



Acton-Boxborough Regional  
School Committee Meeting

November 15, 2018

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)

Library  
R.J. Grey Junior High School

November 15, 2018  
7:00 p.m.

---

AGENDA

1. **Call to Order** (7:00)
2. **Chairman's Introduction** – *Diane Baum*
3. **Public Participation**  
*Per policy BEDH, members of the public may speak for up to 2 minutes on items not included on this agenda. Comments regarding items on the agenda should be made during that part of the meeting. Typically, the Committee/Administration will not respond to comments during public participation.*
4. **Student Representatives' Update**
5. **Statement of Warrants & Approval of Minutes** (11/1/18, next meeting) – *Diane Baum*
6. **Superintendent's Update** – *Peter Light* (7:10)
7. **Presentation: Enrollment Projections and Elementary Class Size Update** – *Marie Altieri* (7:20)
  - 7.1. Presentation Slides
  - 7.2. Enrollment Charts
  - 7.3. NESDEC Projected Enrollment
8. **Presentation: RJGJHS Class Size Update** – *Principal Andrew Shen* (7:35)
9. **Presentation: ABRHS Class Size, Schedule Change Update, and School Improvement Plan Goals Report** – *Principal Larry Dorey, Associate Principal Beth Baker* (7:55)
10. **School Building Project Update** – *Mary Brolin* (8:25)
  - 10.1. Presentation: Building Site Options – *Emily Grandstaff-Rice, Architect, Arrowstreet*
    - 10.1.1. School Building Committee Presentation, September 12, 2018 – Project Schedule
    - 10.1.2. School Building Committee Presentation, October 24, 2018 – Site Review
  - 10.2. Public Forums re Site Decision on: Tues, Nov 27 and Thu, Nov 29 at 7PM
  - 10.3. Building Committee meeting minutes from Nov 5 and Oct 24 (next meetings are Nov 14 and Dec 12)
11. **Subcommittee and Member Reports** (9:10)
  - 11.1. Policy – *Amy Krishnamurthy*
    - 11.1.1. Student School Bus Behavior Expectations, File: JICC/EEAEC – First Read
    - 11.1.2. Next meeting on Nov 20
  - 11.2. Capital Improvement – next meeting on Nov 29 - *Adam Klein*
  - 11.3. Budget – next meeting on Nov 20 – *Amy Krishnamurthy*
  - 11.4. Calendar – meeting on Nov 8 - *Marie Altieri*

- 11.5. Acton Leadership Group (ALG) – *Paul Murphy*
  - 11.5.1. Minutes from meeting on September 27 (next meeting is Nov 19)
- 11.6. Others

12. **Recommendation to Approve Grant from the ABRPTSO to R.J. Grey Junior High to Defray Cost of 7<sup>th</sup> Graders' Homework Organizational Folders – VOTE - *Peter Light* (9:20)**

13. **FYI**

- 13.1. 2019-2020 Kindergarten Registration Schedule
- 13.2. MassDOT approval re Traffic Signal at Charter Road and Massachusetts Ave
- 13.3. ABRSD Student Enrollment, November 1, 2018
- 13.4. Suicide Prevention Training, AB Cares, Nov 19, 6:45 p.m. in the Sargent Memorial Library in Boxborough
- 13.5. Memo from Deborah Bookis re: *Studio Thinking from the Start: The K-8 Art Educator's Handbook*
- 13.6. This Month in the Division of Open Government, October 2018

14. **Adjourn** (9:25)

**Next Meetings:**

ABRSC, December 6, 7:00 p.m. in the Junior High Library (packet posted Nov 30)

ABRSC, December 13 or 20?, 7:00 p.m. in the Junior High Library (packed posted Dec 10 or 14)

Posted on 11/8/18 at 6:00 p.m.

**NOTE:** Materials for this meeting may be found at  
[https://www.abschools.org/school\\_committee/meetings\\_agendas\\_packets\\_and\\_minutes](https://www.abschools.org/school_committee/meetings_agendas_packets_and_minutes)



# Acton-Boxborough Regional School District

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

Peter J. Light  
Superintendent of Schools

---

## Superintendent's Update November 15, 2018

### Building Project Update and Community Forums

The Feasibility Study for the C.T. Douglas Elementary School has been proceeding on schedule. The District recently submitted the Preliminary Design Program to the MSBA and received word that the initial review of the nearly 1,200 page document showed that the submission appeared to be complete. We expect to receive feedback from the MSBA over the next month and this feedback will be shared with the Building Committee.

The building committee continues to review site options as presented by the architect, Arrowstreet. The options that are under consideration include:

- a renovation and addition to the Douglas elementary school on its **current site**
- a new construction of the Douglas and Gates Elementary Schools with a preschool on the current **Douglas site and the adjacent Elm Street playground**
- a new construction of the Douglas and Gates Elementary Schools with a preschool on the **Gates site.**
- a new construction of the Douglas and Conant Elementary Schools with a preschool on the **Conant site**

Later tonight, the school committee will have an opportunity to hear from Arrowstreet as they present the most current site options. We look forward to your initial feedback regarding these options.

The building committee is also interested in hearing from members of the community regarding the possible site options and has scheduled two public forums:

November 27th and 29th  
R.J. Grey Library  
7:00 p.m.

We encourage members of the community to attend, listen to a presentation regarding site options, and provide their feedback to the building committee and architect.

During the month of December, the Building Committee will continue to narrow the site options based on community feedback and all available information from the architects with regard to site suitability. The Building Committee is then tasked with selecting a preferred option on December 19th for submission to the MSBA on January 2.

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





I would like to remind everyone that additional information regarding the project is available on our website and through social media.

### **Entry Plan Update**

I am nearing the end of the initial phase of my entry process and will soon begin to draft my Report of Entry Findings. I have also decided to schedule one additional evening for any families district-wide who would like an opportunity to provide feedback to me. Details of this event are being finalized and information will be sent home in the next week with regard to a specific date, time and location.

As a brief overview of the process, I have:

- Conducted student, faculty and family forums at each of the schools
- Spent over 30 hours so far this year visiting schools and classrooms (and will continue to do so)
- Reviewed a variety of relevant data and documents to inform this process.

Over the next month, I will develop the Report of Entry Findings and validate the findings with the leadership team. I intend to present the final Report of Entry Findings to the school committee at the meeting on January 10.

### **Budget Planning Update**

The budget planning process has been ongoing through the work of the Budget Subcommittee and the Leadership Team. We are in the process of developing initial budget assumptions and goals, as well as reviewing budget submissions from the various departments and schools. Looking ahead, we will provide you with a first budget presentation and overview at the December 6th school committee meeting. In the interim, we will continue to work with our leadership team and the Budget Subcommittee to develop this first draft.

### **Weather Update**

I am sure the looming prospect of school delays or cancellations is on everyone's mind as we brace for our first winter weather event. As a friendly reminder to everyone, we closely monitor the weather when considering a delay or cancellation. Because weather can shift unexpectedly, we make the call to delay or cancel school the morning of the event so that we have all available information at our disposal. We will make the final determination as early as possible so that families and staff can make appropriate childcare arrangements if necessary.



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

# K-12 Enrollment Projections and Elementary Class Size

Acton-Boxborough Regional School Committee  
November 15, 2018

## Enrollment Trends

- Overall Enrollment is flat for several years.
- FY18 Enrollment Annual Change
 

K-6	2,703	+ 3
7-8	923	- 41
9-12	1,837	+10
Total	5,466	- 28
- Enrollment Projections overall very accurate
 

K-12 Projection	5,494	Actual	5,466	-24	(.04%)
-----------------	-------	--------	-------	-----	--------
- Kindergarten off overall and by town

ABRSD 3

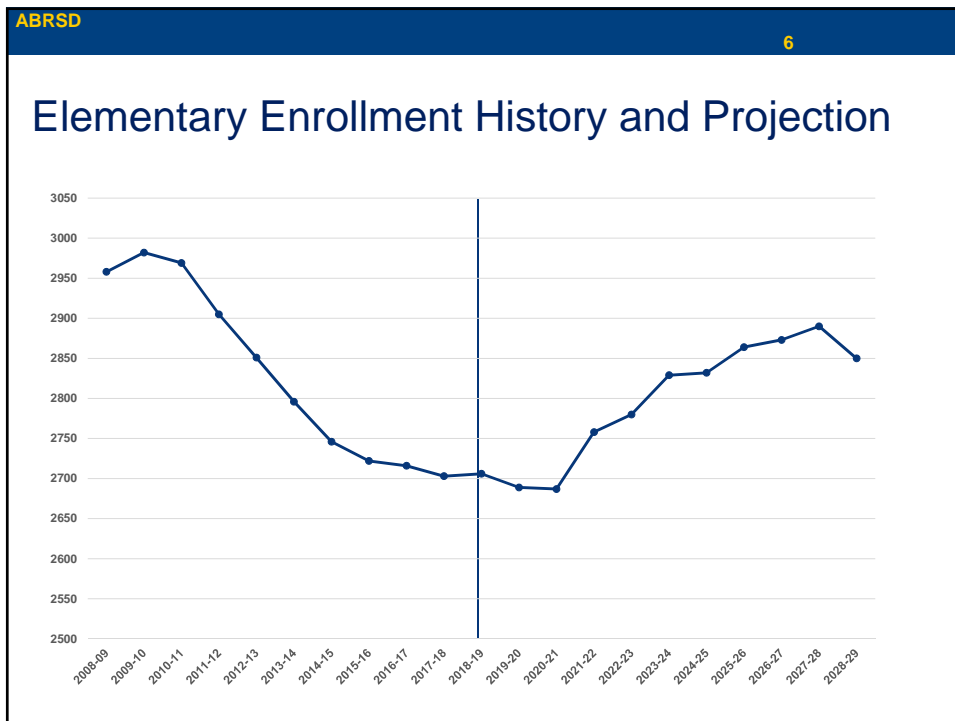
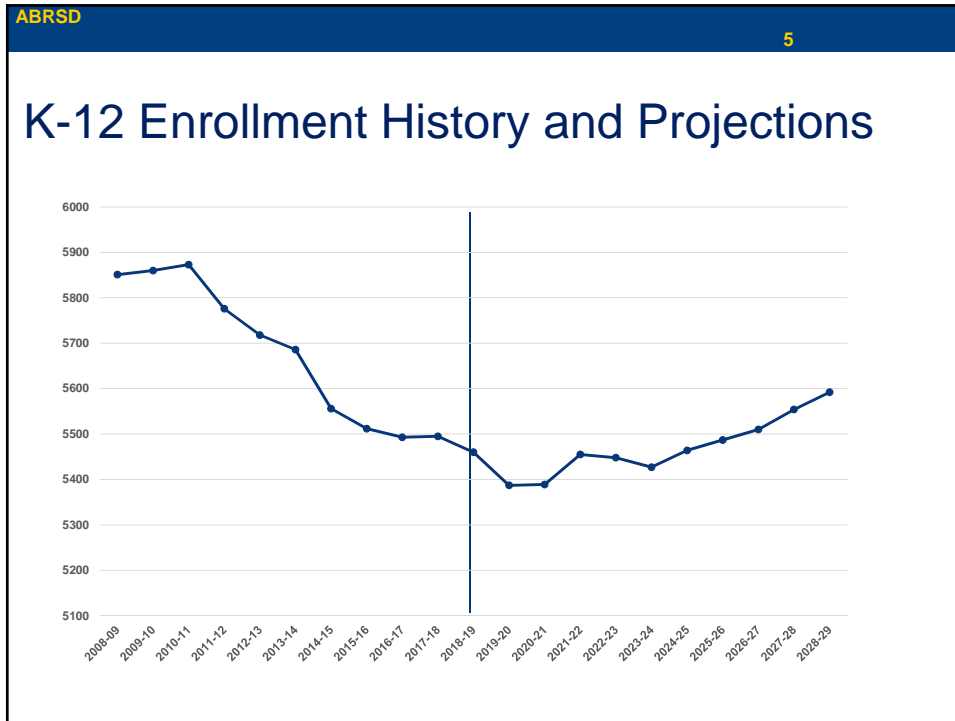
### Kindergarten by Town

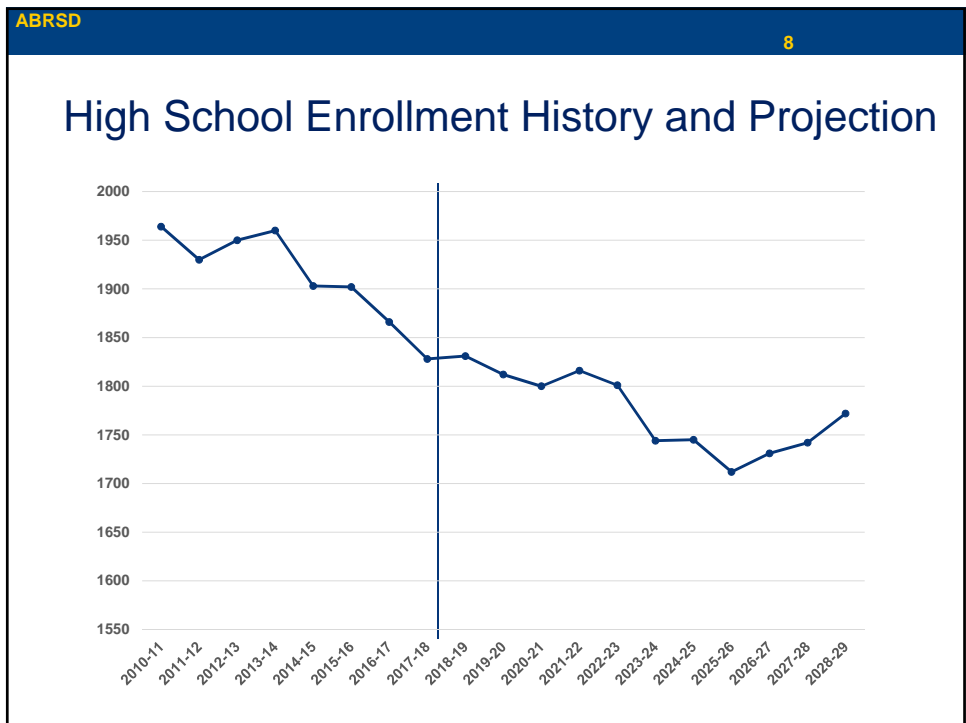
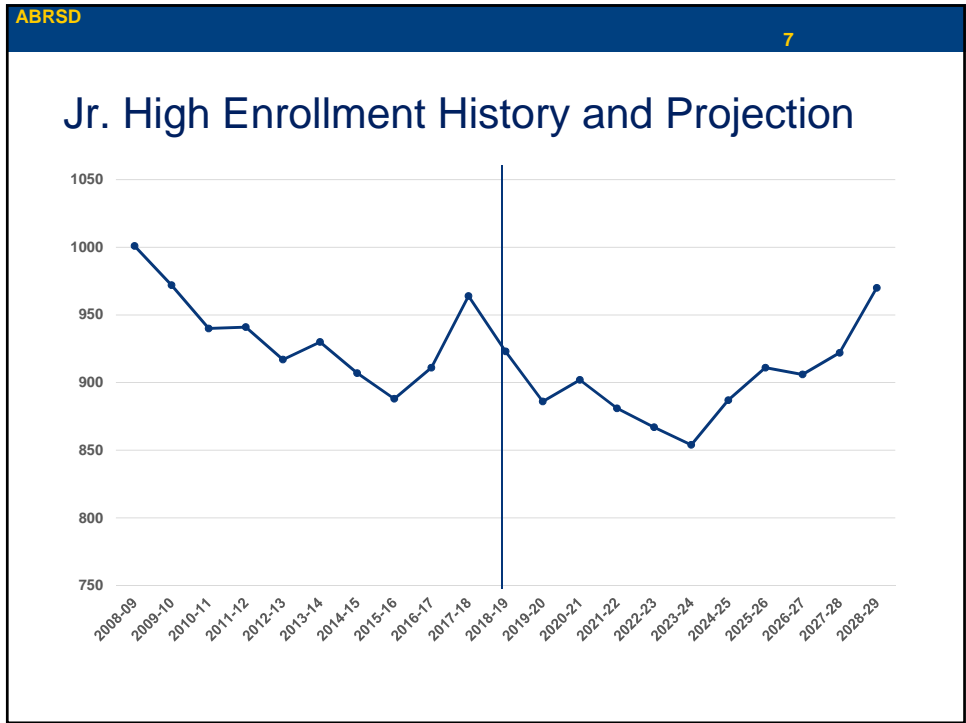
	Oct 1 Proj	Oct 1 Actual	Delta from Proj	% Delta from Projection
Acton	239	266	+27	+11%
Boxborough	75	60	-15	-20%
Choice		4		
<b>Totals</b>	<b>314</b>	<b>330</b>	<b>+16</b>	<b>5%</b>

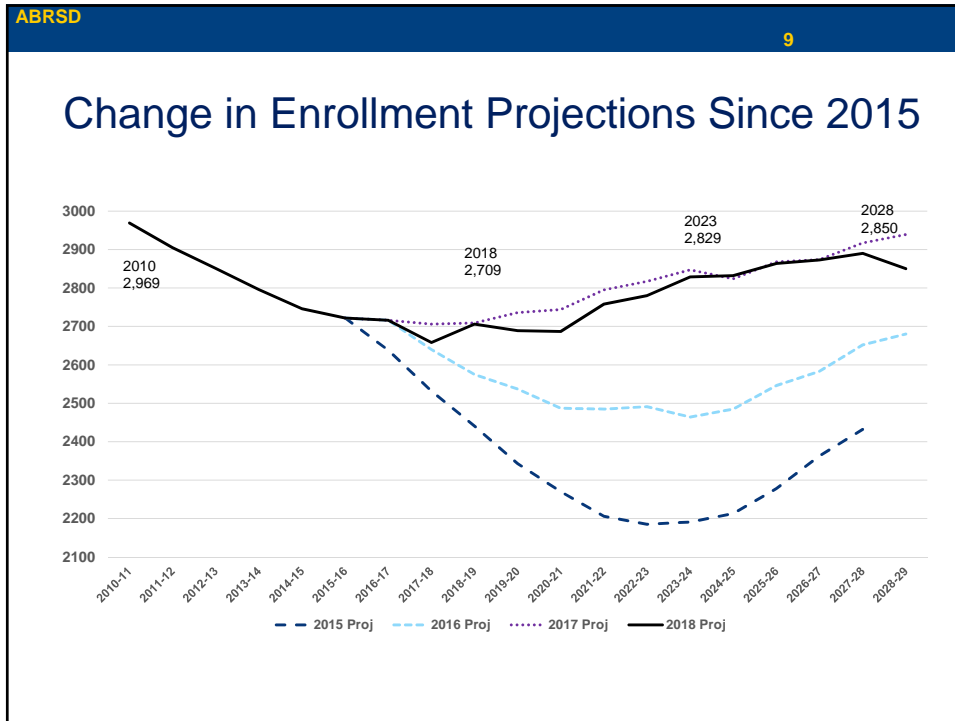
ABRSD 4

### Enrollment Update

	2015-16	2016-17	2017-18	2018-19
<b>K Projection</b>	<b>312</b>	<b>286</b>	<b>298</b>	<b>314</b>
<b>K Actual</b>	<b>299</b>	<b>330</b>	<b>353</b>	<b>330</b>
<b>Over Proj</b>	<b>-13</b>	<b>+44</b>	<b>+55</b>	<b>+16</b>
<b>Housing Sales Acton</b>	<b>400</b>	<b>514</b>	<b>326</b> (Jan-Sept)	
<b>Housing Sales Boxborough</b>	<b>114</b>	<b>116</b>	<b>101</b> (Jan-Sept)	







ABRSD 10

### Elementary Class Size Policy

- Kindergarten 18-20
- Grades 1-3 20-22
- Grades 4-6 22-24
- Current Number of Sections 124
- Projected Number of Sections 2019-2020 123
  - Sixth grade from Conant graduates out
  - Keep same number of Kindergartens –
  - Boxborough K's 4 → 3 (Projection 41 + Acton students)
  - Acton K's 13 → 14 (Projection 308)
  - Move Douglas 3<sup>rd</sup> grade to Blanchard 2<sup>nd</sup> grade

**ABRS** **11**

## Section Planning 2019-2020

Tentative Plan for 2019-2020 Classroom Sections  
Based on Enrollment Projections  
Sections may shift depending on actual students enrolled

2018-2019									
	Blanchard	Conant	Douglas	Gates	McT	Merriam	Total	Students	Ave Class Size
K	4	3	2	2	3	3	17	330	19.4
1	4	3	2	2	4	3	18	371	20.6
2	3	3	2	3	3	3	17	355	20.9
3	3	2	3	3	3	3	17	393	23.1
4	3	2	3	3	4	3	18	400	22.2
5	3	3	3	2	4	4	19	429	22.6
6	3	4	3	2	3	3	18	428	23.8
	23	20	18	17	24	22	124	2706	21.8
2019-2020									
	Blanchard	Conant	Douglas	Gates	McT	Merriam	Total	Students	Ave Class Size
K	3	3	3	2	3	3	17	349	20.5
1	4	3	2	2	3	3	17	345	20.3
2	4	3	2	2	4	3	18	395	21.9
3	3	3	2	3	3	3	17	368	21.6
4	3	2	3	3	3	3	17	401	23.6
5	3	2	3	3	4	3	18	401	22.3
6	3	3	3	2	4	4	19	430	22.6
	23	19	18	17	24	22	123	2689	22.1
Reduce one 6th grade at Conant; Move K from Blanchard to Douglas									
Net Decrease = 1 Section									15-Nov-18

**ABRS** **12**

## Elementary Class Sizes

2018-2019						2019-2020				
	Total Project Oct 1	Oct 1 Actual	Delta from Proj	Sections	Class Size		Total Projected Oct 1	Sections	Class Size	Increase from previous year
K	313	330	17	17	19.4	K	349	17	20.5	
1	381	371	-10	18	20.6	1	345	17	20.3	15
2	371	355	-16	17	20.9	2	395	18	21.9	24
3	389	393	4	17	23.1	3	368	17	21.6	13
4	403	400	-3	18	22.2	4	401	17	23.6	8
5	422	428	6	19	22.5	5	401	18	22.3	1
6	433	429	-4	18	23.8	6	430	19	22.6	2

<b>Acton-Boxborough Regional School District</b>
<b>Actual Enrollment Compared to Projection</b>
<b>2018-2019 October 1, 2018</b>

