becoming a K-12 region affects the contract. She will bring more information to the next meeting about possibly moving in September.

7. **Statement of Warrants** – The warrants were read and signed by the Committee.

8. **CONSENT AGENDA – VOTE**

8.1. Minutes of 3/21/19 School Committee Meeting as amended

8.2. Minutes of 4/11/19 School Committee Meeting as amended

8.3. Policy (Second Read)

8.3.1. Notice of Nondiscrimination, File: AC

8.3.1.1. Recommendation to approve that any policy that includes the Nondiscrimination clause will be updated with the link to Policy AC

8.3.2. Students Who Are Homeless: Enrollment Rights and Services, File: JFABD **HOLD**

8.3.3. (NEW) Educational Opportunities for Military Children, File: JFABE **HOLD**

8.3.4. (NEW) Educational Opportunities for Children in Foster Care, File: JFABF **HOLD**

Mary Brolin moved, Paul Murphy seconded it was unanimously,
VOTED: to approve the consent agenda.

John Petersen held the three policies because he felt too much of what was included was procedure. Dawn Bentley agreed but explained that the State required us to write these particular ones this way as part of our Coordinated Program Review. The policy subcommittee could revise them in the future but the Superintendent recommended voting them at this meeting so they are in place.

Mary Brolin moved, Adam Klein seconded and it was,

VOTED: to approve the Students Who Are Homeless: Enrollment Rights and Services Policy, File: JFABD (YES: Baum, Bo, Brolin, Klein, Krishnamurthy, McKinley, Murphy NO: Petersen)

Mary Brolin moved, Paul Murphy seconded and it was,

VOTED: to approve the Educational Opportunities for Military Children Policy, File: JFABE (YES: Baum, Bo, Brolin, Klein, Krishnamurthy, McKinley, Murphy NO: Petersen)

Mary Brolin moved, Adam Klein seconded and it was,

VOTED: to approve the Educational Opportunities for Children in Foster Care Policy, File: JFABF (YES: Baum, Bo, Brolin, Klein, Krishnamurthy, McKinley, Murphy NO: Petersen)

The ABRSC adjourned at 10:50 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see warrants and agenda with list of documents

(NEW) File: DK

First Read 5/9/19

RESERVES POLICY

*Draft following Budget Subcommittee 4/9/19,
Capital Improvement Subcommittee 4/10/19, Policy Subcommittee 4/11/19,
Boxborough Finance Committee 4/22/19, Acton Finance Committee 4/23/19,
Budget Subcommittee 4/30/19 and Policy Subcommittee 4/30/19*

The Acton-Boxborough Regional School Committee believes that prudent financial management includes maintaining a reasonable amount of reserves for the long-term health of the district. The Government Finance Officers Association (GFOA) notes that it is essential that governments maintain adequate levels of fund balance to mitigate current and future risk. Massachusetts General Laws (MGL) c.71, Section 16B and 16B ½ require regional school districts to maintain an Excess and Deficiency Fund (E&D) as the reserve account, and limit the total amount in the E&D account to no more than 5% of the budget.

The Acton-Boxborough Regional School Committee recommends that the District maintain in its E&D fund a target reserve level between 4% and 4.5% of operating expenses.

Funds in E&D shall be used primarily for one-time expenses such as:

- Phasing in of new initiatives;
- Capital expenditures;
- Expenses that will be reimbursed or funded through other sources in the future;
- Emergencies; and
- Funding of Capital Stabilization Fund

Using E&D funds for these one-time expenses may result in lowering the budget and assessments to the member communities.

Legal Ref: M.G.L. Chapter [71, Sections 16B and B ½](#)

Cross Ref. [ABRSD Regional Agreement](#)

Government Finance Officers Association (GFOA): Best Practice Advisory: Fund Balance (2015), Guidelines for the General Fund

Approved:

Acton-Boxborough Regional School District

(NEW) File: DP

First Read 5/9/19

CAPITAL STABILIZATION FUND POLICY

*Draft following Budget Subcommittee 4/9/19,
Capital Improvement Subcommittee 4/10/19, Policy Subcommittee 4/11/19,
Boxborough Finance Committee 4/22/19, Acton Finance Committee 4/23/19,
Budget Subcommittee 4/30/19 and Policy Subcommittee 4/30/19*

The Acton-Boxborough Regional School Committee, with the approval of the 2019 Acton and Boxborough Annual Town Meetings, established a Capital Stabilization Fund in accordance with M.G.L. Chapter [71, Section 16G ½](#). The Capital Stabilization Fund will be used solely for school capital projects or the debt service for such projects, and is intended to support the implementation of the District's Capital Improvement Plan. This policy applies only to those funds allocated to the District's Capital Stabilization Fund.