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

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

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

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

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



# Acton, MA Historical Enrollment

School District: Acton, MA

10/15/2018

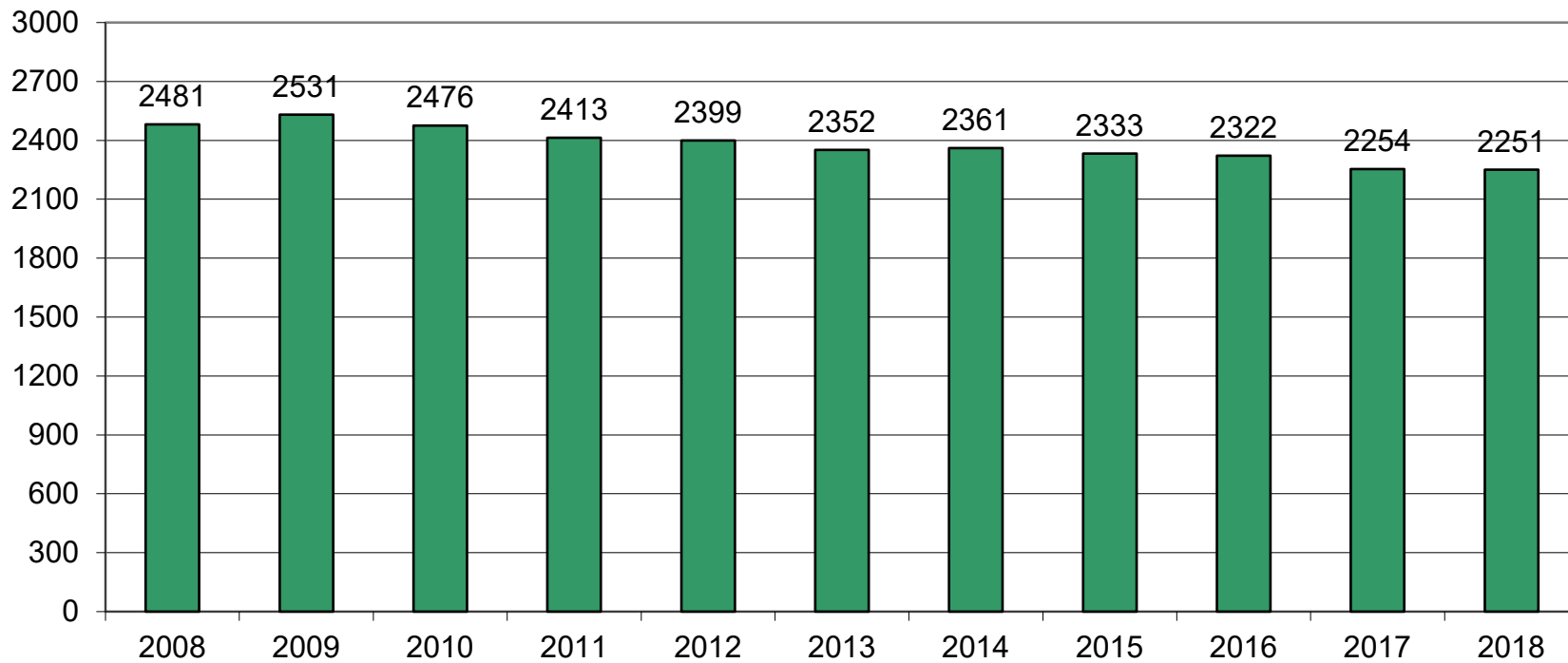
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-6	PK-6
2003	224	2008-09	46	301	326	336	349	381	404	384	0	0	0	0	0	0	0	2481	2527
2004	234	2009-10	58	334	333	349	358	359	391	407	0	0	0	0	0	0	0	2531	2589
2005	207	2010-11	41	320	347	342	344	369	360	394	0	0	0	0	0	0	0	2476	2517
2006	194	2011-12	40	294	333	354	351	351	369	361	0	0	0	0	0	0	0	2413	2453
2007	187	2012-13	40	267	312	348	382	354	354	382	0	0	0	0	0	0	0	2399	2439
2008	180	2013-14	49	281	302	316	365	375	355	358	0	0	0	0	0	0	0	2352	2401
2009	179	2014-15	29	282	308	318	330	383	382	358	0	0	0	0	0	0	0	2361	2390
2010	179	2015-16	34	250	309	328	335	335	385	391	0	0	0	0	0	0	0	2333	2367
2011	165	2016-17	82	284	269	322	350	353	344	400	0	0	0	0	0	0	0	2322	2404
2012	162	2017-18	91	282	295	298	330	356	354	339	0	0	0	0	0	0	0	2254	2345
2013	139	2018-19	81	266	296	305	314	337	371	362	0	0	0	0	0	0	0	2251	2332

Historical Enrollment in Grade Combinations									
Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2008-09	1693	2097	2481	0	0	0	0	0	0
2009-10	1733	2124	2531	0	0	0	0	0	0
2010-11	1722	2082	2476	0	0	0	0	0	0
2011-12	1683	2052	2413	0	0	0	0	0	0
2012-13	1663	2017	2399	0	0	0	0	0	0
2013-14	1639	1994	2352	0	0	0	0	0	0
2014-15	1621	2003	2361	0	0	0	0	0	0
2015-16	1557	1942	2333	0	0	0	0	0	0
2016-17	1578	1922	2322	0	0	0	0	0	0
2017-18	1561	1915	2254	0	0	0	0	0	0
2018-19	1518	1889	2251	0	0	0	0	0	0

Historical Percentage Changes			
Year	K-6	Diff.	%
2008-09	2481	0	0.0%
2009-10	2531	50	2.0%
2010-11	2476	-55	-2.2%
2011-12	2413	-63	-2.5%
2012-13	2399	-14	-0.6%
2013-14	2352	-47	-2.0%
2014-15	2361	9	0.4%
2015-16	2333	-28	-1.2%
2016-17	2322	-11	-0.5%
2017-18	2254	-68	-2.9%
2018-19	2251	-3	-0.1%
<b>Change</b>		<b>-230</b>	<b>-9.3%</b>

# Acton, MA Historical Enrollment

**K-6, 2008-2018**



# Acton, MA Projected Enrollment

School District: **Acton, MA**

10/15/2018

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-6	PK-6
2013	139		2018-19	81	266	296	305	314	337	371	362	0	0	0	0	0	0	0	2251	2332
2014	172		2019-20	82	308	281	314	320	324	345	377	0	0	0	0	0	0	0	2269	2351
2015	150		2020-21	83	269	325	298	329	330	332	350	0	0	0	0	0	0	0	2233	2316
2016	187	(prov.)	2021-22	84	335	284	345	312	339	338	337	0	0	0	0	0	0	0	2290	2374
2017	162	(est.)	2022-23	85	290	353	301	362	322	347	343	0	0	0	0	0	0	0	2318	2403
2018	162	(est.)	2023-24	86	290	306	375	316	373	330	352	0	0	0	0	0	0	0	2342	2428
2019	167	(est.)	2024-25	87	299	306	325	393	326	382	335	0	0	0	0	0	0	0	2366	2453
2020	166	(est.)	2025-26	88	297	315	325	341	405	334	388	0	0	0	0	0	0	0	2405	2493
2021	169	(est.)	2026-27	89	302	313	334	341	351	415	339	0	0	0	0	0	0	0	2395	2484
2022	165	(est.)	2027-28	90	296	319	332	350	351	359	422	0	0	0	0	0	0	0	2429	2519
2023	166	(est.)	2028-29	91	297	312	339	348	361	359	365	0	0	0	0	0	0	0	2381	2472

Note: Ungraded students (UNGR) often are HS students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births     
  Based on children already born     
  Based on students already enrolled

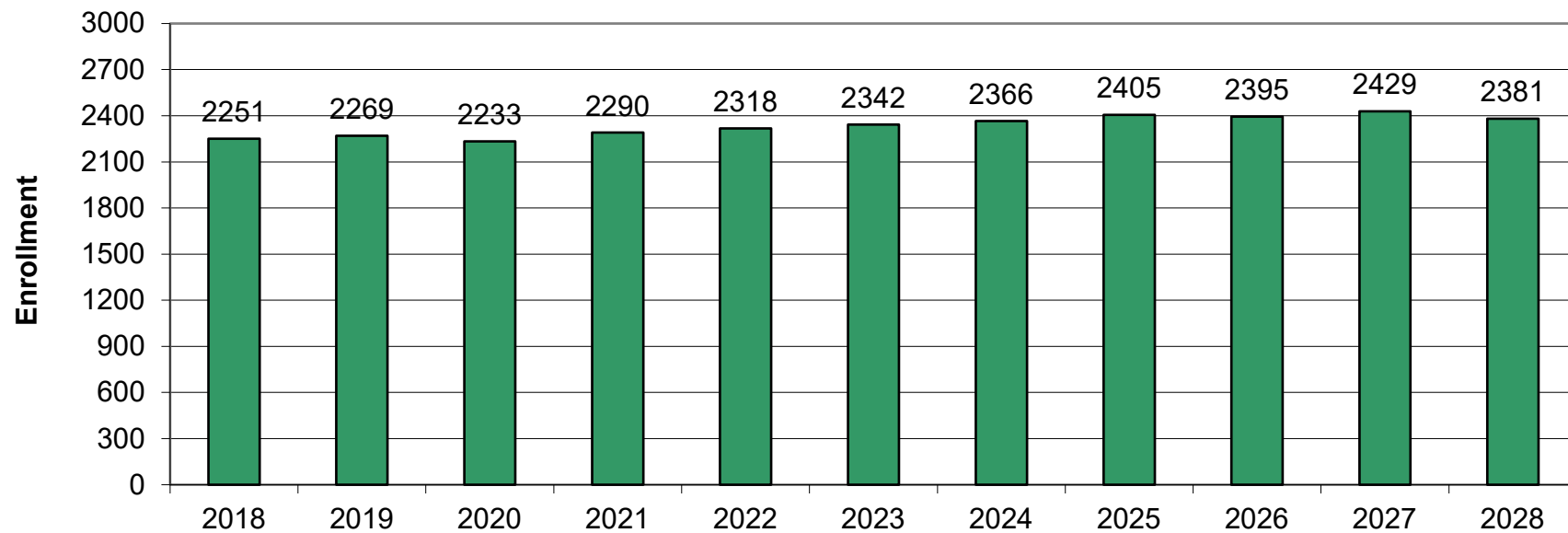
Projected Enrollment in Grade Combinations*									
Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2018-19	1518	1889	2251	0	0	0	0	0	0
2019-20	1547	1892	2269	0	0	0	0	0	0
2020-21	1551	1883	2233	0	0	0	0	0	0
2021-22	1615	1953	2290	0	0	0	0	0	0
2022-23	1628	1975	2318	0	0	0	0	0	0
2023-24	1660	1990	2342	0	0	0	0	0	0
2024-25	1649	2031	2366	0	0	0	0	0	0
2025-26	1683	2017	2405	0	0	0	0	0	0
2026-27	1641	2056	2395	0	0	0	0	0	0
2027-28	1648	2007	2429	0	0	0	0	0	0
2028-29	1657	2016	2381	0	0	0	0	0	0

Projected Percentage Changes			
Year	K-6	Diff.	%
2018-19	2251	0	0.0%
2019-20	2269	18	0.8%
2020-21	2233	-36	-1.6%
2021-22	2290	57	2.6%
2022-23	2318	28	1.2%
2023-24	2342	24	1.0%
2024-25	2366	24	1.0%
2025-26	2405	39	1.6%
2026-27	2395	-10	-0.4%
2027-28	2429	34	1.4%
2028-29	2381	-48	-2.0%
<b>Change</b>		<b>130</b>	<b>5.8%</b>

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

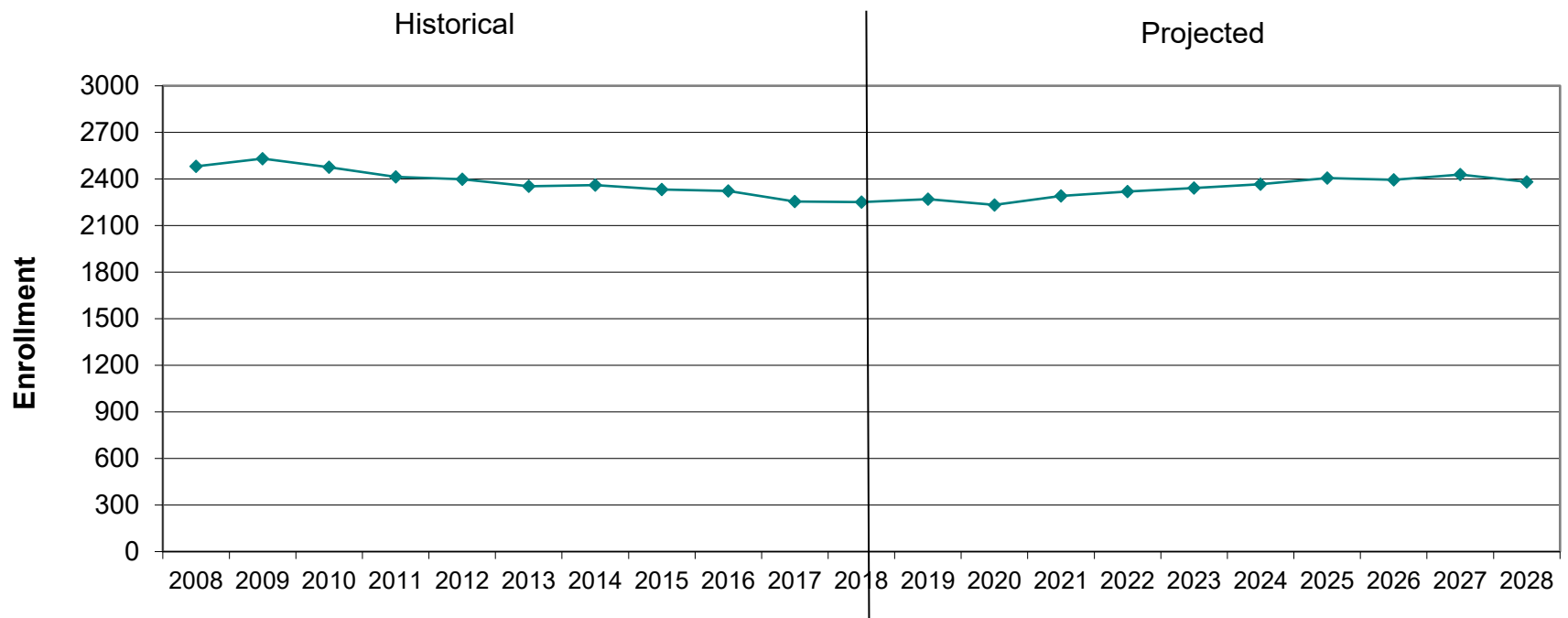
# Acton, MA Projected Enrollment

K-6 To 2029 Based On Data Through School Year 2018-19

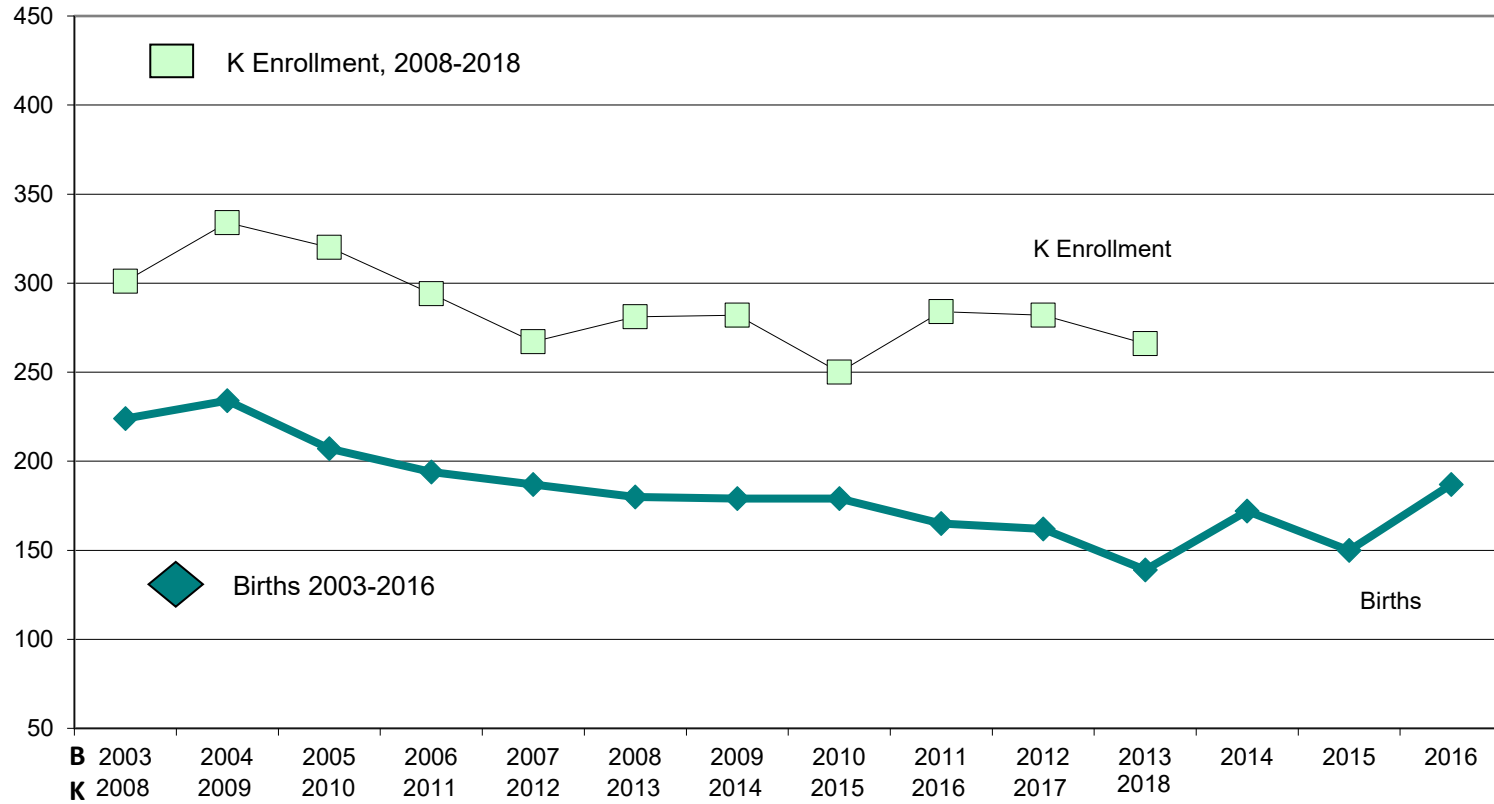


# Acton, MA Historical & Projected Enrollment

## K-6, 2008-2028



# Acton, MA Birth-to-Kindergarten Relationship



# Acton, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	58	0
2014	87	0
2015	55	4
2016	64	0
2017	15	4
2018	29 to 8/31	0

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	33	150
2014-15	n/a	n/a
2015-16	29	n/a
2016-17	28	n/a
2017-18	33	n/a
2018-19	33	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students	
2018	19

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2018	16

K-12 Special Education Outplaced Students	
2018	69

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2018	73

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

# Boxborough, MA Historical Enrollment

School District: **Boxborough, MA**

10/15/2018

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-6	PK-6
2003	42	<b>2008-09</b>	14	58	57	72	71	70	72	77	0	0	0	0	0	0	0	477	491
2004	57	<b>2009-10</b>	8	45	59	60	66	74	74	73	0	0	0	0	0	0	0	451	459
2005	48	<b>2010-11</b>	7	48	54	66	61	68	73	70	0	0	0	0	0	0	0	440	447
2006	48	<b>2011-12</b>	8	51	49	53	66	60	72	77	0	0	0	0	0	0	0	428	436
2007	51	<b>2012-13</b>	7	43	52	51	53	63	65	72	0	0	0	0	0	0	0	399	406
2008	38	<b>2013-14</b>	22	35	43	53	55	57	69	64	0	0	0	0	0	0	0	376	398
2009	39	<b>2014-15</b>	9	39	39	49	65	57	58	78	0	0	0	0	0	0	0	385	394
2010	38	<b>2015-16</b>	7	49	48	44	58	70	58	62	0	0	0	0	0	0	0	389	396
2011	33	<b>2016-17</b>	6	46	55	50	47	59	70	66	0	0	0	0	0	0	0	393	399
2012	33	<b>2017-18</b>	25	68	41	66	52	50	58	69	0	0	0	0	0	0	0	404	429
2013	41	<b>2018-19</b>	21	60	73	45	73	56	51	57	0	0	0	0	0	0	0	415	436

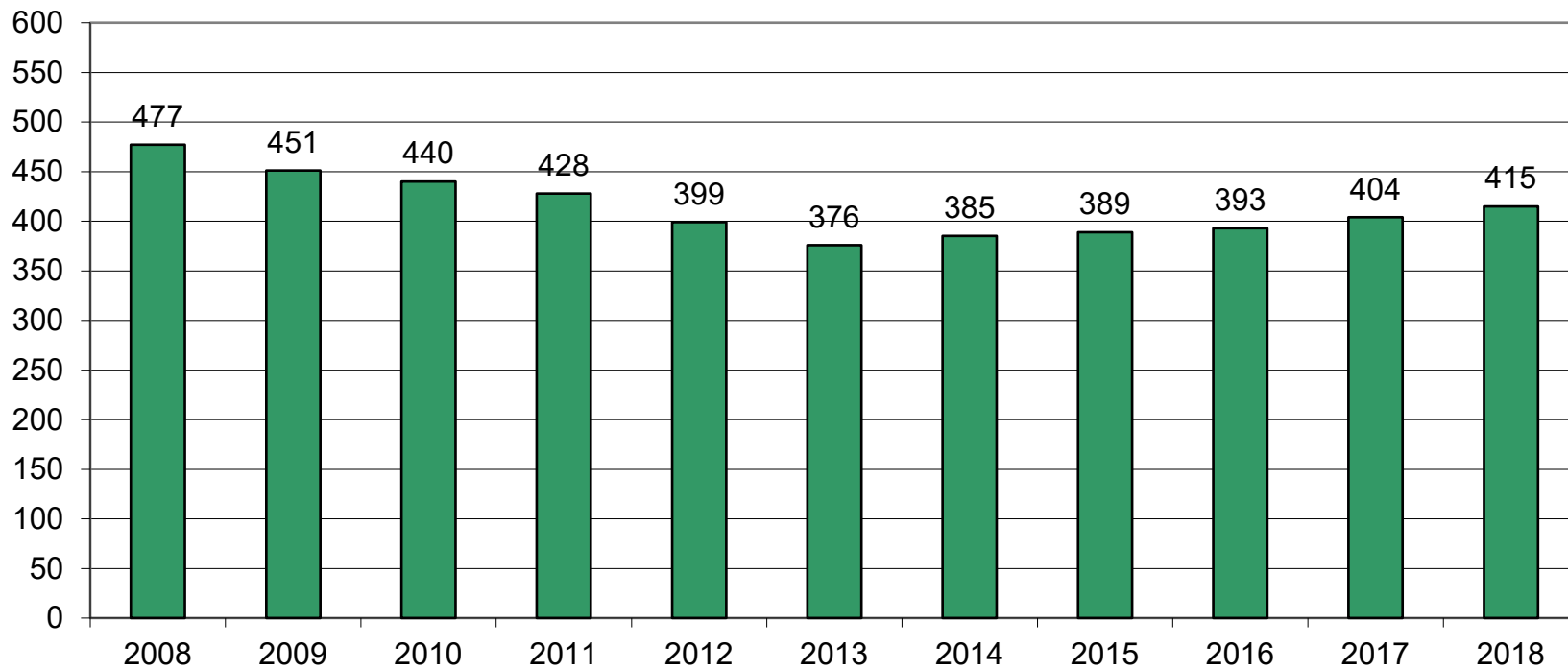
Historical Enrollment in Grade Combinations									
Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
<b>2008-09</b>	328	400	477	0	0	0	0	0	0
<b>2009-10</b>	304	378	451	0	0	0	0	0	0
<b>2010-11</b>	297	370	440	0	0	0	0	0	0
<b>2011-12</b>	279	351	428	0	0	0	0	0	0
<b>2012-13</b>	262	327	399	0	0	0	0	0	0
<b>2013-14</b>	243	312	376	0	0	0	0	0	0
<b>2014-15</b>	249	307	385	0	0	0	0	0	0
<b>2015-16</b>	269	327	389	0	0	0	0	0	0
<b>2016-17</b>	257	327	393	0	0	0	0	0	0
<b>2017-18</b>	277	335	404	0	0	0	0	0	0
<b>2018-19</b>	307	358	415	0	0	0	0	0	0

Historical Percentage Changes			
Year	K-6	Diff.	%
<b>2008-09</b>	477	0	0.0%
<b>2009-10</b>	451	-26	-5.5%
<b>2010-11</b>	440	-11	-2.4%
<b>2011-12</b>	428	-12	-2.7%
<b>2012-13</b>	399	-29	-6.8%
<b>2013-14</b>	376	-23	-5.8%
<b>2014-15</b>	385	9	2.4%
<b>2015-16</b>	389	4	1.0%
<b>2016-17</b>	393	4	1.0%
<b>2017-18</b>	404	11	2.8%
<b>2018-19</b>	415	11	2.7%
<b>Change</b>		<b>-62</b>	<b>-13.0%</b>



# Boxborough, MA Historical Enrollment

**K-6, 2008-2018**



# Boxborough, MA Projected Enrollment

School District: **Boxborough, MA**

10/15/2018

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-6	PK-6
2013	41		2018-19	21	60	73	45	73	56	51	57	0	0	0	0	0	0	0	415	436
2014	26		2019-20	22	41	64	81	48	77	56	53	0	0	0	0	0	0	0	420	442
2015	42		2020-21	23	66	44	71	87	51	77	58	0	0	0	0	0	0	0	454	477
2016	31	(prov.)	2021-22	24	49	71	49	76	92	51	80	0	0	0	0	0	0	0	468	492
2017	35	(est.)	2022-23	25	54	52	79	52	80	92	53	0	0	0	0	0	0	0	462	487
2018	35	(est.)	2023-24	26	55	58	58	85	55	80	96	0	0	0	0	0	0	0	487	513
2019	34	(est.)	2024-25	27	53	59	65	62	89	55	83	0	0	0	0	0	0	0	466	493
2020	35	(est.)	2025-26	28	55	57	66	70	65	89	57	0	0	0	0	0	0	0	459	487
2021	34	(est.)	2026-27	29	53	59	63	71	74	65	93	0	0	0	0	0	0	0	478	507
2022	34	(est.)	2027-28	30	54	57	66	67	75	74	68	0	0	0	0	0	0	0	461	491
2023	34	(est.)	2028-29	31	54	58	63	71	71	75	77	0	0	0	0	0	0	0	469	500

Note: Ungraded students (UNGR) often are HS students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births     
  Based on children already born     
  Based on students already enrolled

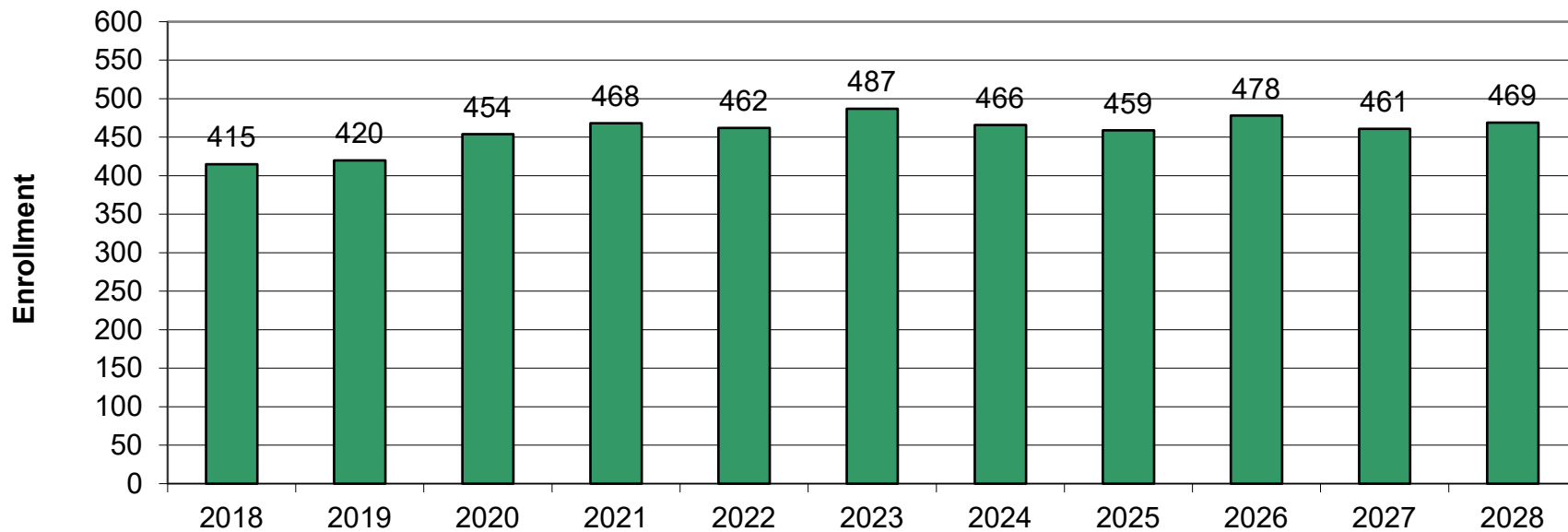
Projected Enrollment in Grade Combinations*									
Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2018-19	307	358	415	0	0	0	0	0	0
2019-20	311	367	420	0	0	0	0	0	0
2020-21	319	396	454	0	0	0	0	0	0
2021-22	337	388	468	0	0	0	0	0	0
2022-23	317	409	462	0	0	0	0	0	0
2023-24	311	391	487	0	0	0	0	0	0
2024-25	328	383	466	0	0	0	0	0	0
2025-26	313	402	459	0	0	0	0	0	0
2026-27	320	385	478	0	0	0	0	0	0
2027-28	319	393	461	0	0	0	0	0	0
2028-29	317	392	469	0	0	0	0	0	0

Projected Percentage Changes			
Year	K-6	Diff.	%
2018-19	415	0	0.0%
2019-20	420	5	1.2%
2020-21	454	34	8.1%
2021-22	468	14	3.1%
2022-23	462	-6	-1.3%
2023-24	487	25	5.4%
2024-25	466	-21	-4.3%
2025-26	459	-7	-1.5%
2026-27	478	19	4.1%
2027-28	461	-17	-3.6%
2028-29	469	8	1.7%
<b>Change</b>		<b>54</b>	<b>13.0%</b>

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

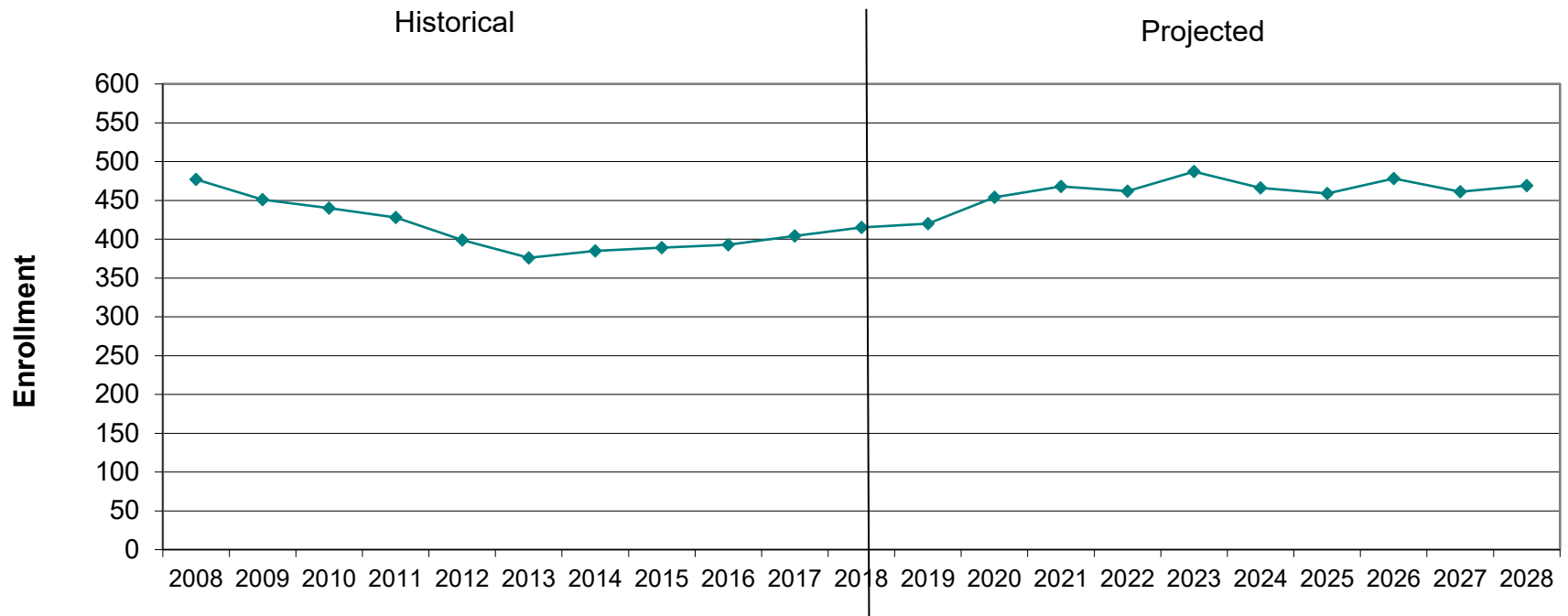
# Boxborough, MA Projected Enrollment

K-6 To 2029 Based On Data Through School Year 2018-19

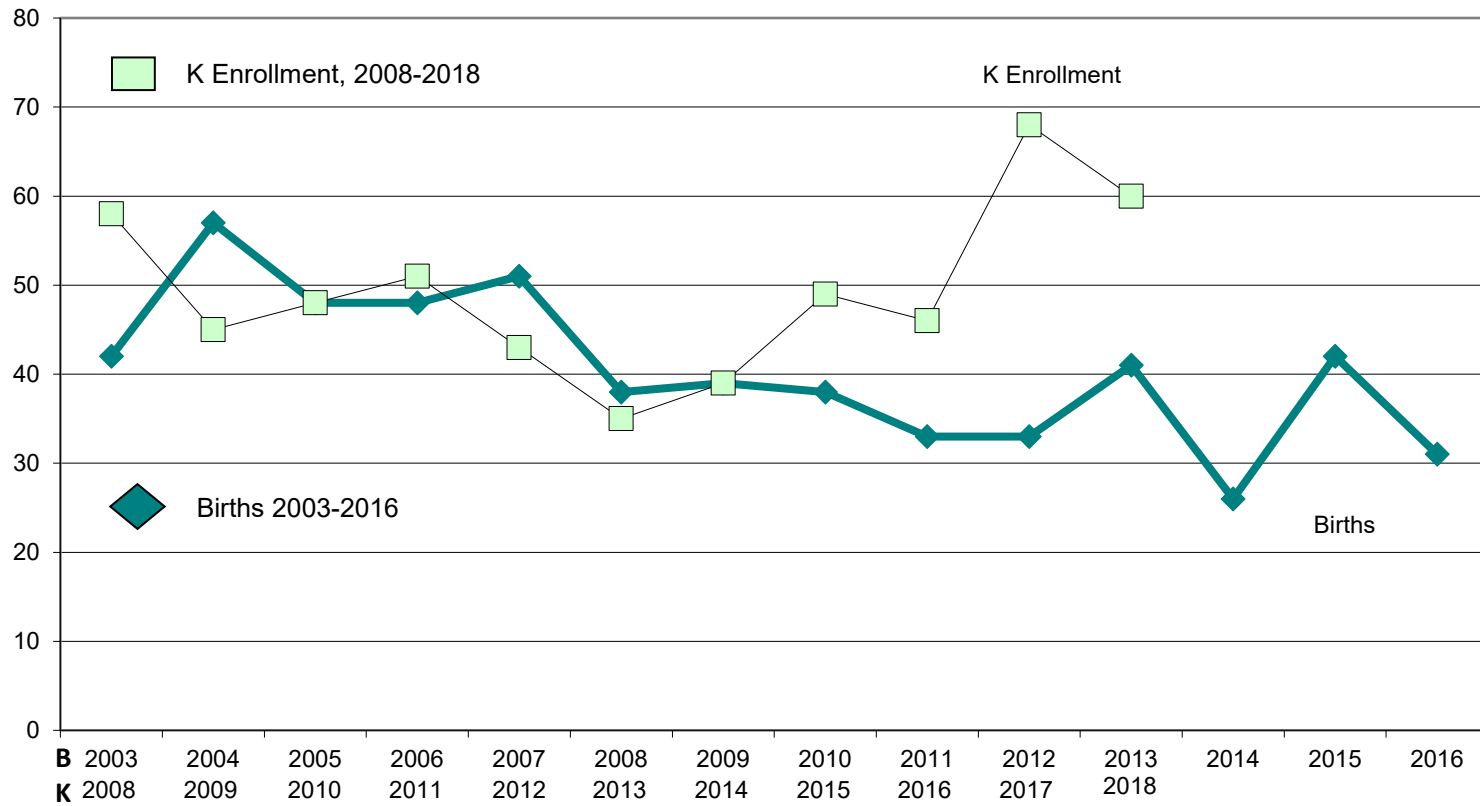


# Boxborough, MA Historical & Projected Enrollment

## K-6, 2008-2028



# Boxborough, MA Birth-to-Kindergarten Relationship



# Boxborough, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	16	0
2014	4	0
2015	11	244
2016	3	244
2017	3	0
2018	9 to 8/31	0

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	11	21 = K-6
2014-15	n/a	n/a
2015-16	5	28
2016-17	4	n/a
2017-18	4	n/a
2018-19	0	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students	
2018	6

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2018	5

K-12 Special Education Outplaced Students	
2018	14

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2018	10

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



# Acton-Boxborough, MA Historical Enrollment

School District: Acton-Boxborough, MA Consolidation

10/15/2018

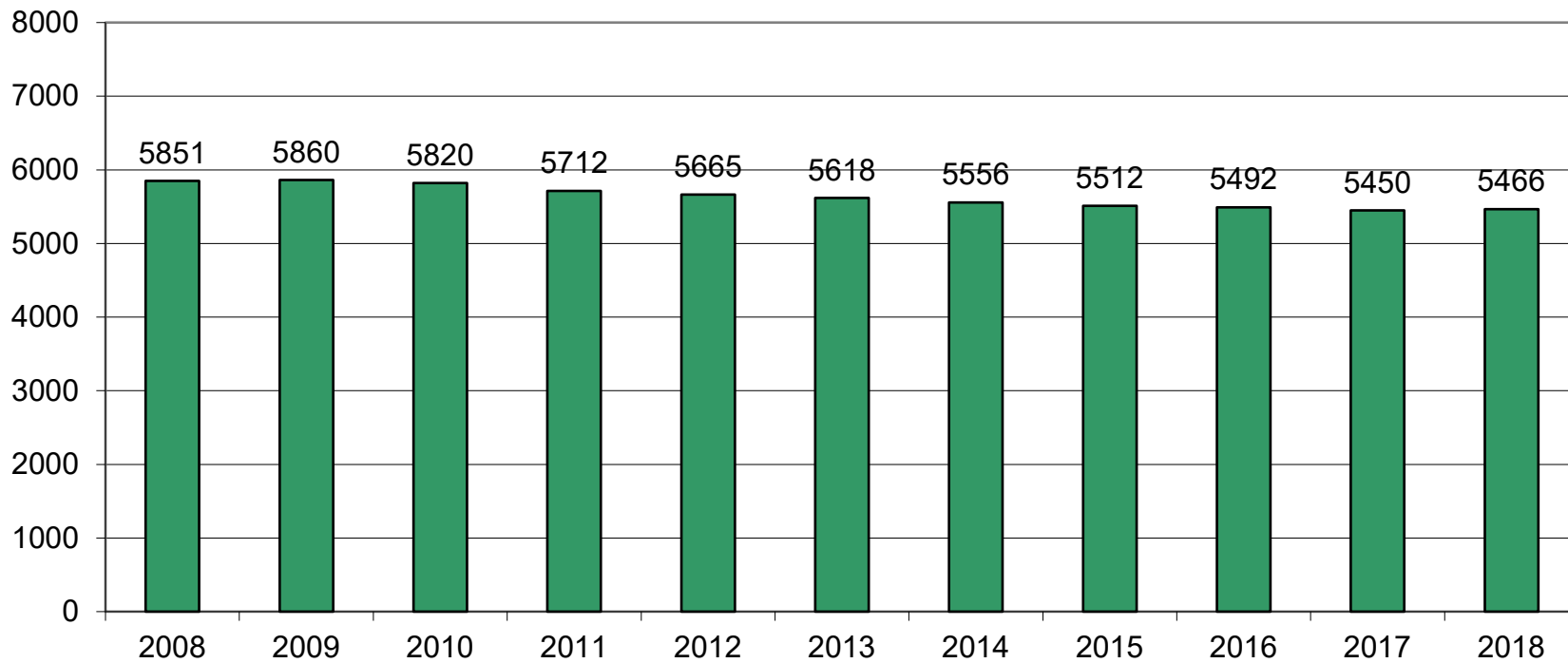
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2003	266	2008-09	60	359	383	408	420	451	476	461	501	500	472	510	442	468	0	5851	5911
2004	291	2009-10	66	379	392	409	424	433	465	480	470	502	499	470	499	438	0	5860	5926
2005	255	2010-11	48	368	401	408	405	437	433	464	464	476	510	491	467	496	0	5820	5868
2006	242	2011-12	48	345	382	407	417	411	441	438	462	479	463	524	486	457	0	5712	5760
2007	238	2012-13	47	310	364	399	435	417	419	454	449	468	479	466	526	479	0	5665	5712
2008	218	2013-14	71	316	345	369	420	432	424	422	467	463	475	486	482	517	0	5618	5689
2009	218	2014-15	38	321	347	367	395	440	440	436	428	479	457	479	486	481	0	5556	5594
2010	217	2015-16	41	299	357	372	393	405	443	453	445	443	488	456	478	480	0	5512	5553
2011	198	2016-17	88	330	324	372	397	412	414	466	469	442	448	492	457	469	0	5492	5580
2012	195	2017-18	116	350	336	364	382	406	412	408	486	478	427	447	501	453	0	5450	5566
2013	180	2018-19	105	330	371	355	393	400	429	428	435	488	460	429	445	497	6	5466	5571

Historical Enrollment in Grade Combinations									
Year	PK-6	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2008-09	3018	2497	2958	3959	1938	1462	1001	2893	1892
2009-10	3048	2502	2982	3954	1917	1452	972	2878	1906
2010-11	2964	2452	2916	3856	1837	1404	940	2904	1964
2011-12	2889	2403	2841	3782	1820	1379	941	2871	1930
2012-13	2845	2344	2798	3715	1790	1371	917	2867	1950
2013-14	2799	2306	2728	3658	1776	1352	930	2890	1960
2014-15	2784	2310	2746	3653	1783	1343	907	2810	1903
2015-16	2763	2269	2722	3610	1784	1341	888	2790	1902
2016-17	2803	2249	2715	3626	1791	1377	911	2777	1866
2017-18	2774	2250	2658	3622	1784	1372	964	2792	1828
2018-19	2811	2278	2706	3629	1780	1351	923	2754	1831

Historical Percentage Changes			
Year	K-12	Diff.	%
2008-09	5851	0	0.0%
2009-10	5860	9	0.2%
2010-11	5820	-40	-0.7%
2011-12	5712	-108	-1.9%
2012-13	5665	-47	-0.8%
2013-14	5618	-47	-0.8%
2014-15	5556	-62	-1.1%
2015-16	5512	-44	-0.8%
2016-17	5492	-20	-0.4%
2017-18	5450	-42	-0.8%
2018-19	5466	16	0.3%
Change		-385	-6.6%

# Acton-Boxborough, MA Historical Enrollment

**K-12, 2008-2018**





# Acton-Boxborough, MA Projected Enrollment

School District: Acton-Boxborough, MA Consolidation

10/15/2018

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2013	180		2018-19	102	330	371	355	393	400	429	428	435	488	460	429	445	497	6	5466	5568
2014	198		2019-20	104	349	345	395	368	401	401	430	449	437	479	462	431	440	6	5393	5497
2015	192		2020-21	106	335	369	369	416	381	409	408	451	451	429	481	464	426	6	5395	5501
2016	218	(prov.)	2021-22	108	384	355	394	388	431	389	417	428	453	443	431	484	458	6	5461	5569
2017	197	(est.)	2022-23	110	344	405	380	414	402	439	396	437	430	445	445	433	478	6	5454	5564
2018	197	(est.)	2023-24	112	345	364	433	401	428	410	448	415	439	422	447	447	428	6	5433	5545
2019	200	(est.)	2024-25	114	352	365	390	455	415	437	418	470	417	431	423	449	442	6	5470	5584
2020	201	(est.)	2025-26	116	352	372	391	411	470	423	445	438	473	410	433	425	444	6	5493	5609
2021	203	(est.)	2026-27	118	355	372	397	412	425	480	432	466	440	465	411	435	420	6	5516	5634
2022	199	(est.)	2027-28	120	350	376	398	417	426	433	490	453	469	432	467	413	430	6	5560	5680
2023	200	(est.)	2028-29	122	351	370	402	419	432	434	442	514	456	461	434	469	408	6	5598	5720

Note: Ungraded students (UNGR) often are HS students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births     
  Based on children already born     
  Based on students already enrolled

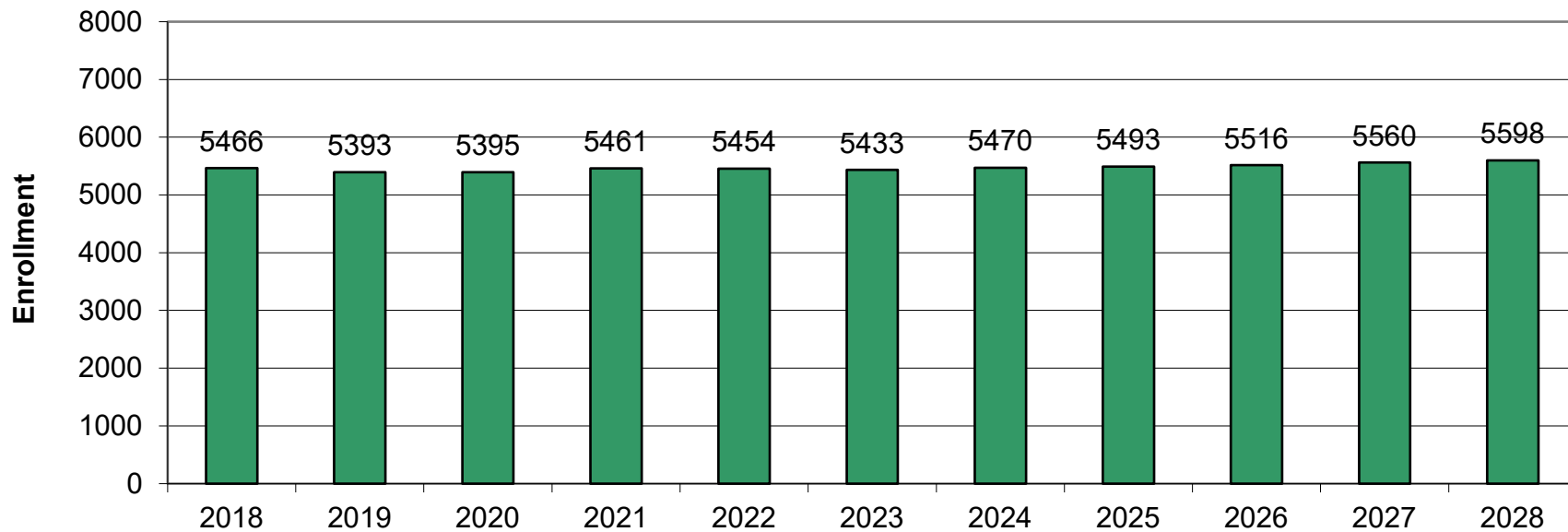
Projected Enrollment in Grade Combinations*									
Year	PK-6	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2018-19	2808	2278	2706	3629	1780	1351	923	2754	1831
2019-20	2793	2259	2689	3575	1717	1316	886	2698	1812
2020-21	2793	2279	2687	3589	1719	1310	902	2702	1800
2021-22	2866	2341	2758	3639	1687	1298	881	2697	1816
2022-23	2890	2384	2780	3647	1702	1263	867	2668	1801
2023-24	2941	2381	2829	3683	1712	1302	854	2598	1744
2024-25	2946	2414	2832	3719	1742	1305	887	2632	1745
2025-26	2980	2419	2864	3775	1779	1356	911	2623	1712
2026-27	2991	2441	2873	3779	1818	1338	906	2637	1731
2027-28	3010	2400	2890	3812	1845	1412	922	2664	1742
2028-29	2972	2408	2850	3820	1846	1412	970	2742	1772

Projected Percentage Changes			
Year	K-12	Diff.	%
2018-19	5466	0	0.0%
2019-20	5393	-73	-1.3%
2020-21	5395	2	0.0%
2021-22	5461	66	1.2%
2022-23	5454	-7	-0.1%
2023-24	5433	-21	-0.4%
2024-25	5470	37	0.7%
2025-26	5493	23	0.4%
2026-27	5516	23	0.4%
2027-28	5560	44	0.8%
2028-29	5598	38	0.7%
<b>Change</b>		<b>132</b>	<b>2.4%</b>