Funding the Capital Stabilization Fund

Funds may be moved into the Capital Stabilization Fund by a two-thirds vote of the Regional School Committee through the annual budget process or by a budget amendment. In the case of a budget amendment, the Acton Board of Selectmen and Boxborough Select Board will have 45 days to call a Special Town Meeting to hold a vote on the amendment. If a member town chooses not to hold a vote, that shall mean that the member town approves the amendment.

Use of Capital Stabilization Funds

Through the Capital Planning Process, the Committee may designate that a portion of the funds be used for large projects that may exceed the capital funding line item in an annual operating budget. In addition to long-term planned projects, the Committee will target a reserve level for unforeseen capital emergencies. That portion of the Capital Stabilization Fund will be targeted in a range of 1% - 2.5% of the District's annual operating budget.

The Committee may appropriate, by a two-thirds vote of its members, funds from the Capital Stabilization Fund only for the purpose of funding school capital projects (with a value of \$25,000 or more and a multi-year useful life, per the DESE definition), or the debt service for such projects as follows:

1. Capital projects that exceed the District's ability to fund in one year;
2. Unforeseen or emergency capital projects that develop during the school year;

3. Remodel and repair of District-owned building(s);
4. Purchase of District-owned capital equipment;
5. Construction, reconstruction or improvements to District-owned athletic or recreational facilities;
6. Construction, reconstruction or resurfacing of roadways and parking lots on District-owned property; and
7. Acquisition of land or construction, reconstruction, addition to, or equipping of District-owned buildings.

As part of the annual budget process, the District shall report publicly on the funds maintained in the Capital Stabilization Fund and the intended uses of these funds.

Legal Ref: M.G.L. Chapter [71, Section 16G ½](#)

Cross Ref. [ABRSD Regional Agreement](#)

Reserves Policy, File: DP

Approved:

Acton-Boxborough Regional School District

File: BDA

First Read 5/9/19

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organizational meeting for the Acton-Boxborough Regional School Committee shall be held each year at the first meeting following the completion of the Acton and Boxborough annual town meetings and elections. At this meeting, the Committee shall organize by electing one of its members as chairperson, one vice-chairperson from Acton, one vice-chairperson from Boxborough, and a secretary who does not need to be a member. ~~At this meeting, the Committee shall also fix the time for holding its regular meetings.~~

The newly-elected Chairperson and Vice-chairs shall begin their terms on August 1st, at which time the current Chairperson and Vice-chairs' terms shall officially end. The interim period between the annual organizational meeting and August 1st shall be designated as a transitional period.

Approved 5/21/15



Acton-Boxborough Regional School Committee

Meeting Agenda Item Summary

MEETING DATE	5.23.19	AGENDA ITEM NUMBER	6.a
AGENDA ITEM TITLE	Election of Acton-Boxborough Regional School Committee Officers for FY20		
PRESENTER(S)	Peter Light, Superintendent of Schools, followed by the Chairperson		
SUMMARY OF TOPIC	Per Policies BDA and BDB, the ABRSC must annually elect new officers including a Chairperson, Vice Chairperson(s) and an Executive Secretary.		

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

If formal action is requested, include a suggested motion or contact Beth Petr.

SUGGESTED MOTION	I nominate XXX to serve as the FY20 ABRSC Chairperson. I nominate XXX to serve as the FY20 ABRSC Vice-Chairperson from Acton. I nominate XXX to serve as the FY20 ABRSC Vice-Chairperson from Boxborough. I nominate XXX to serve as the FY20 ABRSC Executive Secretary.
FOLLOW-UP	
APPROX. TIME FOR THE AGENDA ITEM (MIN.)	15 minutes
ATTACHMENTS	ABRSC Policies: Annual Organizational Meeting, File: BDA and School Committee Officers, File: BDB

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

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/She will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairs of the Committee will act in the absence of the chairperson as presiding officers of the Committee and will perform such other duties as may be delegated or assigned to them. Each vice-chairperson will support the chairperson in the business of their town.

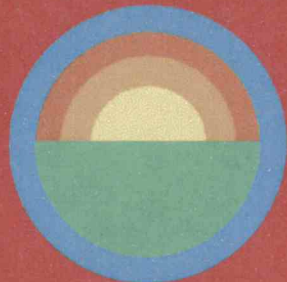
LEGAL REF.: M.G.L. 71:36

Approved: 5/21/15

SUICIDE PREVENTION TRAINING

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Question, Persuade, Refer (QPR)

teaches three simple steps anyone can learn to help save a life.