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

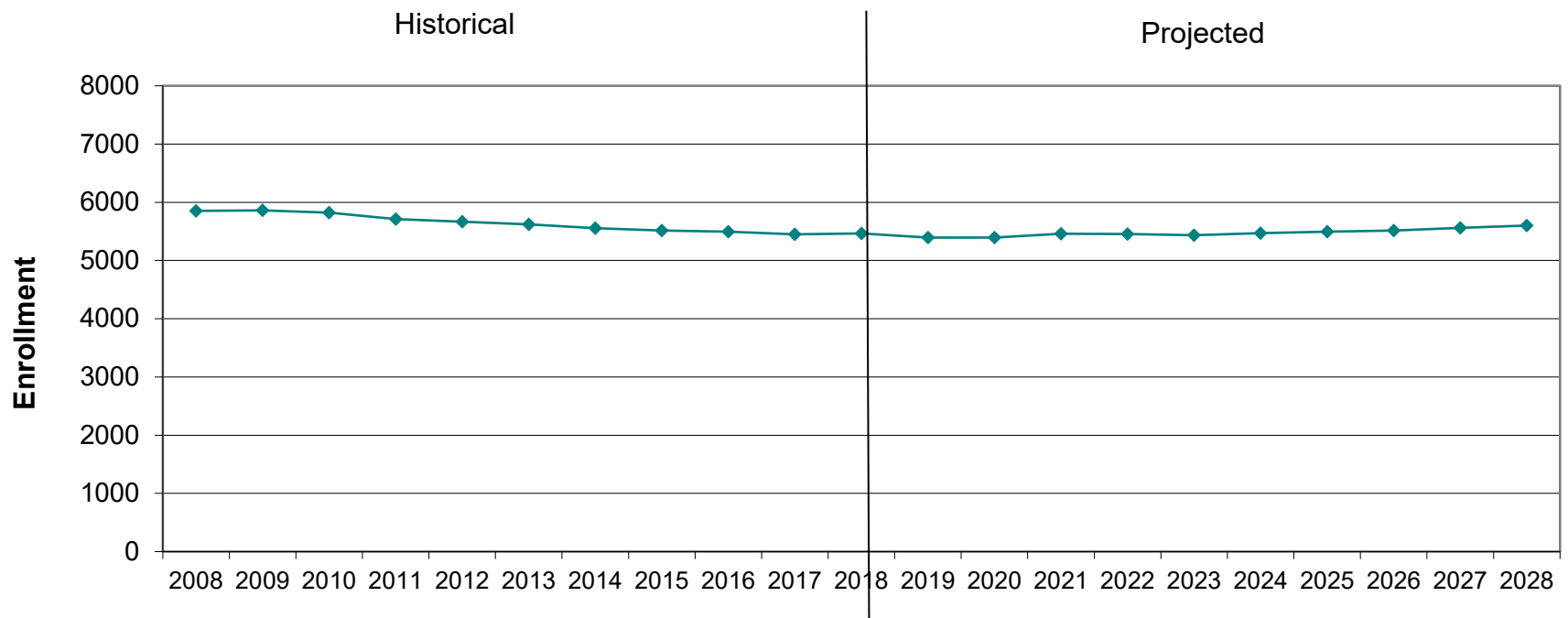
# Acton-Boxborough, MA Projected Enrollment

K-12 To 2029 Based On Data Through School Year 2018-19

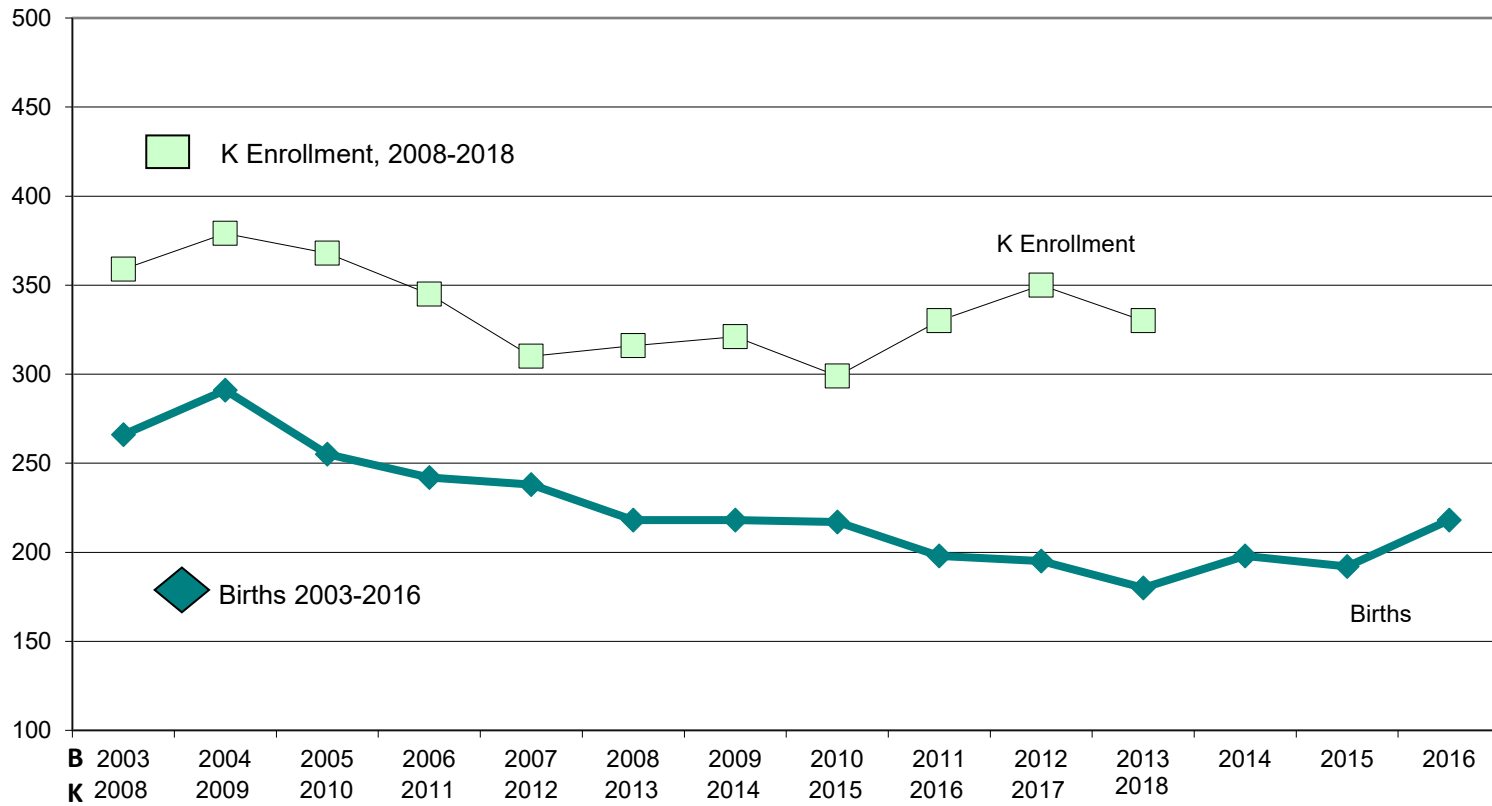


# Acton-Boxborough, MA Historical & Projected Enrollment

## K-12, 2008-2028



# Acton-Boxborough, MA Birth-to-Kindergarten Relationship



# Acton-Boxborough, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	58A, 16B	0
2014	87A	4B
2015	55A, 11B	4A, 244B
2016	64A, 3B	244B
2017	15A, 3B	4A, 0B
2018	29A, 9B to 8/31	0

Source: HUD and Building Department

Enrollment History		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2005-06	44	171
2014-15	n/a	185
2015-16	38	n/a
2016-17	43	n/a
2017-18	37	n/a
2018-19	33	n/a

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

K-12 Home-Schooled Students	
2018	25

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2018	21

K-12 Special Education Outplaced Students	
2018	83

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2018	83

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



Acton-Boxborough Regional School District  
 Raymond J. Grey Junior High  
 16 Charter Road, Acton, MA 01720  
 (978) 264-4700 x 3303 Fax (978) 264-3343

Andrew Shen, Principal  
 James Marcotte, Assistant Principal  
 Allison Warren, Assistant Principal  
 David Lawrence, Assistant Principal

TO: Peter Light, Superintendent  
 FROM: Andrew Shen; Principal, RJ Grey  
 RE: Junior High Enrollment & Class Size Report  
 DATE: November 15, 2018

This memo is intended to provide a general overview of class sizes at the Junior High for the current **2018-2019** school year. The information found herein is based on enrollment as of October 1, 2018, and *projected* class and team enrollment is based on the recent enrollment projection report conducted by NESDEC.

The implementation of a team-based model for scheduling and supporting students creates opportunities to offer elements of a “school within a school” experience and the benefits associated with that approach. Please keep in mind that our genuine desire and efforts to have comparable class and team sizes across each grade must naturally be balanced with our commitment to meeting individual needs and choices, and the placement of specialized programs. Leveled math classes, world language choices, and academic services (ELL, Special Education, Academic Support) are significant factors in this process. Some, but not all, of those factors are explored within this memo.

**OVERALL ENROLLMENT**

Overall enrollment at the Junior High had experienced a steady decline since 2008-2009, when we peaked at 1003 students, and fell to 888 in 2015-2016. For those peak years, the Junior High also had a “half-team” in 7th grade, with approximately 45 students, to help reduce team sizes in that grade. In 2012-2013, the half-team was eliminated with the expectation that enrollment would continue to decline significantly over the next 10 years.

During the previous three years, there was an increase in enrollment, from 888 students in 2015-2016, to 911 students in 2016-2017, **and last year with an enrollment of 964 students**. Our current enrollment of 924 students closely matches last year’s projection of a decrease to 928 students, and updated projections have enrollment hovering between 850 and 900 students over the next six school years. These updated projections offer a fairly similar outlook to the projections provided last year (October 2017) and indicate a shift from the enrollment narrative in previous years that had projected a much more rapid and substantial decline in enrollment at the Junior High over the next few years, with projections that included enrollment in the low-700s.

	7th Grade	8th Grade	Total Enrollment
<b>2015-2016</b>	445	443	888 (actual)
<b>2016-2017</b>	469	442	911 (actual)
<b>2017-2018</b>	486	478	964 (actual)
<b>2018-2019</b>	435	489	924 (actual)
<b>2019-2020</b>	449	437	886

<b>2020-2021</b>	451	451	902
<b>2021-2022</b>	428	453	881

**TEAM SIZE**

As of October 1, **Grade 7** is currently at **435**, and **Grade 8** is currently at **489**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 108.75 students, and 122.25 students in Grade 8.

<b>7 Gold</b>	108	<b>7 Blue</b>	110		<b>8 Gold</b>	124	<b>8 Blue</b>	124
<b>7 Green</b>	111	<b>7 Red</b>	106		<b>8 Green</b>	119	<b>8 Red</b>	122

For the next three years (including this current year), we anticipate that **Team Size average in Grade 7 will land between 105 and 115** students, and **Team Sizes in Grade 8 will land between 108 and 117** students. Within a given year, overall team size will often vary between teams by approximately 5 to 7 students. Variability of team size is often a function of, among other things, world language choices (since French is not offered on every team), and the cohort size of students receiving specialized services assigned to a specific team (for example, ELL students being scheduled on specific teams in both grades).

**CLASS SIZE ON TEAMS**

Within an individual team, average class sizes are greatly, but not solely, influenced by math levels. Since all other team-based classes (Science, English, Social Studies, World Language) are heterogenous, the enrollment of students (by recommendation and parental override) in the different math levels is a considerable factor in student scheduling. If divided equally into the 5 team classes, average class size this year in both grades would be as follows:

<b>7 Gold</b>	108	21.6	<b>8 Gold</b>	124	24.8
<b>7 Green</b>	111	22.2	<b>8 Green</b>	119	23.8
<b>7 Blue</b>	110	22	<b>8 Blue</b>	124	24.8
<b>7 Red</b>	106	21.2	<b>8 Red</b>	122	24.4

In a single grade, there are 20 math sections (5 sections for each math teacher, of which there are four). Once the math level enrollments have stabilized (post-override period), we determine how many of the sections are devoted to Math 7 and Math 8, Extended, and (for 8th grade) Algebra I. When deciding on the number of sections to offer at a particular level, a number of factors are incorporated. Three worth noting are:

- A commitment to having, when possible, Math 7 and Math 8-level class sizes be smaller than Extended-level classes, and (in 8th grade) for Extended to be smaller than Algebra I sections
- To anticipate typical movement during the year where students move from Algebra I to Extended, and from Extended to Math 7 and Math 8 (when a level change is considered an appropriate intervention)
- The need to have enough sections of each level (on each team) to allow for team placement flexibility and honoring other scheduling priorities (i.e. specific academic services, World Language, balancing demographics such as gender and ethnicity)

### 7th Grade Math Class Distribution, Current/Previous Year Comparison

<i>2017-2018</i>	<i>15-18 Students</i>	<i>19-21 Students</i>	<i>22-24 Students</i>	<i>25-27 Students</i>	<i>28-30 Students</i>	<i>Total</i>	<i>Average</i>
<i>Math 7</i>	<i>1 section</i>	<i>5 sections</i>	<i>4 sections</i>	<i>0</i>	<i>0</i>	<i>10 sections</i>	<i>20.9</i>
<i>Extended</i>	<i>0</i>	<i>0</i>	<i>1 section</i>	<i>5 sections</i>	<i>4 sections</i>	<i>10 sections</i>	<i>26.4</i>

<b>2018-19 (current)</b>	<b>15-18 Students</b>	<b>19-21 Students</b>	<b>22-24 Students</b>	<b>25-27 Students</b>	<b>28-30 Students</b>	<b>Total</b>	<b>Average</b>
<b>Math 7</b>	4 sections	3 sections	1 section	0	0	8 sections	19
<b>Extended</b>	0	1 section	10 sections	1 section	0	12 sections	22.7

### 8th Grade Math Class Distribution, Current/Previous Year Comparison

<i>2017-2018</i>	<i>&lt;15 Students</i>	<i>15-19 Students</i>	<i>20-25 Students</i>	<i>26-29 Students</i>	<i>30+ Students</i>	<i>Total</i>	<i>Average</i>
<i>Math 8</i>	<i>0</i>	<i>3 sections</i>	<i>3 sections</i>	<i>0</i>	<i>0</i>	<i>6 sections</i>	<i>18.8</i>
<i>Extended</i>	<i>0</i>	<i>0</i>	<i>6 sections</i>	<i>1 section</i>	<i>0</i>	<i>7 sections</i>	<i>22.9</i>
<i>Algebra I</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>6 sections</i>	<i>1 section</i>	<i>7 sections</i>	<i>28</i>

<b>2018-19 (current)</b>	<b>&lt;15 Students</b>	<b>15-19 Students</b>	<b>20-25 Students</b>	<b>26-29 Students</b>	<b>30+ Students</b>	<b>Total</b>	<b>Average</b>
<b>Math 8</b>	0	2 sections	3 sections	0	0	5 sections	20.2
<b>Extended</b>	0	0	4 sections	3 sections	0	7 sections	24.6
<b>Algebra I</b>	0	0	3 sections	5 sections	0	8 sections	25.9

Because the size of an individual math class may vary quite a bit from the average, this sometimes has a direct impact on the class sizes of the other team-based classes. Additionally, there will always be students who receive Special Education and/or ELL services and would not necessarily be enrolled in one or more of these classes. For example, some Special Education students do not take a World Language and instead meet with their special educator during that time. Below are *examples* from an 8th grade team and a 7th grade team for different periods of the day.

<b>8 Blue</b>	<b>Math</b>	<b>Science</b>	<b>Social St.</b>	<b>English</b>	<b>Word Lang.</b>	<b>Other</b>
Period 1	24 (Extended)	25	23	22	21	1/SPECIAL EDUC
Period 2	25 (Algebra)	24	24	23	22	
Period 5	23 (Math 8)	22	22	21	25	



7 Green	Math	Science	Social St.	English	Word Lang.	Other
Period 1	23 (Extended)	19	19	21	19	6/ELL; 6/SPECIAL ED
Period 3	22 (Extended)	22	23	25	19	
Period 4	21 (Math 7)	24	24	22	20	

**EXPLORATORY CLASS SIZE**

In both grades we offer four (4) Exploratory classes. In 7th grade, we offer Art 7, Digital Literacy 7, Minuteman Tech 7, and Music. In 8th grade, we offer Art 8, Digital Literacy 8, Drama, and Minuteman Tech 8. Students attend these classes for one-half of the year, every other day (approx. 42 sessions). If one divides an entire team by four, the class sizes for each Exploratory in 7th grade would be between 26 and 28 students, and between 29 and 31 students for 8th grade Exploratory classes. The *actual* enrollment for these classes will sometimes be lower because a number of students who receive other academic services (ASC and Special Education) will often have those services scheduled instead of an Exploratory class. The next chart highlights the current class size ranges for our Exploratory teachers:

Exploratory 2018-2019	Class Count		Class Count
7th Art	23-26	8th Art	28-31
7th Digital Literacy	27-30	8th Digital Literacy	26-30
7th Minuteman Tech	18-29	8th Minuteman Tech	27-32
7th Music	15-18	8th Drama	19-26

**Staffing and Services Implications, Part I -- Impact of Current and Projected Enrollment**

The lower team sizes in 7th grade has certainly provided some measure of relief and flexibility for the classrooms and programs that support students in that grade. To be sure, having 8th grade team sizes remaining **above the 120 student** range has undoubtedly required teachers to manage all that accompanies a larger overall student load, along with the additional demands that are presented below. Additional analysis of specific student populations, including students receiving special education services, academic support, and English-language support, is included later in this memo.

Many **Exploratory classes have upwards of 30 students in the 8th grade.** Based on previous enrollment projections, we had anticipated that these class size figures would only be an issue for last year and this current year and therefore did not begin any discussion of structural adjustments or changes. New enrollment projections suggest that we may experience moderate relief during the next few years.

A persistent theme that continues is that the **cohort of high-needs students** at the Junior High continues to be a fairly significant percentage of our overall population. While the remainder of this memo will highlight enrollment of students receiving special education services at the Junior High, we also feel compelled to pay attention to our growing population of students accessing the **Academic Support Centers, English Learner support,** and those students who arrive at RJ Grey with significant academic gaps and interruptions in their schooling. As of October 1, our Academic Support Centers (a general education service) currently work with **117 students (12.3% of the student population).** Having 63 7th grade students starting the year in the ASC means that 1 in 7 students in that grade was recommended by the sending elementary schools to receive Academic Support, with an additional cohort of students being placed on a list

for monitoring. Within that cohort of students, we continue to encounter a broad range of students who require more global support in terms of school-parent collaboration and assistance, and whose academic preparation is well-below grade level. The Academic Support Center has taken on the responsibility of supporting students whose profiles and areas of struggle require emotional supports, difficulties with transitions, continued progress with English language acquisition, and recovery from long-term illness and absence. This year, the ASC has incorporated an additional 19 hour assistant and a few community volunteers who support the program on a regular weekly schedule, allowing the team to provide targeted, direct instruction and guidance to students whose needs may best be served in smaller group settings or sustained individual attention.

Beginning last year (2017-2018) the Junior High has had a full-time **(1.0) ELE teacher** position that is able to provide a level of instructional time and support commensurate with the growth of the cohort and the evolving needs of our students. With a full-time ELE teacher, we have expanded the number of instructional periods available during the day, and can now more flexibly schedule students into sections by WIDA level and, when appropriate, increase the instructional time for students to receive other supports.

#### October 1 Enrollment Data for EL Students at RJ Grey, 2013 to Present

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
EL Students at RJG	9	11	7	17	20	

#### 2016-2017 Entering WIDA Levels for Students Receiving ELE Services

	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	3	4	2	4	--	--
Grade 8	--	--	3	--	1	--

#### PREVIOUS YEAR - 2017-2018 Entering WIDA Levels for Students Receiving ELE Services

	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	0	1	6	2	--	--
Grade 8	3	3	2	3	0	--

#### CURRENT YEAR - 2018-2019 Entering WIDA Levels for Students Receiving ELE Services

	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	1	3	7	1	0	0
Grade 8	2	2	4	1	0	0

#### Special Education Enrollment Projections for RJ Grey (as of October 1, 2018)

The updated charts below include a projected enrollment of students with active IEPs at RJ Grey for the next three years. These projections are based on October 1, 2018 enrollment reports of students with active Individualized Education Programs (IEPs) at the Junior High, and in grades 4, 5, and 6 within the six elementary schools. Charts from last year's November, 2017 class size report is also included to allow for comparison. The current overall number of RJ Grey

students with IEPs remains unchanged from last year, and is close to what we projected last year. Updated information about current 5th and 6th grade students receiving special education services suggests that the overall upward trend in the actual number of students on IEPs, as well as the increased percentage of the student population they represent, will continue. To highlight this trend, it is useful to compare the **2014-2015 school year** with the **projections for the 2020-2021 school year**. Both school years had, or is projected to have, a similar overall student population (909 students to 902 students). Yet, in 2014-2015, there were **128 students** with active IEPs at the Junior High whereas in 2020-2021, the projection based on current active IEPs in grades 5 and 6 is **172 students**. That figure would represent a 34% increase above 2014-2015 figures, and would mean that almost 21% of the student population in 2020-2021 would be receiving special education services (compared to 14% in 2014-2015). Please see the below charts for additional enrollment data, and year-to-year comparisons.

**October 1 Enrollment Reports of Students with an IEP - Previous/Current Year Comparison**

<i>2017-2018 School Year</i>	<i>Current Grade</i>	<i>Number of Students Currently with IEPs</i>	<i>Notes</i>
<i>Class of 2022</i>	<i>@RJG - 8</i>	<i>72</i>	
<i>Class of 2023</i>	<i>@ RJG - 7</i>	<i>80</i>	
<i>Class of 2024</i>	<i>6</i>	<i>73</i>	
<i>Class of 2025</i>	<i>5</i>	<i>89</i>	
<i>Class of 2026</i>	<i>4</i>	<i>80</i>	

<i>2018-2019 School Year</i>	<i>Current Grade</i>	<i>Number of Students Currently with IEPs</i>	<i>Notes</i>
<b>Class of 2023</b>	@RJG - 8	81	
<b>Class of 2024</b>	@ RJG - 7	71	Initial Evaluations currently in progress = 5 students
<b>Class of 2025</b>	6	85	
<b>Class of 2026</b>	5	87	An increase of 7 students from previous year in this class
<b>Class of 2027</b>	4	83	

**RJ Grey Population of Students with IEPs: Actual and Projected Current and Previous Year Projections Based on October 1 Enrollment Reports**

**Enrollment and Projections Provided in October, 2017**

<i>October 1, 2017 Report (current year)</i>	<b>7th Grade</b>	<b>8th Grade</b>	<b>Total</b>	<b>% of total school population</b>	<b>% change of population from previous year</b>
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%

2016-2017	77*	65*	142	15.6% of 911	+7%
<b>2017-2018</b>	<b>80*</b>	<b>72*</b>	<b>152</b>	<b>15.8% of 964</b>	<b>+7%</b>
2018-2019	73	80	153	16.5% of 928	+0.06%
2019-2020	89	73	162	18.2% of 888	+5.8%
2020-2021	80	89	169	19% of 903	+4.3%

\*Actual October 1, 2017 enrollment figures; future enrollment figures (2018-2021) are also based on October 1, 2017 reporting for those classes, and do not represent any anticipated additional increases.

#### Enrollment and Projections Provided in October, 2018

October 1, 2018 Report (current year)	7th Grade	8th Grade	Total	% of total school population	% change of population from previous year
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%
2016-2017	77*	65*	142	15.6% of 911	+7%
2017-2018	80*	72*	152	15.8% of 964	+7%
<b>2018-2019</b>	<b>71*</b>	<b>81*</b>	<b>152</b>	<b>16.5% of 924</b>	<b>0%</b>
2019-2020	85	71	156	18.2% of 888	+5.8%
2020-2021	87	85	172	20.5% of 902	+14.2%
2021-2022	83	87	170	19.2% of 881	-1.1%

\*Actual October 1, 2018 enrollment figures; future enrollment figures (2019-2022) are also based on October 1, 2018 reporting for those classes, and do not represent any anticipated additional increases.

As noted above, the above three years-out projections represent baseline figures. As evidenced by the change between October 1, 2016 and October 1, 2017 figures, there is typically fluctuation and movement of enrollment because of developments over the course of a single year, and certainly between school years. As the below chart illustrates, there is often an annual increase in enrollment of students with disabilities because of **newly registered students** who enter with active IEPs or who are evaluated during their first year in Acton-Boxborough. There are also typically students in Grades 4 thru 7, *not* new to A-B, who are **referred by the school for an initial evaluation**, or whose **families request an initial evaluation**. At the October 1 date, there are five (5) students in 7th grade who are participating in an initial evaluation, and may potentially qualify for an IEP. Those increases are indeed tempered by the **withdrawal of students with IEPs who leave A-B**, as well as **students in 7th grade who are found to no longer be eligible for special education services**. The net change has consistently resulted in an increase in the school's population of students receiving special education services, beyond the figures shared from October 1 enrollment reports. Prior to 2017-2018, there was a downward trend in the number of additional IEPs that may change the enrollment in a given year. In 2017-2018 the Junior High experienced a fairly significant spike in additional IEPs within the school year, primarily due to the increase in the number of newly enrolled (to the District) students who either arrived at RJ Grey with an IEP, or who qualified for an IEP within their first year here at Acton-Boxborough. Those figures are highlighted in larger red font below.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<i>Total Student Enrollment</i>	935	931	911	888	911	964	924
RJG Students (not new to AB) evaluated and qualified for IEPs	13	12	9	13	8	8	---
New-to-AB Students coming to RJG with IEPs	6	3	6	5	4	<b>6</b>	2
New-to-AB Students qualifying for an IEP during year	3	5	3	2	4	<b>8</b>	---
Students with IEPs withdrew from AB after 6th grade	(3)	(1)	(4)	(7)	(3)	(3)	(4)
Students with IEPs withdrew from AB after 7th grade	(1)	(2)	(1)	(5)	(3)	(2)	---
Students with IEPs re-evaluated in 7th Grade and no longer eligible (no services in 8th grade)	(5)	(6)	(3)	(3)	(8)	(3)	---
<b><i>Net Change in Special Education Population at RJ Grey from Above Factors</i></b>	<b>+13</b>	<b>+11</b>	<b>+10</b>	<b>+5</b>	<b>+2</b>	<b>+14</b>	---

### **Staffing and Service Implications, Part II -- Impact of Current and Anticipated Special Education Enrollment Increase**

There are three aspects of special education enrollment projections that have captured our attention in terms of scheduling and staffing considerations for the next few years.

- Based on the current number of students on active IEPs in the 5th and 6th grade, and the number of students in 7th grade who may qualify for services this year, there is a strong likelihood that the overall number of students at RJ Grey receiving special education services will increase.
- Separate from the projected increase in cohort size of students on IEPs, and in many respects of greater urgency, the shift in the number of students whose IEPs warrant placement in one of our specialized programs is a development that will likely require structural adjustments in how we develop plans for next year and beyond. The specialized programs (CLASS, Connections, LLP) provide support and services to students whose IEPs are appropriately met with a smaller teacher to student ratio, and often also requiring additional support from program assistants. The increase in size of this cohort alone has triggered a review of our plans for next year.
- In addition to the increase in the number of students who we project will require placement in a specialized program, the range and diversity of the profiles of the students in that cohort, and the needs that accompany those profiles, has expanded and includes a continuum of behavioral, academic, and emotional needs that may be outpacing the staffing and demand of us a programming model that might be both different and more than what we currently have in place. If, for example, the number of students in the CLASS program continues to be at current or higher numbers, it may or may not be best practice to continue placing all of the students on a

single team. In regards to student service needs potentially outpacing staffing, one example worth offering involves the continued increase in students who require (scheduled and unscheduled) support from a school psychologist. The expectation that the psychologists provide direct services to students and conduct all testing for initial evaluation and re-evaluations may require a review of staffing levels and a re-shaping of roles and responsibilities.

To be sure, any conversation about staffing and program needs should involve consideration of whether existing teaching positions can be utilized differently to meet the shifting needs and profiles of students receiving special education services. While specific responsibilities may appropriately be shifted or re-assigned to different staff members, the factors outlined above suggest that the reshaping of roles alone may not fully provide the flexibility, bandwidth and expertise needed for the students we will be welcoming to RJ Grey in the next few years. I look forward to discussing this in greater detail as we enter the budget planning process for FY2020.

Respectfully Submitted,  
Andrew Shen  
Principal, RJ Grey

# 2018-2019 Class Size Report

RJ Grey Junior High School  
November, 2018

1

## Agenda

- Enrollment Overview
  - Team Size and Class Size
  - Math Levels
  - Enrollment Trends within the JH Student Population
- Students Receiving Special Education Services
  - Projections for Next Three years
- Plans and Areas to Monitor

2

# Overall Enrollment and Trends

Current Enrollment (October 1, 2018): **924 Students**

- RJ Grey Enrollment had experienced a steady decline since 2008-2009, when enrollment peaked at 1003 students
  - 2014-2015 Enrollment: 909 Students
  - 2015-2016 Enrollment: 888 Students
- 2017-2018 had a spike in enrollment at 964 students; now returning to a period of 4-6 years with projected enrollment between 850 and 900 students
- We no longer anticipate the **substantial** enrollment decline previously projected for the Junior High over the next 10 years (i.e. low 700s)

3

	7th Grade	8th Grade	Total Enrollment
2015-2016	445	443	888 (actual)
2016-2017	469	442	911 (actual)
2017-2018	486	478	<b>964 (actual)</b>
2018-2019	435	<b>489</b>	924 (actual)
2019-2020	449	437	886
2020-2021	451	451	902
2021-2022	428	453	881

NESDEC Enrollment Projections for RJ Grey, October 2018

4



# Team Size

Grade 7 is currently at **435 students**, and Grade 8 is currently at **489 students**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 109 students, and 122.5 students in Grade 8.

Team	# Students	Team	# Students
7 Gold	108	8 Gold	124
7 Green	111	8 Green	119
7 Blue	110	8 Blue	124
7 Red	108	8 Red	122

# Class Size and Math Levels/Sections

If divided equally into the 5 team classes, average class size this year would be as follows:

7 Gold	108	21.6	8 Gold	124	24.8
7 Green	111	22.2	8 Green	119	23.8
7 Blue	110	22	8 Blue	124	24.8
7 Red	106	21.2	8 Red	122	24.4

## 7th Grade Math Section Distribution

	15-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Avg.
Math 7	4 sections	3 sections	1 section	0	0	8 sections	19
Extended	0	1 section	10 sections	1 sections	0	12 sections	22.7

7

## 8th Grade Math Section Distribution

	< 15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Avg
Math 8	0	2 sections	3 sections	0	0	5 sections	20.2
Extended	0	0	4 sections	3 sections	0	7 sections	24.6
Alg I	0	0	3 sections	5 sections	0	8 sections	25.9

8

## Class Sizes on Teams

Below is an example of class size distribution on a 8th grade team during two periods of the day

8 Blue	Math	Science	Social Studies	English	World Language	Other (ASC, SPED, ELL)
Period 1	24 (Exten)	25	23	22	21	1/Special Ed
Period 2	25 (Alg)	24	24	23	22	
Period 5	23 (Math 8)	22	22	21	25	

9

## Exploratory Classes

7th Art	23-26	8th Art	28-31
7th Digital Literacy	27-30	8th Digital Literacy	26-30
7th Minuteman Tech	18-29	8th Minuteman Tech	27-32
7th Music	15-18	8th Drama	19-26

10

# Enrollment Trends

---

- If enrollment does hover between 850 and 900 students, that will provide moderate relief for Exploratory class sizes
- It could hopefully mute the challenges that often accompany large(r) team sizes
- Questions about sufficient classroom space and function space will be affected more by special programs and shifts in elective programs that require larger spaces

11

# Academic Support & English Language Learners

---

Academic Support Center (ASC) - general education support service

- 117 students (12.3% of overall population)
- 7th grade: 63 students = 1 in 7 students recommended by elementary
- Fluid movement in and out of ASC throughout the year
- Short-term and long-term interventions
- Students receiving EL services

12

## Academic Support & English Language Learners

### Emergent Bilingual (EB) Student Enrollment Year-to-Year

	13-14	14-15	15-16	16-17	17-18	18-19
No. of Students	9	11	7	17	20	21

### WIDA Levels of Current Students Receiving Emergent Bilingual Services

WIDA	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 6
Grade 7	1	3	7	1	--	--
Grade 8	2	2	4	1	--	--

13

## Enrollment and Staffing - Special Education Services

The following charts show a baseline projected enrollment of students receiving special education services at RJ Grey for the three years following this current year.

They are based on October 1, 2018 enrollment reports of students with active IEPs

14

	Grade	Students Currently w/IEPs*	Notes
Class of 2023	8	81	
Class of 2024	7	71	Initial evaluations in progress = 5
Class of 2025	6	85	
Class of 2026	5	87	Increase of 7 students from previous year
Class of 2027	4	83	

*\*October 1, 2018 enrollment report ; does not include out-of-district placements or parent-placed students in other schools*

## Current Enrollment by Grade of Students with IEPs

15

## Current Projections for Enrollment at RJ Grey of Students with IEPs

	7th Grade	8th Grade	Total	% of total school population	% Change of from previous year
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%
2016-2017	77*	65*	142	15.6% of 911	+7%
2017-2018	80*	72*	152	15.6% of 964	+7%
2018-2019	71*	81*	152	16.5% of 924	0%
2019-2020	85	71	156	18.2% of 888	+5.8%
2020-2021	87	85	172	20.5% of 903	+14.2%
2021-2022	83	87	170	19.2%	-1.1%

16

## Enrollment of Students with IEPs is Not Static

---

The previous figures should be seen as baseline figures; we typically experience increases in both grades because of:

- Newly registered students to AB who come with active IEPs
- Newly registered students to AB who undergo an initial evaluation within their first year here
- Current AB students in Grades 4 thru 7 who undergo an initial evaluation and qualify for special education services

17

## Areas to Monitor

---

- Overall number receiving special education services likely to increase
- Shift in placement - increase within specialized programs (CLASS, Connections, LLP)
- Expanded range and diversity of students in specialized program cohort, and accompanying services
- Hints that shifts are outpacing current programming model and staffing
- Considering reshaping of positions and advocacy of add'l positions

18



# Thank You

---

Any Questions?





# ABRHS

## Class Size, Scheduling, and School Goals Report

November 15, 2018

### Historical and Current Class Sizes by Department

	2018-2019			2017-2018			2016-2017			2015-2016			2014-2015		
Enrollment	N=1837			N=1830			N=1864			N=1902			N=1905		
Dept	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	89	1827.0	20.53	88	1796.5	20.41	88	1823	20.72	90	1863	20.70	89	1857	20.87
Soc St	92.0	1942.0	21.11	91.5	1953.5	21.35	94	2011	21.39	94	2074.5	22.07	93.5	2138.5	22.87
Math	93	2084	22.41	94	2081	22.14	94	2074.5	22.07	94	2060.5	21.92	93	2077	22.33
Science	97	1944.0	20.15	97	1943.5	20.04	96.5	1968.5	20.40	96	2022	21.06	94	1970	20.96
W Lang	74	1417	19.15	69	1442	20.90	70	1430	20.43	71	1447	20.38	74	1425	19.26
<b>Total</b>	<b>444.5</b>	<b>9214.0</b>	<b>20.73</b>	<b>439.5</b>	<b>9216.5</b>	<b>20.97</b>	<b>442.5</b>	<b>9307</b>	<b>21.03</b>	<b>445.0</b>	<b>9467</b>	<b>21.27</b>	<b>443.5</b>	<b>9468</b>	<b>21.35</b>

Overall Class Size Averages	
2018-19	20.73
2017-18	20.97
2016-17	21.03
2015-16	21.27
2014-15	21.35
2013-14	22.00

# Current Class Sizes by Level

		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	135	24	26	25	34	26
	# Enrolled	3126	539	619	633	770	565
	Average	23	22	24	25	23	22
AE	# Sections	136	19	38	34	29	16
	# Enrolled	2922	399	838	815	603	267
	Average	21	21	22	24	21	17
CP	# Sections	70	6	15	25	21	3
	# Enrolled	1380	130	265	533	401	51
	Average	20	22	18	21	19	17
CP1	# Sections	25	6	4	9	6	
	# Enrolled	331	73	49	138	71	
	Average	13	12	12	15	12	

H/AP = Honors/Advanced Placement; AE = Accelerated/Enriched; CP = College Preparatory; CP1 = College Preparatory 1

# Historical Class Size Range 2014-2018

October 1 Class Size Range 2014-2018 (n sections and % of total sections)

School Year	<19		19-21		22-24		25-27		28+	
	n	%	n	%	n	%	n	%	n	%
2018-19	126	27	128	28	126	27	57	12	28	6
2017-18	112.5	26	123.5	28	109	25	62	14	33	8
2016-17	101	23	131.5	30	123	28	59.5	13	27.5	6
2015-16	112.5	25	104	24	132.5	30	65	15	32	7
2014-15	100.5	23	119	27	121.5	27	78	18	24.5	6

## Factors that Affect Class Size

- ▶ Room Availability/Lunch
  - Classroom space at premium periods 1, 2, 3, 8.

Empty Classrooms Available 2018-19							
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
0	1	1	8	16	10	12	3

## History of Schedule Change

- 2015-2016 High school self study of the current bell schedule
- 2015-2016 Survey of faculty, students, and parents/guardians  
Schedule goals formed
- 2016-2017 Research of schedule models and pilot options
- 2017-2018 Two-week pilot of new schedule  
Feedback gathered from staff and students
- Summer 2018 Leadership team review of schedule data and goals  
Revision of schedule goals  
Plan pilot/roll out

## Revised Schedule Goals

- Longer class periods for more time to do extended learning
- Increase the likelihood that students will not have homework in every class every night or assessments in the majority of classes on any given day
- Slower pace in support of student wellness (fewer transitions)
- Maintain a reasonable lunch period length
- Account for the loss of 14 minutes due to our start time change

## 2018 Faculty Survey - Scheduling Data

- ▶ 65% of ABRHS faculty think it is in the best interest of our students to make a schedule change.
- ▶ 60% think a schedule change is important for teaching and learning across the whole school.
- ▶ In considering schedule change options, 65% of faculty think a rotating schedule with one dropped (50-60 minute class periods) would be beneficial for our students.

[Link to Survey Data](#)

Survey Committee members: Erica Cohen, Jen Gabel, Dan Goldner, Amy Houle, Peter Montalbano, Padmini Narayan, Katelyn Saaristo

	BLOCK	A1	B2	A1	B2	A1	B2	A1
P1	8:07-9:02(55)	1	7	6	5	4	3	2
P2	9:07-10:02 (55)	2	1	7	6	5	4	3
P3	10:08-11:06(58 includes announcements)	3	2	1	7	6	5	4
P4	11:11-12:47(55)-- ( Lunch 36,31,36)	4	3	2	1	7	6	5
P5	12:52-1:47 (55)	5	4	3	2	1	7	6
P6	1:52-2:47 (55)	6	5	4	3	2	1	7
P7	DROP	7	6	5	4	3	2	1

### 7 Period Drop 1 Rotation

	BLOCK	A1	B2	A1	B2	A1	B2	A1
P1	8:07-8:59 (52)	1	2	3	4	5	6	7
P2	9:04-9:56 (52)	2	3	4	5	6	7	1
P3	10:01-10:56 (55 announcements)	3	4	5	6	7	1	2
P4	11:01-12:53 (70) ( Lunch 37,32,37)	4	5	6	7	1	2	3
P5	12:58-1:50 (52)	5	6	7	1	2	3	4
P6	1:55-2:47 (52)	6	7	1	2	3	4	5
P7	DROP	7	1	2	3	4	5	6

### 7 Period drop 1 Rotation With Long Block

## Next Steps

**2018-2019:**

### **Feasibility Study**

Evaluate the impact of a seven period schedule on our current Master Schedule. Build a seven period schedule and fit our current eight period Master Schedule into it.

**2019-2020:**

### **Build and Implement a Seven Period Drop 1 Schedule**

Pilot both the 7 drop 1 and the 7 with rotating long block.

Make a final decision on options:

Return to 8 period schedule

Seven period drop 1 rotation

Seven period drop 1 rotation with long block

**2020-2021:**

### **Implement Schedule**

## Driving Question

*How can staff, students, and families support wellness and balance within a rich learning environment that provides opportunities for all students to experience success?*

## **School Improvement Goals**

**Goal 1: School and Student Wellness**

**Goal 2: Classroom Instruction and Assessment**

**Goal 3: Equity, Diversity, and Inclusion**

### **Goal 1: School and Student Wellness**

- Continue to support student wellness by evaluating the high school schedule and alternate schedules (including start time change) to make sure that we have a schedule that best supports student wellness.
- Continue our student learning series on building wellness strategies. During the 2018-2019 school year, we will focus on quarterly topics during wellness lunches, advisory lessons, and classroom connections.
- Help students identify strategies to promote resiliency and manage short term stress.

## **Goal 2: Classroom Instruction and Assessment**

- Individual departments will continue to work together to develop expectations for workload and assessment, including that it be a reasonable amount, that assessments are thoughtfully relevant and authentic, that assessments directly reflect the objectives of a course, unit, or lesson, and that consideration is given to the scheduling of assessments.
- Adjust midyear week timing and assessment calendar based on feedback from 2017-2018 .

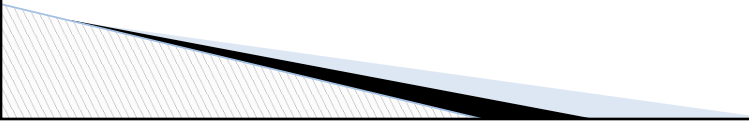
## **Goal 3: Equity, Diversity, and Inclusion**

- Train ABRHS Administration and Department Leaders using the SEED Equity training related to equity, diversity, and inclusion.
- Offer the SEED Equity training to all staff as part of our district-wide professional learning.
- Work with the Leadership Team and interested staff and students to create recommendations for staff and student professional learning and support.
- Create a series of Advisory Lessons that focus on sharing stories that create conversations to promote and foster mutual respect, understanding, empathy, and appreciation for diverse experiences.



# Thank you!

- ▶ Larry Dorey, Principal
- ▶ Beth Baker, Associate Principal
- ▶ Tina Vanasse, Data Manager



TO: Peter Light, Superintendent  
 FROM: Larry Dorey, Principal, ABRHS  
 DATE: November 8, 2018  
 SUBJECT: **ABRHS Class Size Report**

This report provides comparative data on historical class sizes at the high school. A detailed look at class size in the current school year is accompanied by a discussion of the high school scheduling process and the many other factors that influence class size on October 1 and throughout the school year.

**Overview of Class Size**

Class sizes at the high school have remained relatively consistent over the past five years. This year, with 1837 students, class sizes are similar to last year. Over the five year period shown in Table I, we see a gradual decline from an average of 21.35 students per class to an overall average of 20.73 students.

The annual October 1 Class Count Report (Appendix A) provides a detailed look at average class sizes for all major academic courses from 2013 to 2018

*TABLE I: October 1 Class Count 2014-2018 Summary*

	2018-2019			2017-2018			2016-2017			2015-2016			2014-2015		
Enrollment	N=1837			N=1830			N=1864			N=1902			N=1905		
Dept	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	89	1827.0	20.53	88	1796.5	20.41	88	1823	20.72	90	1863	20.70	89	1857	20.87
Soc St	92.0	1942.0	21.11	91.5	1953.5	21.35	94	2011	21.39	94	2074.5	22.07	93.5	2138.5	22.87
Math	93	2084	22.41	94	2081	22.14	94	2074.5	22.07	94	2060.5	21.92	93	2077	22.33
Science	97	1944.0	20.15	97	1943.5	20.04	96.5	1968.5	20.40	96	2022	21.06	94	1970	20.96
W Lang	74	1417	19.15	69	1442	20.90	70	1430	20.43	71	1447	20.38	74	1425	19.26
<b>Total</b>	<b>444.5</b>	<b>9214.0</b>	<b>20.73</b>	<b>439.5</b>	<b>9216.5</b>	<b>20.97</b>	<b>442.5</b>	<b>9307</b>	<b>21.03</b>	<b>445.0</b>	<b>9467</b>	<b>21.27</b>	<b>443.5</b>	<b>9468</b>	<b>21.35</b>

In addition to class size averages, the high school closely monitors class size ranges. In Table II, class size range on October 1 shows that 82% of classes have fewer than 25 students (up from 79% last year); 55% have fewer than 22 students. This reflects a slight shift toward consistently smaller class sizes since 2013 when 71% of classes had fewer than 25 students and 45% had fewer than 22 students.

*TABLE II: October 1 Class Size Range 2014-2018*

*(n sections and % of total sections)*

School Year	<19		19-21		22-24		25-27		28+	
	n	%	n	%	n	%	n	%	n	%
2018-19	126	27	128	28	126	27	57	12	28	6
2017-18	112.5	26	123.5	28	109	25	62	14	33	8
2016-17	101	23	131.5	30	123	28	59.5	13	27.5	6
2015-16	112.5	25	104	24	132.5	30	65	15	32	7
2014-15	100.5	23	119	27	121.5	27	78	18	24.5	6
2013-14	92.5	21	107.5	24	114	26	76.5	17	54	12

When constructing the high school schedule, we set as a priority to have class sizes smaller at the intermediate and beginner levels. Table III shows the distribution of class size this year among the various course levels. There are times that an exact balance is not possible, and factors influencing class size are addressed later in this document, however, in the school as a whole, Honors/Advanced Placement courses average 23 students per class, Accelerated/Enriched classes average 21 students, College Preparatory classes average 20 students, and College Preparatory 1 classes average 13 students.