Spring 2019 Trainings:

April 25, 2019 6:30-8:30pm - Acton Human Services Facility & Senior Center

May 30, 2019 10:00am-12:00pm - Acton Library

You never know when you may be called upon to help. Please join us in saying YES to saving the life of a friend, colleague, child, sibling, or neighbor.

Office of the Superintendent
Acton-Boxborough Regional Schools
978-264-4700, x 3206

TO: All Staff and Families
FROM: Peter Light, Superintendent of Schools
DATE: May 9, 2019
RE: **DISMISSAL TIMES for LAST DAY of School – Wednesday June 19, 2019**

Dismissal times for Wednesday, June 19, 2019:

11:06 a.m. - Raymond J. Grey Junior High School

11:18 a.m. - Acton-Boxborough Regional High School

12:50 p.m. – All Elementary Schools

11:15 a.m. - Carol Huebner Early Childhood Program - both sites
No PM sessions will be held.

On Wednesday, June 19, elementary schools will follow the regular Thursday early dismissal schedule.

The Junior High will have its end of year assembly on June 19 at the High School. Buses will transport Junior High and High School students from the High School at dismissal time on June 19.

In addition, please note that High School students will be dismissed at 11:18 a.m. after final examinations on June 13 through June 19.

Buses will be provided to transport High School students home at 11:18 a.m. on June 13 through June 19.

Lunch will not be available from the High School Cafeteria starting June 13. High School students will need to make a request at the High School Office and lunches will be sent down from the Junior High School.

NOTE: Breakfast, lunch, snacks and drinks will be sold daily from 9:00 -11:30 a.m. in the High School Cafeteria again this summer from June 24 – August 2 (closed on July 4th). For students who currently receive free or reduced lunch, their eligibility continues through the summer. For more information, contact Food Services Director, Kirsten Nelson at 978-264- 4700 x3221 or knelson@abschools.org.



Beth Petr <bpetr@abschools.org>

Danny's Place News

1 message

DPYS Penguin Post <info@dannys-place.org>
 Reply-To: katie@dannys-place.org
 To: bpetr@abschools.org

Wed, May 15, 2019 at 6:00 AM



Danny's Place Youth Services Newsletter

Happy Spring, Danny's Place supporters and community!

We have had another very successful year at **Danny's Place Youth Services**. We have hosted several wonderful programs supporting our youth, and we continue to integrate and partner with the community. We have a few more **events** to highlight before we close for the summer. Check them out below and we hope to see you there!

Scroll a bit further to find information on our annual **Danny's Place Golf Tournament**. We are so grateful for the loyal supporters who participate in this fundraising event and look forward to seeing you there for another great year. For those who are just learning about this event and are interested in participating, we invite you to join us!

Upcoming Spring Events

Surviving & Thriving: College 101 Student Panel

High School Students: Preparing for college? Join us at Danny's Place on May 20th for a panel of recent alum to talk about their experiences during their first year at college. You'll hear from several college students about the transition to college, as well as how they made the decisions they did. Bring any questions you may have for them, too! We will provide pizza and drinks during this free event!

Sign up here!

An Evening with Dr. Michael Thompson: Best Friends & Worst Enemies

Join the ABRPTSO and Danny's Place Youth Services on May 20th for a free speaker event with Dr. Michael Thompson at the ABRHS Auditorium.

This presentation walks teachers and parents through the complex social world of childhood and addresses a number of questions such as:

-What do social relationships in school predict about happiness in adult life?

-What is the normal sequence of child friendships?
 -Why do cliques form?
 -Why are children scapegoated and how can their parents and school protect them?
 Dr. Thompson will draw on research to highlight the management of social problems in schools and makes the case that while all children yearn for popularity, it is friendship that helps children survive and thrive.



View the flyer here.

U Project Celebration!

We are so proud of all our U Project students this year! On June 4th, we invite the community to join us in celebrating these students' hard work in making our community a better place. You'll have a chance to meet the students, see their projects, and ask questions about how the process went. Dinner will be provided.

RSVP here!

Alternative Paths Student Panel

High School Students: Wondering if college is the right path for you? Or maybe it is, but you're thinking of an alternative path to get there?