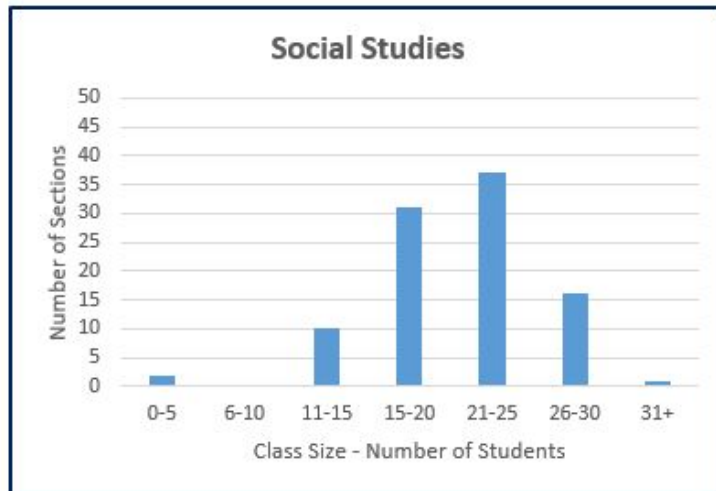
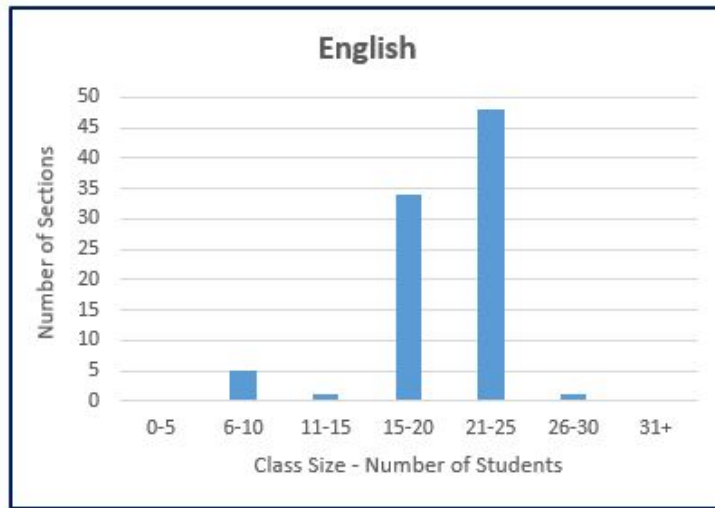
TABLE III: Average Class Size in Leveled Courses, October 1, 2018

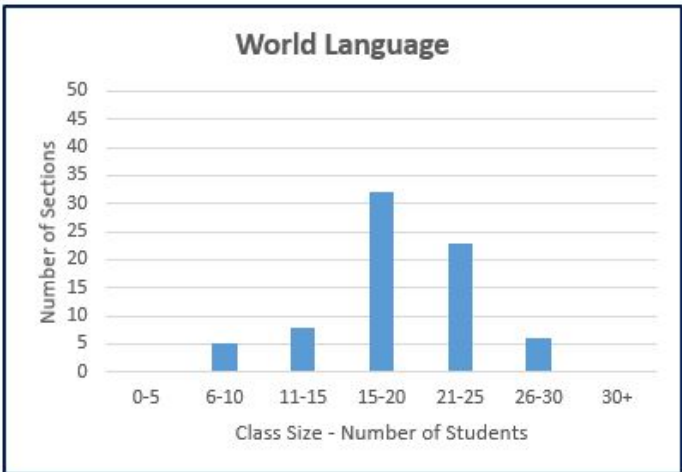
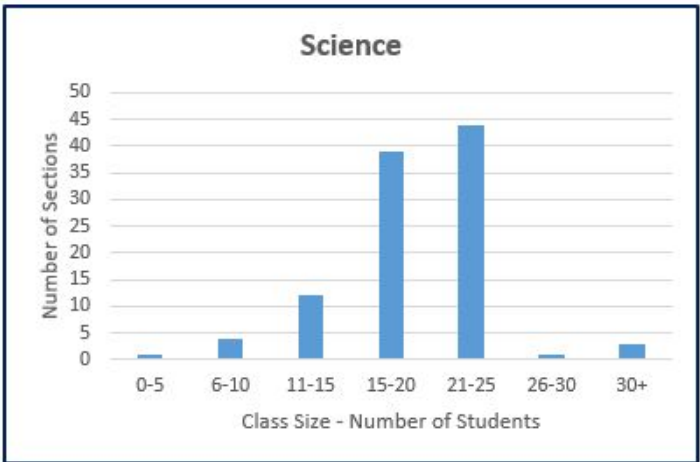
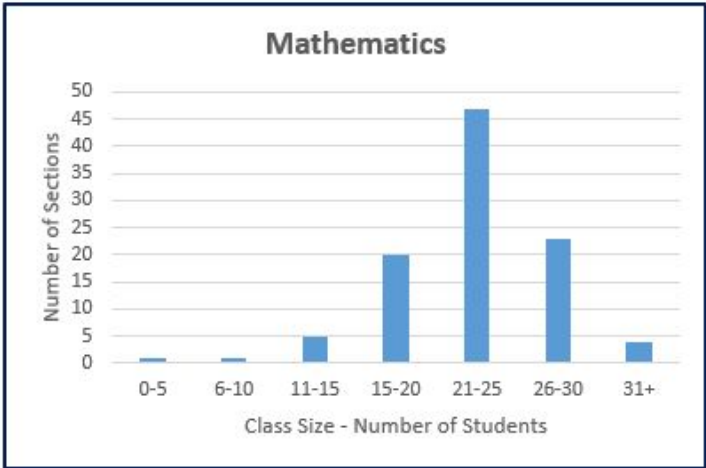
		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	135	24	26	25	34	26
	# Enrolled	3126	539	619	633	770	565
	Average	23	22	24	25	23	22
AE	# Sections	136	19	38	34	29	16
	# Enrolled	2922	399	838	815	603	267
	Average	21	21	22	24	21	17
CP	# Sections	70	6	15	25	21	3
	# Enrolled	1380	130	265	533	401	51
	Average	20	22	18	21	19	17
CP1	# Sections	25	6	4	9	6	
	# Enrolled	331	73	49	138	71	
	Average	13	12	12	15	12	

H/AP = Honors/Advanced Placement; AE = Accelerated/Enriched; CP = College Preparatory; CP1 = College Preparatory 1

Looking more deeply into class size range, we break the class sizes down by department to monitor that the majority of classes are in our target range. As illustrated in Table IV, each department maintains most classes in the 16 to 25 range. We also look at the class size outliers. In each of the departments, the smallest size classes are our CP1 and Foundations level classes.

*Table IV: Class Size Distribution by Department, October 1, 2018*





## **The Scheduling Process**

In order to meet the scheduling needs of our 1,837 students, the high school has developed a multi-step scheduling process. Using scheduling software that is able to consider thousands of criteria simultaneously, the high school creates a new master schedule each year based on the course requests submitted by students in March. The scheduling process is guided by the following goals:

- Create balanced student enrollment across common sections
- When possible create smaller class sizes at the intermediate academic levels
- Maintain balanced teaching loads
- Schedule 100% of the course requests for 80-85% of the students.

The process formally begins in February and is completed in late spring. The specific steps of the process are as follows:

- In February, the Program of Studies, with approximately 150 course offerings for the coming school year, is posted on the school website.
- In March, course level recommendations are discussed with students and put into PowerSchool by teachers.
- Students register for classes online via the PowerSchool Portal
- From March until May students are allowed to seek to override recommended classes and to make limited elective changes.
- Administration and Department Leaders meet to determine number of sections based on student requests and available FTEs
- Department Leaders submit teaching assignments
- Administration creates a master schedule based on teaching assignments, student requests, room assignments and other scheduling constraints.
- Counselors work with the small percentage of students who have a course request that cannot be filled
- Schedules are distributed to students in August
- Students and parents make various requests for schedule changes throughout August

See Appendix B for Course Scheduling Dates for the 2018-19 Year.

## Factors Influencing Class Size Range

### Appeals Process and Course Changes

When student schedules are posted on the parent portal in early August, students are given the opportunity to submit appeals for schedule changes. This summer we received 353 change requests. The majority of change requests were from students who wished to

- drop or add an elective,
- drop a course level to make course load more manageable,
- rearrange their schedule after finding that they had been scheduled for 5 academic classes in a row,
- switch teachers if they or a sibling had the teacher previously.

Once the school year begins, students may meet with their counselor to submit additional change requests. Sometimes students find their schedule is too challenging or have an interest in a different elective or, in some cases, need additional support services and shift their schedule to accommodate the new services. This year, 424 students made changes to their schedules between the first day of school and October 1<sup>st</sup>, comprising 660 changes.

Although these changes create a strain on the class balances set in the spring, we support allowing these appeals to give all students a chance to have a schedule that is challenging yet manageable and fair. In creating sections in the spring, we anticipate class level changes that will shift class sizes. Although we can never be sure of the exact number of level changes in a given year, we establish class sizes in the beginning that can accommodate the changes we typically see.

Table V shows the effect class level changes had on several courses last year.

*TABLE V: Changes in Class Size from October 1, 2017 to June 2018*

	Oct 1 2017		June 1 2018	
	Enrolled	Ave Class Size	Enrolled	Ave Class Size
<b>PreCalc H</b>	63	32	58	29
<b>PreCalc AE</b>	167	24	160	23
<b>PreCalc CP</b>	172	22	174	22
<b>Chemistry H</b>	166	28	147	25
<b>Chemistry AE</b>	178	22	180	23
<b>Chemistry CP</b>	104	17	119	20
<b>Physics H</b>	90	30	78	26
<b>Physics AE</b>	131	22	139	23
<b>Physics CP</b>	134	19	130	19

### Room availability

Class size is also affected by classroom availability. In our current 8-period schedule, there are certain periods of the day that room space is at a premium. All students have lunch scheduled during period 4, 5, 6, or 7. With fewer students available to enroll in classes, many classrooms are available during these periods; however, very few classrooms are open periods 1, 2, 3 and 8, when all students are available for scheduling. Some of our largest classes occur during these periods.

*Table VI: Number of Empty Classrooms Available 2018-19*

Empty Classrooms Available 2018-19							
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
0	1	1	8	16	10	12	3



**Appendix A - ABRHS October 1 Class Count**

		2018-2019			2017-2018			2016-2017			2015-2016			2014-2015			2013-2014		
	<b>Enrollment</b>	<b>N = 1837</b>			<b>N=1830</b>			<b>N=1864</b>			<b>N=1902</b>			<b>N=1905</b>			<b>N=1960</b>		
sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	English I -H	6	132	22.00	6	133	22.17	5	111	22.20	5	111	22.20	4	93	23.25	4	87	21.75
	English I	15	288	19.20	14	266	19.00	15	310	20.67	17	333	19.59	16	324	20.25	16	341	21.31
	English I CP1 (Trn)	1	13	13.00	1	9	9.00	1	8	8.00	1	11	11.00	1	13	13.00	1	14	14.00
	English I CP1 (Ind)	2	18	9.00	1	13	13.00	1	9	9.00	1	15	15.00	1	15	15.00	1	15	15.00
	Foundations	1	9	9.00															
	<b>Total English I</b>	<b>25</b>	<b>460</b>	<b>18.40</b>	<b>22</b>	<b>421</b>	<b>19.14</b>	<b>22</b>	<b>438</b>	<b>19.91</b>	<b>24</b>	<b>470</b>	<b>19.58</b>	<b>22</b>	<b>445</b>	<b>20.23</b>	<b>22</b>	<b>457</b>	<b>20.77</b>
	American Studies -AE	2	35	17.50	3	65	21.67	2	40	20.00	4	88	22.00	2	51	25.50	3	70	23.33
	English II - H	7	150	21.43	7	150	21.43	7	154	22.00	6	124	20.67	6	123	20.50	5	129	25.80
	English II - AE	8	166	20.75	7	144	20.57	9	187	20.78	7	129	18.43	9	184	20.44	8	172	21.50
	English II - CP	3	60	20.00	3	69	23.00	4	76	19.00	4	89	22.25	4	93	23.25	4	93	23.25
	English II CP 1(Ind)	1	16	16.00	1	11	11.00	2	19	9.50	1	16	16.00	1	14	14.00	1	11	11.00
	<b>Total English II</b>	<b>21</b>	<b>427</b>	<b>20.33</b>	<b>21</b>	<b>439</b>	<b>20.90</b>	<b>24</b>	<b>476</b>	<b>19.83</b>	<b>22</b>	<b>446</b>	<b>20.27</b>	<b>22</b>	<b>465</b>	<b>21.14</b>	<b>21</b>	<b>475</b>	<b>22.62</b>
	English III - H	7	167	23.86	7	164	23.43	6	149	24.83	6	133	22.17	6	130	21.67	4	107	26.75
	English III - AE	9	198	22.00	10	221	22.10	9	203	22.56	10	223	22.30	10	256	25.60	11	254	23.09
	English III - CP	3	70	23.33	4	82	20.50	4	84	21.00	4	87	21.75	4	73	18.25	5	97	19.40
	English III - CP 1	1	6	6.00	1	15	15.00	1	10	10.00	1	16	16.00	1	11	11.00	1	10	10.00
	<b>Total English III</b>	<b>20</b>	<b>441</b>	<b>22.05</b>	<b>22</b>	<b>482</b>	<b>21.91</b>	<b>20</b>	<b>446</b>	<b>22.30</b>	<b>21</b>	<b>459</b>	<b>21.86</b>	<b>21</b>	<b>470</b>	<b>22.38</b>	<b>21</b>	<b>468</b>	<b>22.29</b>
	English IV - H	4	90	22.50	3	64	21.33	2	44	22.00	3	62	20.67	2	45	22.50	3	59	19.67
	English IV - Project	2	51	25.50	2	47	23.50	2	54	27.00	2	56	28.00	3	65	21.67	4	84	21.00
	Senior English Electives	15	328	21.87	16	327.5	20.47	16	342	21.38	15	343	22.87	16	343	21.44	15	344.5	22.97
	English IV - CP 1	1	20	20.00	1	8	8.00	1	17	17.00	1	13	13.00	1	14	14.00	1	18	18.00
	<b>Total English IV</b>	<b>22</b>	<b>489</b>	<b>22.23</b>	<b>22</b>	<b>446.5</b>	<b>20.30</b>	<b>21</b>	<b>457</b>	<b>21.76</b>	<b>21</b>	<b>474</b>	<b>22.57</b>	<b>22</b>	<b>467</b>	<b>21.23</b>	<b>23</b>	<b>505.5</b>	<b>21.98</b>
	MAP I & II	1	10	10.00	1	8	8.00	1	6	6.00	2	14	7.00	2	10	5.00	2	7	3.50
	<b>Total</b>	<b>1</b>	<b>10</b>	<b>10.00</b>	<b>1</b>	<b>8</b>	<b>8.00</b>	<b>1</b>	<b>6</b>	<b>6.00</b>	<b>2</b>	<b>14</b>	<b>7.00</b>	<b>2</b>	<b>10</b>	<b>5.00</b>	<b>2</b>	<b>7</b>	<b>3.50</b>
	<b>Grand Total English</b>	<b>89</b>	<b>1827</b>	<b>20.53</b>	<b>88</b>	<b>1796.5</b>	<b>20.41</b>	<b>88</b>	<b>1823</b>	<b>20.72</b>	<b>90</b>	<b>1863</b>	<b>20.70</b>	<b>89</b>	<b>1857</b>	<b>20.87</b>	<b>89</b>	<b>1912.5</b>	<b>21.49</b>



		2018-2019			2017-2018			2016-2017			2015-2016			2014-2015			2013-2014		
sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	W. History - H	6	134	22.33	4	105	26.25	4	94	23.50	5	115	23.00	2	43	21.50	2	49	24.50
	W. History - AE	11	221	20.09	11	234	21.27	11	255	23.18	12	272	22.67	12	279	23.25	15	298	19.87
	W. History - CP	5	80	16.00	5	71	14.20	5	80	16.00	5	76	15.20	6	113	18.83	5	100	20.00
	W. History CP 1 (Trn)	1	13	13.00	1	9	9.00	1	8	8.00	1	11	11.00	1	13	13.00	1	14	14.00
	<b>W. History Total</b>	<b>23</b>	<b>448</b>	<b>19.48</b>	<b>21</b>	<b>419</b>	<b>19.95</b>	<b>21</b>	<b>437</b>	<b>20.81</b>	<b>23</b>	<b>474</b>	<b>20.61</b>	<b>21</b>	<b>448</b>	<b>21.33</b>	<b>23</b>	<b>461</b>	<b>20.04</b>
	American Studies -AE	2	35	17.50	3	65	21.67	2	40	20.00	4	88	22.00	2	51	25.50	3	70	23.33
	USH/GOV I -H	4	115	28.75	4	108	27.00	4	108	27.00	3	64	21.33	3	64	21.33	4	90	22.50
	USH/GOV I -AE	10	213	21.30	9	199	22.11	11	252	22.91	9	218	24.22	11	246	22.36	9	230	25.56
	USH/GOV I - CP	3	56	18.67	4	71	17.75	4	70	17.50	4	77	19.25	4	98	24.50	4	85	21.25
	USH/GOV I - CP 1	1	5	5.00	1	5	5.00	1	9	9.00	1	11	11.00	1	14	14.00	1	12	12.00
	<b>Total USH/GOV I</b>	<b>20</b>	<b>424</b>	<b>21.20</b>	<b>21</b>	<b>448</b>	<b>21.33</b>	<b>22</b>	<b>479</b>	<b>21.77</b>	<b>21</b>	<b>458</b>	<b>21.81</b>	<b>21</b>	<b>473</b>	<b>22.52</b>	<b>21</b>	<b>487</b>	<b>23.19</b>
	USH/GOV II -H	5	111	22.20	6	161	26.83	5	108	21.60	4	104	26.00	5	124	24.80	4	104	26.00
	USH/GOV II -AE	10	248	24.80	10	240	24.00	11	264	24.00	11	254	23.09	12	270	22.50	12	276	23.00
	USH/GOV II -CP	4	76	19.00	4	68	17.00	4	70	17.50	5	93	18.60	4	84	21.00	4	85	21.25
	USH/GOV II - CP1	1	11	11.00	1	19	19.00	1	13	13.00	1	18	18.00	0	0	0.00	0	0	0.00
	<b>Total USH/GOV II</b>	<b>20</b>	<b>446</b>	<b>22.30</b>	<b>21</b>	<b>488</b>	<b>23.24</b>	<b>21</b>	<b>455</b>	<b>21.67</b>	<b>21</b>	<b>469</b>	<b>22.33</b>	<b>21</b>	<b>478</b>	<b>22.76</b>	<b>20</b>	<b>465</b>	<b>23.25</b>
	Psych - H	6	160	26.67	5	121	24.20	3	130	43.33	3	128	42.67	3	173	57.67	3	167	55.67
	Psych -AE	5	121	24.20	7	140	20.00	7	149	21.29	6	131	21.83	6	125	20.83	7	158	22.57
	Psych - CP	3	53	17.67	2	37	18.50	3	49	16.33	2	37	18.50	3	57	19.00	3	53	17.67
	<b>Total Psych</b>	<b>14</b>	<b>334</b>	<b>23.86</b>	<b>14</b>	<b>298</b>	<b>21.29</b>	<b>13</b>	<b>328</b>	<b>25.23</b>	<b>11</b>	<b>296</b>	<b>26.91</b>	<b>12</b>	<b>355</b>	<b>29.58</b>	<b>13</b>	<b>378</b>	<b>29.08</b>
sem	Sociology	2	32.5	16.25	2	38.5	19.25	3	51	17.00	3	59	19.67	3	59.5	19.83	2	48.5	24.25
sem	Holocaust (Facing Hist.)	0.5	6	12.00	0.5	7	14.00	0.5	7.5	15.00	0.5	11.5	23.00	1	20.5	20.50	0.5	12	24.00
sem	You and the Law	1.5	19.5	13.00	1	19	19.00	1.5	24.5	16.33	1.5	22	14.67	1	23.5	23.50	1	24.5	24.50
	European Hist-H/AP	2	34	17.00	2	54	27.00	2	61	30.50	2	60	30.00	2	50	25.00	2	57	28.50
	Economics	3	83	27.67	3	68	22.67	3	59	19.67	4	96	24.00	3	74	24.67	5	113	22.60
	International Relations	3	65	21.67	3	72	24.00	3	63	21.00	4	89	22.25	3	84	28.00	3	67	22.33
sem	Political Science	1	27	27.00	1	24	24.00	2	29	14.50	1	19	19.00	1	21	21.00	1	14.5	14.50
sem	Current Events	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1.5	31.5	21.00	1.5	29.5	19.70
sem	Pub. Speak. Deb.	0	0	0.00	0	0	0.00	0	0	0.00	1	16	16.00	1	14.5	14.50	0.5	8.5	17.00
	Hisory Foundations	1	20	20.00	1	12	12.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	History Fundamentals	0	0	0.00	0	0	0.00	1	14	14.00	0	0	0.00	0	0	0.00	0	0	0.00
	MAP I & II, WH, Psy	1	3	3.00	1	6	6.00	1	3	3.00	1	5	5.00	2	6	3.00	2	5	2.50
	<b>Misc. SS Totals</b>	<b>15</b>	<b>290</b>	<b>19.33</b>	<b>14.5</b>	<b>300.5</b>	<b>20.72</b>	<b>17</b>	<b>312</b>	<b>18.35</b>	<b>18</b>	<b>377.5</b>	<b>20.97</b>	<b>18.5</b>	<b>384.5</b>	<b>20.78</b>	<b>18.5</b>	<b>379.5</b>	<b>20.51</b>
	<b>Grand Total Soc. St.</b>	<b>92</b>	<b>1942</b>	<b>21.11</b>	<b>91.5</b>	<b>1953.5</b>	<b>21.35</b>	<b>94</b>	<b>2011</b>	<b>21.39</b>	<b>94</b>	<b>2074.5</b>	<b>22.07</b>	<b>93.5</b>	<b>2138.5</b>	<b>22.87</b>	<b>95.5</b>	<b>2170.5</b>	<b>22.73</b>



sem	Course	2018-2019			2017-2018			2016-2017			2015-2016			2014-2015			2013-2014		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	El.Algebra I-1 CP1	2	33	16.50	2	18	9.00	2	31	15.50	2	38	19.00	2	28	14.00	2	24	12.00
	El. Algebra 1 -1 CP1 (Trn)	1	12	12.00	1	5	5.00	1	4	4.00	1	9	9.00	1	10	10.00	1	10	10.00
	El.Algebra I -2 CP 1	1	23	23.00	2	45	22.50	2	42	21.00	2	44	22.00	2	44	22.00	2	48	24.00
	Algebra I - H	1	19	19.00	1	22	22.00	2	40	20.00	2	44	22.00	1	28	28.00	2	41	20.50
	Algebra I - AE	6	136	22.67	6	135	22.50	6	126	21.00	7	153	21.86	6	116	19.33	7	164	23.43
	Algebra I - CP	5	101	20.20	5	88	17.60	5	99	19.80	6	100	16.67	6	130	21.67	5	114	22.80
	Foundations	1	9	9.00	1	7	7.00	1	3	3.00	1	8	8.00	1	13	13.00	1	11	11.00
	<b>Total Algebra</b>	<b>17</b>	<b>333</b>	<b>19.59</b>	<b>18</b>	<b>320</b>	<b>17.78</b>	<b>19</b>	<b>345</b>	<b>18.16</b>	<b>21</b>	<b>396</b>	<b>18.86</b>	<b>19</b>	<b>369</b>	<b>19.42</b>	<b>20</b>	<b>412</b>	<b>20.60</b>
	Geometry CP1	2	34	17.00	2	30	15.00	1	31	31.00	2	25	12.50	1	24	24.00	1	23	23.00
	Geometry - H	4	95	23.75	4	104	26.00	4	107	26.75	4	110	27.50	4	105	26.25	3	88	29.33
	Geometry - AE	8	194	24.25	8	177	22.13	9	227	25.22	6	155	25.83	8	203	25.38	8	177	22.13
	Geometry - CP	6	127	21.17	7	133	19.00	8	139	17.38	8	154	19.25	8	162	20.25	8	157	19.63
	<b>Total Geometry</b>	<b>20</b>	<b>450</b>	<b>22.50</b>	<b>21</b>	<b>444</b>	<b>21.14</b>	<b>22</b>	<b>504</b>	<b>22.91</b>	<b>20</b>	<b>444</b>	<b>22.20</b>	<b>21</b>	<b>494</b>	<b>23.52</b>	<b>20</b>	<b>445</b>	<b>22.25</b>
	Algebra II - H	3	91	30.33	4	107	26.75	3	91	30.33	4	112	28.00	3	77	25.67	3	96	32.00
	Algebra II - AE	7	173	24.71	8	216	27.00	7	176	25.14	8	194	24.25	7	173	24.71	8	197	24.63
	Algebra II - CP	7	146	20.86	7	140	20.00	9	169	18.78	4	76	19.00	8	159	19.88	0	0	0.00
	Algebra II - CP/CP 1	0	0	0.00	0	0	0.00	0	0	0.00	5	107	21.40	0	0	0.00	9	198	22.00
	Algebra II CP 1	2	27	13.50	1	20	20.00	1	15	0.00	0	0	0.00	1	14	14.00	0	0	0.00
	<b>Total Algebra II</b>	<b>19</b>	<b>437</b>	<b>23.00</b>	<b>20</b>	<b>483</b>	<b>24.15</b>	<b>20</b>	<b>451</b>	<b>22.55</b>	<b>21</b>	<b>489</b>	<b>23.29</b>	<b>19</b>	<b>423</b>	<b>22.26</b>	<b>20</b>	<b>491</b>	<b>24.55</b>
	Precalc/Intro Calc H	3	84	28.00	2	63	31.50	2	64	32.00	2	56	28.00	3	75	25.00	2	66	33.00
	Precalc/Intro Calc AE	8	182	22.75	7	167	23.86	8	193	24.13	6	137	22.83	7	187	26.71	7	178	25.43
	Precalculus CP	7	159	22.71	8	172	21.50	8	170	21.25	8	173	21.63	8	173	21.63	8	173	21.63
	<b>Total Trigonometry</b>	<b>18</b>	<b>425</b>	<b>23.61</b>	<b>17</b>	<b>402</b>	<b>23.65</b>	<b>18</b>	<b>427</b>	<b>23.72</b>	<b>16</b>	<b>366</b>	<b>22.88</b>	<b>18</b>	<b>435</b>	<b>24.17</b>	<b>17</b>	<b>417</b>	<b>24.53</b>
	Calculus AE	1	15	15.00	1	19	19.00	1	18	18.00	1	16	16.00	1	14	14.00	1	19	19.00
	BC Calc-H/AP	1	38	38.00	1	43	43.00	1	30	30.00	1	40	40.00	1	35	35.00	1	41	41.00
	AB Calc - H/AP	5	111	22.20	4	95	23.75	3	73	24.33	4	101	25.25	4	95	23.75	4	111	27.75
	<b>Total Calculus</b>	<b>7</b>	<b>164</b>	<b>23.43</b>	<b>6</b>	<b>157</b>	<b>26.17</b>	<b>5</b>	<b>121</b>	<b>24.20</b>	<b>6</b>	<b>157</b>	<b>26.17</b>	<b>6</b>	<b>144</b>	<b>24.00</b>	<b>6</b>	<b>171</b>	<b>28.50</b>
sem	JAVA Prog - H/AP	2	53.5	26.75	1.5	37	24.67	1	23	23.00	1.5	30.5	20.33	1.5	35	23.33	1.5	32	21.33
sem	Intro to JAVA	2	57.5	28.75	1.5	42	28.00	1	26.5	26.50	1.5	36.5	24.33	1.5	39	26.00	1.5	38	25.33
	MAP I & II/ConsumMth	1	2	2.00	1	2	2.00	1	3	3.00	2	13	6.50	2	5	2.50	2	2	1.00
sem	Prob/Stat	2	47	23.50	2.5	70	28.00	2	55.5	27.75	2	54	27.00	2	55	27.50	1.5	44.5	29.67
	Accounting	1	28	28.00	1	22	22.00	1	26	26.00	1	22	22.00	1	25	25.00	1	27	27.00
sem	STATS H/AP	2	44	22.00	2.5	65	26.00	2	53.5	26.75	2	52.5	26.25	2	53	26.50	1.5	42	28.00
	Exploring Comp. Sci.	2	43	21.50	2	37	18.50	2	39	19.50	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Misc. Math Totals</b>	<b>12</b>	<b>275</b>	<b>22.92</b>	<b>12</b>	<b>275</b>	<b>22.92</b>	<b>10</b>	<b>226.5</b>	<b>22.65</b>	<b>10</b>	<b>208.5</b>	<b>20.85</b>	<b>10</b>	<b>212</b>	<b>21.20</b>	<b>9</b>	<b>185.5</b>	<b>20.61</b>
	<b>Grand Total Math</b>	<b>93</b>	<b>2084</b>	<b>22.41</b>	<b>94</b>	<b>2081</b>	<b>22.14</b>	<b>94</b>	<b>2074.5</b>	<b>22.07</b>	<b>94</b>	<b>2060.5</b>	<b>21.92</b>	<b>93</b>	<b>2077</b>	<b>22.33</b>	<b>92</b>	<b>2121.5</b>	<b>23.06</b>



sem	Course	2018-2019			2017-2018			2016-2017			2015-2016			2014-2015			2013-2014		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Earth Science - H	6	114	19.00	4	78	19.50	4	93	23.25	5	125	25.00	3	74	24.67	4	87	21.75
	Earth Science - AE	7	127	18.14	7	138	19.71	8	157	19.63	6	132	22.00	7	161	23.00	7	180	25.71
	Earth Science - CP	5	74	14.80	3	55	18.33	3	59	19.67	5	79	15.80	6	93	15.50	5	84	16.80
	Earth Science - CP1	1	10	10.00	1	8	8.00	1	8	8.00	1	7	7.00	0	0	0.00	0	0	0.00
	Earth Science CP1 (Trn)	1	13	13.00	1	9	9.00	1	8	8.00	1	11	11.00	1	13	13.00	1	14	14.00
	<b>Total Earth Science</b>	<b>20</b>	<b>338</b>	<b>16.90</b>	<b>16</b>	<b>288</b>	<b>18.00</b>	<b>17</b>	<b>325</b>	<b>19.12</b>	<b>18</b>	<b>354</b>	<b>19.67</b>	<b>17</b>	<b>341</b>	<b>20.06</b>	<b>17</b>	<b>365</b>	<b>21.47</b>
	Biology - H	9	205	22.78	8	213	26.63	8	210	26.25	7	194	27.71	7	176	25.14	6	182	30.33
	Biology - AE	6	123	20.50	7	150	21.43	7	151	21.57	6	143	23.83	7	166	23.71	6	160	26.67
	Biology - CP	4	77	19.25	4	78	19.50	5	93	18.60	6	103	17.17	6	107	17.83	5	90	18.00
	Biology - CP1	1	12	12.00	2	15	7.50	2	19	9.50	2	33	16.50	2	25	12.50	2	30	15.00
	<b>Total Biology</b>	<b>20</b>	<b>417</b>	<b>20.85</b>	<b>21</b>	<b>456</b>	<b>21.71</b>	<b>22</b>	<b>473</b>	<b>21.50</b>	<b>21</b>	<b>473</b>	<b>22.52</b>	<b>22</b>	<b>474</b>	<b>21.55</b>	<b>19</b>	<b>462</b>	<b>24.32</b>
	Chemistry-H	6	134	22.33	6	166	27.67	6	127	21.17	5	118	23.60	5	111	22.20	4	115	28.75
	Chemistry-AE	8	183	22.88	8	178	22.25	8	163	20.38	7	159	22.71	7	161	23.00	8	170	21.25
	Chemistry-CP	5	96	19.20	6	104	17.33	7	145	20.71	9	155	17.22	8	149	18.63	9	175	19.44
	<b>Total Chemistry</b>	<b>19</b>	<b>413</b>	<b>21.74</b>	<b>20</b>	<b>448</b>	<b>22.40</b>	<b>21</b>	<b>435</b>	<b>20.71</b>	<b>21</b>	<b>432</b>	<b>20.57</b>	<b>20</b>	<b>421</b>	<b>21.05</b>	<b>21</b>	<b>460</b>	<b>21.90</b>
	Physics - H/AP	3	97	32.33	3	90	30.00	3	77	25.67	3	83	27.67	3	87	29.00	4	101	25.25
	Physics - AE	8	170	21.25	6	131	21.83	7	163	23.29	6	152	25.33	6	147	24.50	7	169	24.14
	Physics - CP	6	130	21.67	7	134	19.14	7	140	20.00	8	150	18.75	9	167	18.56	7	150	21.43
	<b>Total Physics</b>	<b>17</b>	<b>397</b>	<b>23.35</b>	<b>16</b>	<b>355</b>	<b>22.19</b>	<b>17</b>	<b>380</b>	<b>22.35</b>	<b>17</b>	<b>385</b>	<b>22.65</b>	<b>18</b>	<b>401</b>	<b>22.28</b>	<b>18</b>	<b>420</b>	<b>23.33</b>
	Found/Fundamentals CP1	0	0	0.00	1	6	6.00	1	10	10.00	1	7	7.00	2	20	10.00	2	17	8.50
	Env. Sci.-AP	3	64	21.33	4	84	21.00	3	59	19.67	2	42	21.00	2	46	23.00	2	52	26.00
	Adv. Chem. - AP	3	75	25.00	2	45	22.50	2	39	19.50	2	51	25.50	2	45	22.50	3	56	18.67
	Adv. Bio - AP	4	81	20.25	4	83	20.75	3	67	22.33	3	81	27.00	4	96	24.00	4	95	23.75
	Sci Tech CP1	0	0	0.00	2	23	0.00	0	0	0.00	2	30	15.00	0	0	0.00	2	26	13.00
	Human Body CP1	1	13	13.00	0	0	0.00	0.5	11	22.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Bioethics	1.5	25	16.67	2	36	18.00	2	31.5	15.75	2	37.5	18.75	1	19	19.00	1	23.5	23.50
sem	Anat/Phys	2	35.5	17.75	2	34	17.00	2	40	20.00	2	40	20.00	1	28	28.00	1.5	39	26.00
	Physical Science CP	1	24	24.00	2	33	16.50	1	22	22.00	1	23	23.00	1	26	26.00	1	29	29.00
	Physical Science CP 1	1	10	10.00	1	14	14.00	1	14	14.00	1	13	13.00	1	18	18.00	0	0	0.00
sem	Sci. & Environment CP1	1	12.5	12.50	0	0	0.00	0.5	9	18.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Oceanography	1	21.5	21.50	2	24	12.00	1.5	31.5	21.00	2	43.5	21.75	1	18.5	18.50	1.5	37	24.67
sem	Engineering	1	13.5	13.50	1	10.5	10.50	1	17.5	17.50	0	0	0.00	1	10.5	0.00	0	0	0.00
	MAP I & II	1	4	4.00	1	4	4.00	1	4	4.00	1	10	10.00	1	6	6.00	1	4	4.00
	<b>Misc. Science Totals</b>	<b>20.5</b>	<b>379</b>	<b>18.49</b>	<b>24</b>	<b>396.5</b>	<b>16.52</b>	<b>19.5</b>	<b>355.5</b>	<b>18.23</b>	<b>19</b>	<b>378</b>	<b>19.89</b>	<b>17</b>	<b>333</b>	<b>19.59</b>	<b>19</b>	<b>378.5</b>	<b>19.92</b>
	<b>Grand Total Science</b>	<b>96.5</b>	<b>1944</b>	<b>20.15</b>	<b>97</b>	<b>1943.5</b>	<b>20.04</b>	<b>96.5</b>	<b>1968.5</b>	<b>20.40</b>	<b>96</b>	<b>2022</b>	<b>21.06</b>	<b>94</b>	<b>1970</b>	<b>20.96</b>	<b>94</b>	<b>2085.5</b>	<b>22.19</b>



SEM	Course	2018-2019			2017-2018			2016-2017			2015-2016			2014-2015			2013-2014		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	French I	1	13	13.00	1	21	21.00	1	15	15.00	1	16	16.00	1	17	17.00	1	21	21.00
	French II - H	3	54	18.00	2	55	27.50	2	59	29.50	2	55	27.50	2	59	29.50	2	35	17.50
	French II - AE	0	0	0.00	0	0	0.00	0	0	0.00	2	49	24.50	2	33	16.50	2	52	26.00
	French II - AE/CP	3	62	20.67	2	44	22.00	2	51	25.50	0	0	0.00	0	0	0.00	0	0	0.00
	French II - CP	0	0	0.00	0	0	0.00	0	0	0.00	1	12	12.00	1	18	18.00	1	19	19.00
	<b>Total French I&amp;II</b>	<b>7</b>	<b>129</b>	<b>18.43</b>	<b>5</b>	<b>120</b>	<b>24.00</b>	<b>5</b>	<b>125</b>	<b>25.00</b>	<b>6</b>	<b>132</b>	<b>22.00</b>	<b>6</b>	<b>127</b>	<b>21.17</b>	<b>6</b>	<b>127</b>	<b>21.17</b>
	French III - H	3	51	17.00	2	56	28.00	2	56	28.00	2	59	29.50	2	42	21.00	2	37	18.50
	French III - AE	0	0	0.00	0	0	0.00	2	39	19.50	1	24	24.00	2	36	18.00	2	39	19.50
	French III - CP	0	0	0.00	0	0	0.00	1	11	11.00	1	14	14.00	1	17	17.00	1	24	24.00
	French III - AE/CP	2	39	19.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	French III-AE/IV-CP	0	0	0.00	2	53	26.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	French III-CP/IV-CP	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total French III</b>	<b>5</b>	<b>90</b>	<b>18.00</b>	<b>4</b>	<b>109</b>	<b>27.25</b>	<b>5</b>	<b>106</b>	<b>21.20</b>	<b>4</b>	<b>97</b>	<b>24.25</b>	<b>5</b>	<b>95</b>	<b>19.00</b>	<b>5</b>	<b>100</b>	<b>20.00</b>
	French IV-CP	0	0	0.00	0	0	0.00	1	12	12.00	1	10	10.00	1	14	14.00	1	10	10.00
	French IV -AE	0	0	0.00	0	0	0.00	1	19	19.00	0	0	0.00	0	0	0.00	0	0	0.00
	French IV-H/V-AE	2	57	28.50	2	49	24.50	2	52	26.00	2	37	18.50	2	36	18.00	2	47	23.50
	French IV-AE/IV-CP/V-CP	2	41	20.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	French IV-AE/V-CP	0	0	0.00	2	35	17.50	0	0	0.00	1	29	29.00	2	31	15.50	2	36	18.00
	<b>Total French IV</b>	<b>4</b>	<b>98</b>	<b>24.50</b>	<b>4</b>	<b>84</b>	<b>21.00</b>	<b>4</b>	<b>83</b>	<b>20.75</b>	<b>4</b>	<b>76</b>	<b>19.00</b>	<b>5</b>	<b>81</b>	<b>16.20</b>	<b>5</b>	<b>93</b>	<b>18.60</b>
	French V-H/AP	1	23	23.00	2	26	13.00	1	24	24.00	1	19	19.00	1	24	24.00	1	19	19.00
	<b>Total French V</b>	<b>1</b>	<b>23</b>	<b>23.00</b>	<b>2</b>	<b>26</b>	<b>13.00</b>	<b>1</b>	<b>24</b>	<b>24.00</b>	<b>1</b>	<b>19</b>	<b>19.00</b>	<b>1</b>	<b>24</b>	<b>24.00</b>	<b>1</b>	<b>19</b>	<b>19.00</b>
	<b>Grand Total French</b>	<b>17</b>	<b>340</b>	<b>20.00</b>	<b>15</b>	<b>339</b>	<b>22.60</b>	<b>15</b>	<b>338</b>	<b>22.53</b>	<b>15</b>	<b>324</b>	<b>21.60</b>	<b>17</b>	<b>327</b>	<b>19.24</b>	<b>17</b>	<b>339</b>	<b>19.94</b>
	Spanish I	4	48	12.00	2	47	23.50	4	61	15.25	2	47	23.50	0	0	0.00	0	0	0.00
	Spanish I Part 1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	37	18.50	2	25	12.50
	Spanish I Part 2	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	25	12.50	3	46	15.33
	Spanish I - AE	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00	1	25	25.00	1	21	21.00
	<b>Total Spanish I</b>	<b>4</b>	<b>48</b>	<b>12.00</b>	<b>2</b>	<b>47</b>	<b>23.50</b>	<b>4</b>	<b>61</b>	<b>15.25</b>	<b>3</b>	<b>61</b>	<b>20.33</b>	<b>5</b>	<b>87</b>	<b>17.40</b>	<b>6</b>	<b>92</b>	<b>15.33</b>
	Spanish II	3	50	16.67	4	55	13.75	3	41	13.67	2	41	20.50	0	0	0.00	0	0	0.00
	Spanish II-CP	0	0	0.00	0	0	0.00	2	38	19.00	3	63	21.00	4	93	23.25	4	94	23.50
	Spanish II- CP/III -CP1	3	62	20.67	3	60	20.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish II -H	6	126	21.00	5	129	25.80	5	109	21.80	5	113	22.60	4	92	23.00	4	104	26.00
	Spanish II - AE	6	108	18.00	5	107	21.40	5	107	21.40	6	134	22.33	7	133	19.00	6	123	20.50
	Spanish II CP/III	0	0	0.00	0	0	0.00	1	22	22.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total Spanish II</b>	<b>18</b>	<b>346</b>	<b>19.22</b>	<b>17</b>	<b>351</b>	<b>20.65</b>	<b>16</b>	<b>317</b>	<b>19.81</b>	<b>16</b>	<b>351</b>	<b>21.94</b>	<b>15</b>	<b>318</b>	<b>21.20</b>	<b>14</b>	<b>321</b>	<b>22.93</b>
	Spanish III - CP	0	0	0.00	3	49	0.00	0	0	0.00	4	65	16.25	4	77	19.25	4	83	20.75
	Spanish III- AE	5	100	20.00	4	82	20.50	5	113	22.60	6	124	20.67	6	124	20.67	6	124	20.67
	Spanish III - H	5	121	24.20	5	112	22.40	5	125	25.00	4	86	21.50	4	83	20.75	3	66	22.00
	Spanish III CP / IVCP1	3	43	14.33	0	0	0.00	3	57	19.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total Spanish III</b>	<b>13</b>	<b>264</b>	<b>20.31</b>	<b>12</b>	<b>243</b>	<b>20.25</b>	<b>13</b>	<b>295</b>	<b>22.69</b>	<b>14</b>	<b>275</b>	<b>19.64</b>	<b>14</b>	<b>284</b>	<b>20.29</b>	<b>13</b>	<b>273</b>	<b>21.00</b>



Sem	Course	2018-2019			2017-2018			2016-17			2015-2016			2014-2015			2013-2014		
		Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Spanish IV - H	4	93	23.25	4	103	25.75	3	75	25.00	3	67	22.33	3	58	19.33	3	60	20.00
	Spanish IV - CP	2	42	21.00	2	42	21.00	2	37	18.50	3	51	17.00	3	53	17.67	3	54	18.00
	Spanish IV-AE/V-CP	4	82	20.50	5	109	21.80	5	111	22.20	5	115	23.00	5	105	21.00	4	98	24.50
	<b>Total Spanish IV</b>	<b>10</b>	<b>217</b>	<b>21.70</b>	<b>11</b>	<b>254</b>	<b>23.09</b>	<b>10</b>	<b>223</b>	<b>22.30</b>	<b>11</b>	<b>233</b>	<b>21.18</b>	<b>11</b>	<b>216</b>	<b>19.64</b>	<b>10</b>	<b>212</b>	<b>21.20</b>
	Spanish V-H/AP	3	76	25.33	3	58	19.33	2	34	17.00	2	28	14.00	1	24	24.00	2	25	12.50
	Spanish V-AE	2	21	10.50	2	33	16.50	2	23	11.50	1	16	16.00	1	19	19.00	2	38	19.00
	<b>Total Spanish V</b>	<b>5</b>	<b>97</b>	<b>19.40</b>	<b>5</b>	<b>91</b>	<b>18.20</b>	<b>4</b>	<b>57</b>	<b>14.25</b>	<b>3</b>	<b>44</b>	<b>14.67</b>	<b>2</b>	<b>43</b>	<b>21.50</b>	<b>4</b>	<b>63</b>	<b>15.75</b>
	<b>Grand Total Spanish</b>	<b>50</b>	<b>972</b>	<b>19.44</b>	<b>47</b>	<b>986</b>	<b>20.98</b>	<b>47</b>	<b>953</b>	<b>20.28</b>	<b>47</b>	<b>964</b>	<b>20.51</b>	<b>47</b>	<b>948</b>	<b>20.17</b>	<b>47</b>	<b>961</b>	<b>20.45</b>
	Latin I/III	0	0	0.00	0	0	0.00	0	0	0.00	2	63	31.50	0	0	0.00	0	0	0.00
	Latin I	2	35	17.50	2	35	17.50	2	30	15.00	0	0	0.00	2	29	14.50	1	31	31.00
	Latin I H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	21	21.00
	Latin I H/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	24	24.00	0	0	0.00
	Latin II	0	0	0.00	0	0	0.00	0	0	0.00	1	21	21.00	1	18	18.00	1	27	27.00
	Latin II AE	1	18	18.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	15	15.00	1	10	10.00	1	15	15.00
	Latin III AE	1	10	10.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin III AE/H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	10	10.00	0	0	0.00
	Latin III-AE/IV	0	0	0.00	1	13	13.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin III/IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	11	0.00	0	0	0.00	1	12	12.00
	Latin IIAE/III/IV	0	0	0.00	0	0	0.00	2	43	21.50	0	0	0.00	0	0	0.00	0	0	0.00
	Latin IIIH/IVH	0	0	0.00	0	0	0.00	1	11	11.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian III/IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	16	16.00
	Chinese I	1	11	11.00	1	12	12.00	1	20	20.00	1	19	19.00	1	16	16.00	1	15	15.00
	Chinese II AE	1	10	10.00	1	16	16.00	1	15	15.00	1	13	13.00	1	16	16.00	1	24	24.00
	Chinese III AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	10	10.00	1	18	18.00	1	17	17.00
	Chinese III H/IV H	1	21	21.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Chinese IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	7	7.00	1	9	9.00	1	11	11.00
	Chinese IIIH/IVAE/IVH	0	0	0.00	1	25	25.00	1	20	20.00	0	0	0.00	0	0	0.00	0	0	0.00
	<b>Total Other WL</b>	<b>7</b>	<b>105</b>	<b>15.00</b>	<b>7</b>	<b>117</b>	<b>16.71</b>	<b>8</b>	<b>139</b>	<b>17.38</b>	<b>9</b>	<b>159</b>	<b>17.67</b>	<b>10</b>	<b>150</b>	<b>15.00</b>	<b>10</b>	<b>189</b>	<b>18.90</b>
	<b>Grand Total W. Lang.</b>	<b>74</b>	<b>1417</b>	<b>19.15</b>	<b>69</b>	<b>1442</b>	<b>20.90</b>	<b>70</b>	<b>1430</b>	<b>20.43</b>	<b>71</b>	<b>1447</b>	<b>20.38</b>	<b>74</b>	<b>1425</b>	<b>19.26</b>	<b>74</b>	<b>1489</b>	<b>20.12</b>

## Appendix B - Course Scheduling Dates for 2018-2019 Year

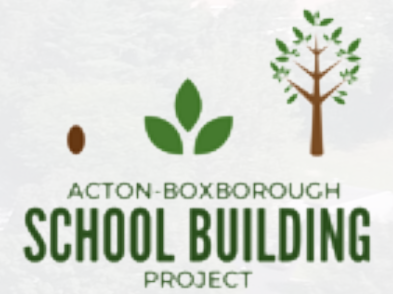
**ABRHS\*\*\*\*\***

February 5 Website.	2018-19 Program of Studies goes on-line at the ABRHS
February 5 - February 28	Teachers complete the Course Recommendation process.
March 6 (Advisory)	Advisory to distribute On-Line PCR instructions.
March 7 - March 9	Teachers review completed recommendations with students.
March 12 @ 8:00 AM	PS Parent Portal is opened for Grade 11 course selections
March 13 @ 8:00 AM	PS Parent Portal is opened for Grade 10 course selections
March 14 @ 8:00 AM	PS Parent Portal is opened for Grade 9 course selections
March 26 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for 2018-19 school year are displayed.
March 26 - March 29 March 26 -April 2	Override Forms Available in Counseling Center HS Override Process
May 1	Last day of changes for all students

**RJGJHS\*\*\*\*\***

Feb 8 @ 7:00	Eighth Grade Parents Night
Feb 12- March 13	JRHS Teachers complete the Course Recommendation process.
March 14 -16	Teachers review completed recommendations with students.
March 21 @ 8:00 AM	PS Parent Portal is opened for grade 8 course selections. (Note: This date has changed from 3/19 to 3/21 due to snow days)
April 2 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for the 2018-19 school year are displayed.
April 2 - April 10 April 3- April 13	Override Forms Available in Counseling Center JRHS Override Process
April 26	8 <sup>th</sup> Grade Override Night
May 1	Last day for all course changes