Join us at Danny's Place Youth Services on June 5th for a panel discussion with young adults who chose an alternative path to (or instead of) college. Panelists will be individuals who have taken several different paths, including gap year programs, deferring for a year, going straight to work, certificate programs, and more. Bring any questions you may have for the panelists! Pizza and drinks provided will be provided during the event.

Sign up here!

Save the Date: Danny's Place Golf Tournament

Mark your calendars! This year, our **annual golf tournament fundraiser** will take place on **August 5, 2019** at The Haven Country Club!

Since 2007, friends of Danny's Place have gathered for a day filled with fun on the golf course to support the youth of Acton and Boxborough. Year after year, this event continues to be successful and treasured by all who attend. We love seeing familiar faces as well as new supporters! We look forward to another wonderful event and hope you will join us.



Sign up to play

Be a sponsor

Our Ever-Growing Online Resources for Youth

Back in October, we launched a brand new website. We hope you've had a chance to check it out! A big addition to the new website is our **online resource section**, where we are continuously adding new resources on different wellness topics. We recently added a section on **digital wellness** and look forward to adding more resources, tips, and tools as

we develop them! We love adding resources from others -- if you have knowledge in a wellness topic and would like to share a resource, **let us know!**

Thank you for another successful year supporting the youth of Acton & Boxborough!

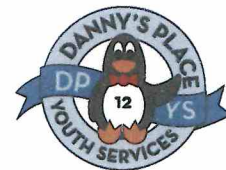


We look forward to continuing to build out some of these new programs and resources next year, grow our presence in the Acton-Boxborough community, and expand our reach to meet the needs of our youth. Thank you, as always, for believing in our mission and helping us to connect, empower, and grow the youth of our community.

Donate Today

Want to get involved?

There are a few ways you can help us out here at Danny's Place and more directly support the youth of Acton and Boxborough! If you are interested in helping us with our programming or governance, **send us an email today!**



Danny's Place Youth Services | [525 Mass Ave, Suite A, Acton, MA](#) | [978-264-9754](#) | info@dannys-place.org

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Danny's Place Youth Services | [525 Massachusetts Avenue, Suite A, Acton, MA 01720](#)

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5/16/2019

Acton-Boxborough Regional School District Mail - Danny's Place News
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MICHIGAN STATE
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Department of
Educational Administration
College of Education

Nancy A. Colflesh Distinguished Alumni Award
Department of Educational Administration
College of Education
Michigan State University

May 13, 2019

Dr. Dawn Bentley, Assistant Superintendent for Student Services, Acton-Boxborough Regional School District (Acton, Massachusetts), has received the Nancy A. Colflesh Distinguished Alumni Award from the Department of Educational Administration in the College of Education at Michigan State University. This award was established in 2014 to recognize educational administration alumni who are excellent practitioners or researchers in the area of educational leadership. Dr. Bentley completed her Doctor of Education Leadership (Ed.D.) at Michigan State University in 2015.

The award honors the contributions made by Educational Administration alumna, Dr. Nancy Colflesh, during her twelve years as an adjunct professor and three years as an assistant professor of practice in the Department of Educational Administration. Dr. Colflesh also worked as an educational consultant with aspiring and practicing educational leaders in districts across the state.

Dr. Dawn Bentley has been a highly respected leader in special education in the central Michigan area and across the state through the Michigan Association of Special Education Administrators. She is an extraordinarily bright educational leader, quick to learn and access resources for all students' learning, and very capable of implementing what she has learned. In addition, she is a successful writer of grant applications and has secured millions of dollars for programs and services for students.

Currently, Dr. Bentley serves as Assistant Superintendent for Student Services in the Acton-Boxborough Regional School District in suburban Boston. This position has provided her the opportunity to expand her responsibilities and influence as she oversees special education, English language education, counseling services, preschool, homeless services, civil rights, bullying and social-emotional learning initiatives. She has quickly established herself as a respected educational leader in the Boston area. Some of her most significant work in her current role focuses on suicide prevention and working with a community dealing with young adult and adolescent suicides. In addition to her dissertation in practice, Dawn is the author of numerous articles and a member of a wide variety of boards and committees. She was a member of the first cohort in the Doctor of Educational Leadership program at Michigan State University.

Dr. Bentley joins a talented group of educational leaders who have been recognized with the Nancy A. Colflesh Alumni Award. In addition to Dr. Nancy Colflesh, previous recipients of the award include:

- Catherine Ash, Ph.D., Retired Superintendent, Okemos Public Schools
- Jennifer Bustard, Principal, Mona Shores High School, Mona Shores Public Schools
- Sean Wade, Assistant Principal, DeWitt High School, DeWitt Public Schools