# CT Douglas Elementary School

Acton Boxborough Regional School District  
Acton, Massachusetts

School Building Committee Presentation  
November 15, 2018



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

## ARROWSTREET

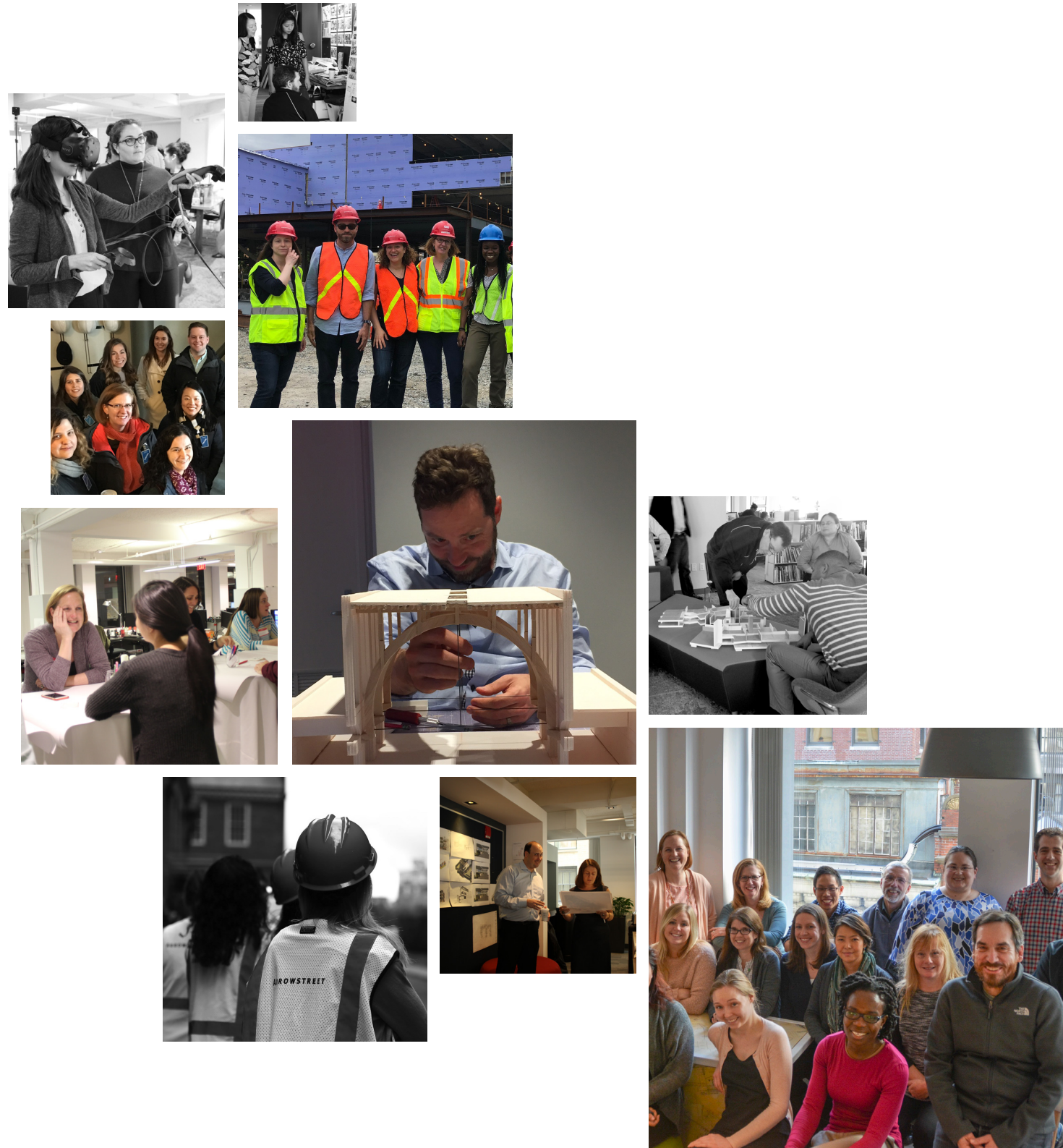
10 POST OFFICE SQUARE  
SUITE 700N  
BOSTON MA 02109  
617.623.5555  
[www.arrowstreet.com](http://www.arrowstreet.com)

## SKANSKA

101 SEAPORT BOULEVARD  
SUITE 200  
BOSTON, MA 02210  
617.574.1400  
[www.skanska.com](http://www.skanska.com)

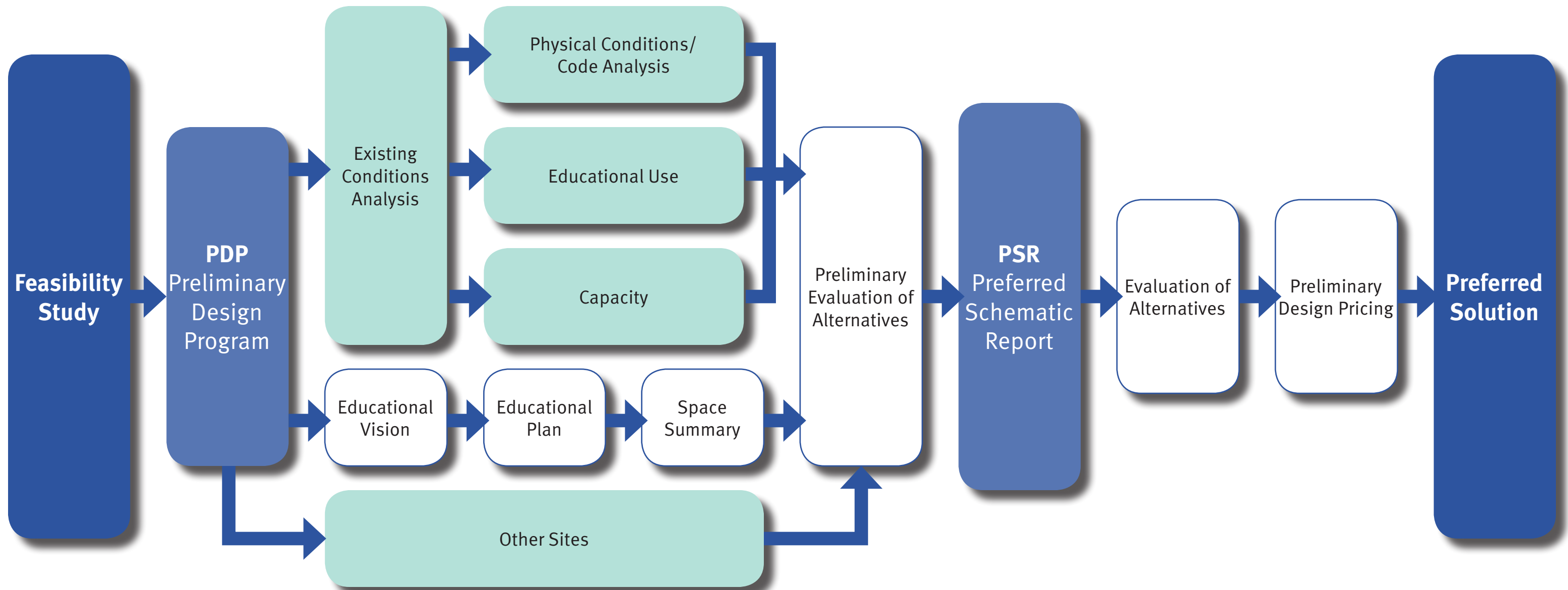






## *Project Goals*

- » Improve educational spaces for 21st century learning
- » Create spaces that build a sense of joy and community
- » Integrate environmental sustainability into the school culture





# Site Opportunities and Challenges / Your Landscape





# Site Opportunities and Challenges / Site Selection

Douglas School Site



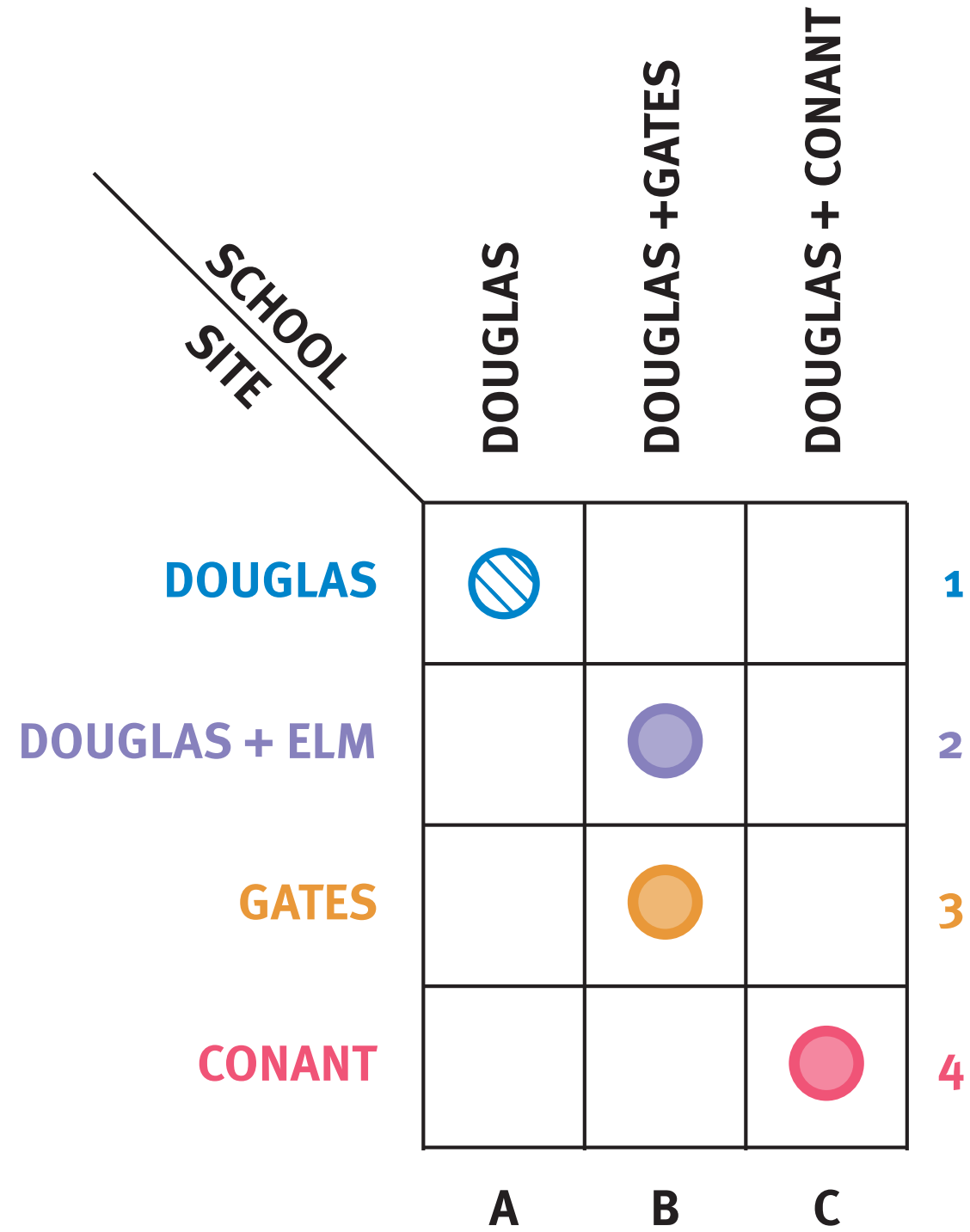
Gates School Site





Conant School Site



# SCHEME OPTIONS SITE & PROGRAM COMBINATIONS

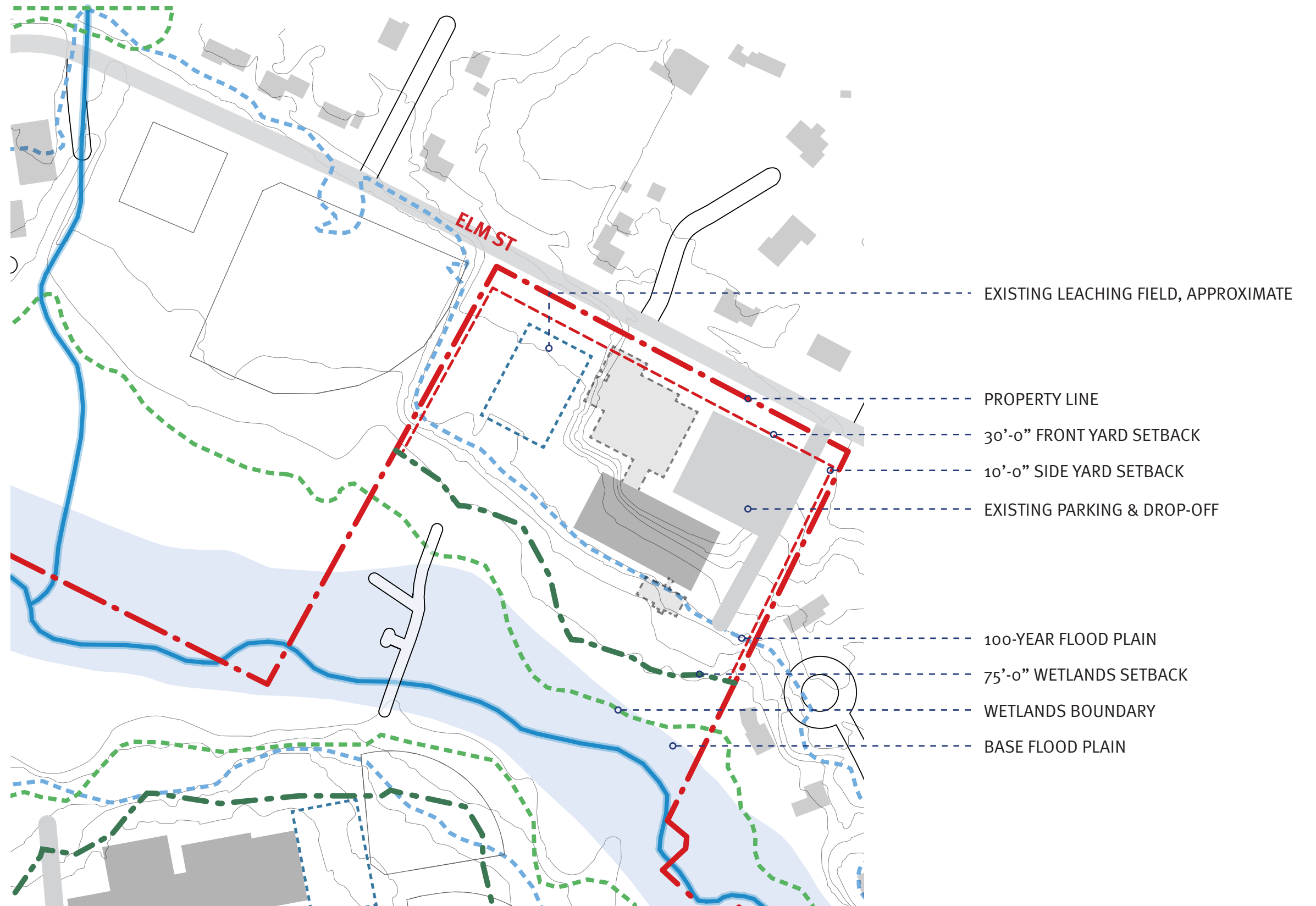


-  NEW SCHEME
-  ADDITION/RENOVATION

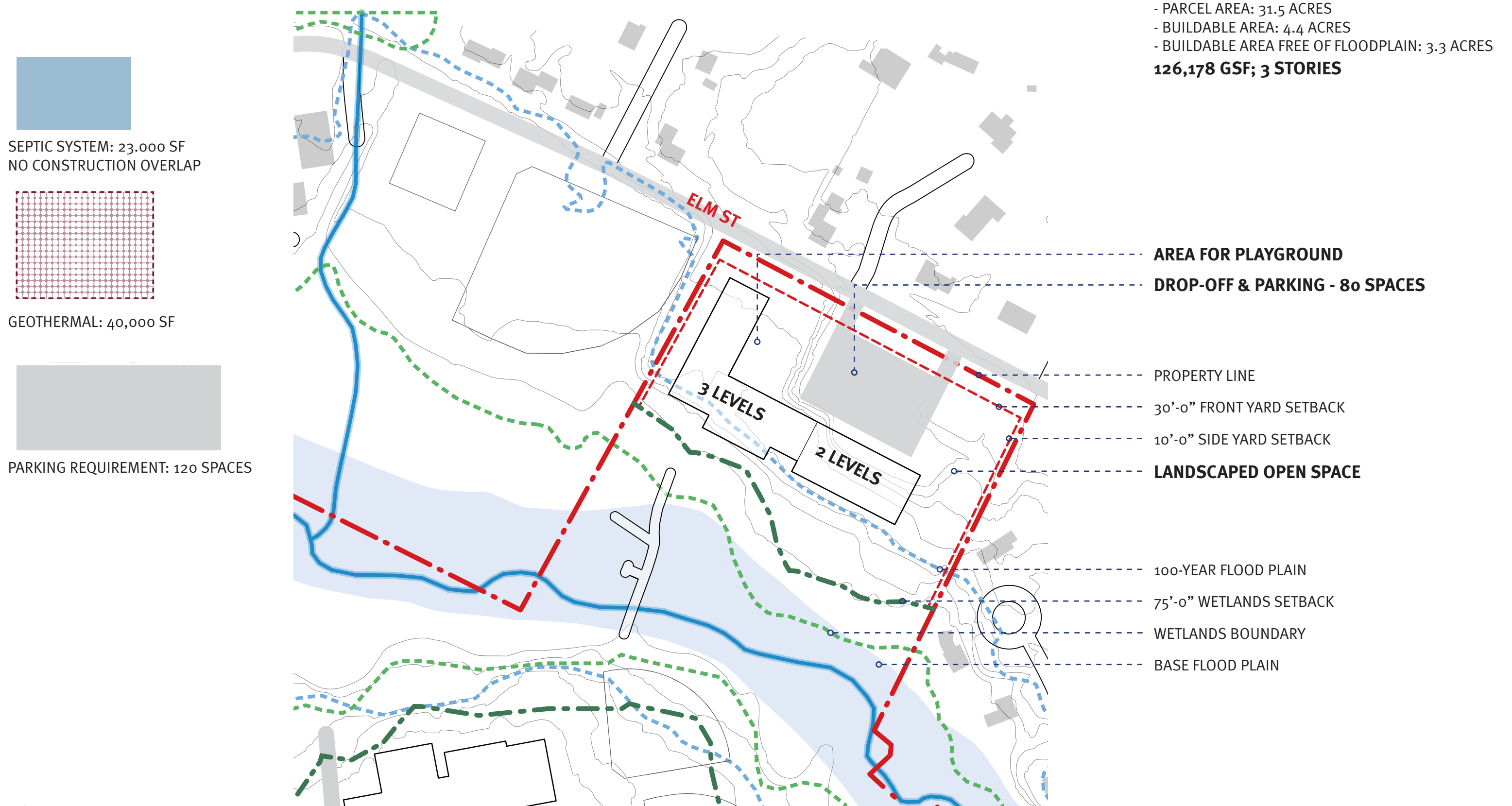
SF SHOWN ASSUMES GYMNASIUM (6,000 SF) AND CAFETORIUM (4,875 SF) ARE DOUBLE-HEIGHT



# Option 1: Base Code Upgrade - MSBA Baseline Case for Comparison



# Option 2: Single Douglas School on Douglas Site - Addition/Renovation



- PARCEL AREA: 31.5 ACRES  
 - BUILDABLE AREA: 4.4 ACRES  
 - BUILDABLE AREA FREE OF FLOODPLAIN: 3.3 ACRES  
**126,178 GSF; 3 STORIES**

SEPTIC SYSTEM: 23,000 SF  
 NO CONSTRUCTION OVERLAP

GEOTHERMAL: 40,000 SF

PARKING REQUIREMENT: 120 SPACES

AREA FOR PLAYGROUND  
 DROP-OFF & PARKING - 80 SPACES

PROPERTY LINE

30'-0" FRONT YARD SETBACK

10'-0" SIDE YARD SETBACK

LANDSCAPED OPEN SPACE

100-YEAR FLOOD PLAIN

75'-0" WETLANDS SETBACK

WETLANDS BOUNDARY

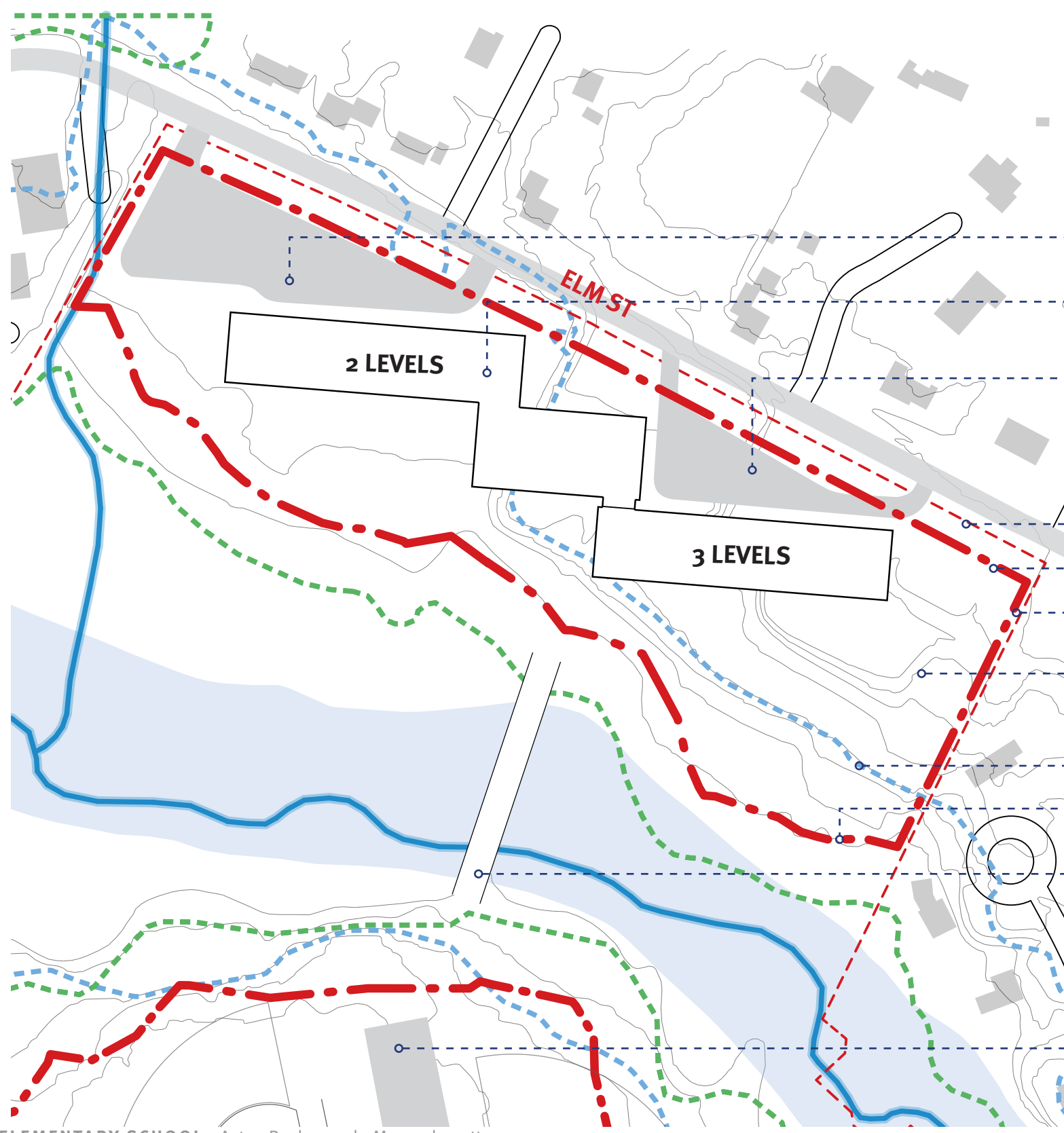
BASE FLOOD PLAIN

# Option 3: Twin Douglas and Gates School on Douglas & Elm St. Playground Site

SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP

GEOHERMAL: 56,00 SF

PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 40.9 ACRES  
- BUILDABLE AREA: 8.1 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 3.8 ACRES  
**187,000 GSF; 3 STORIES**

**PARKING & BUS DROP-OFF; 50 SPACES**

**BUILDING ORIENTATION FOR OPTIMAL SOLAR EXPOSURE**

**PARKING & PARENT DROP-OFF; 15 SPACES**

PROPERTY LINE

30'-0" FRONT YARD SETBACK

10'-0" SIDE YARD SETBACK

**LANDSCAPED OPEN SPACE**

100-YEAR FLOOD PLAIN

75'-0" WETLANDS SETBACK

**RENOVATED BRIDGE**

**ADDITIONAL PARKING ON FORMER GATES SITE**



# Option 4: Twin Douglas and Gates School on Gates Site

SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP

GEOTHERMAL: 56,00 SF

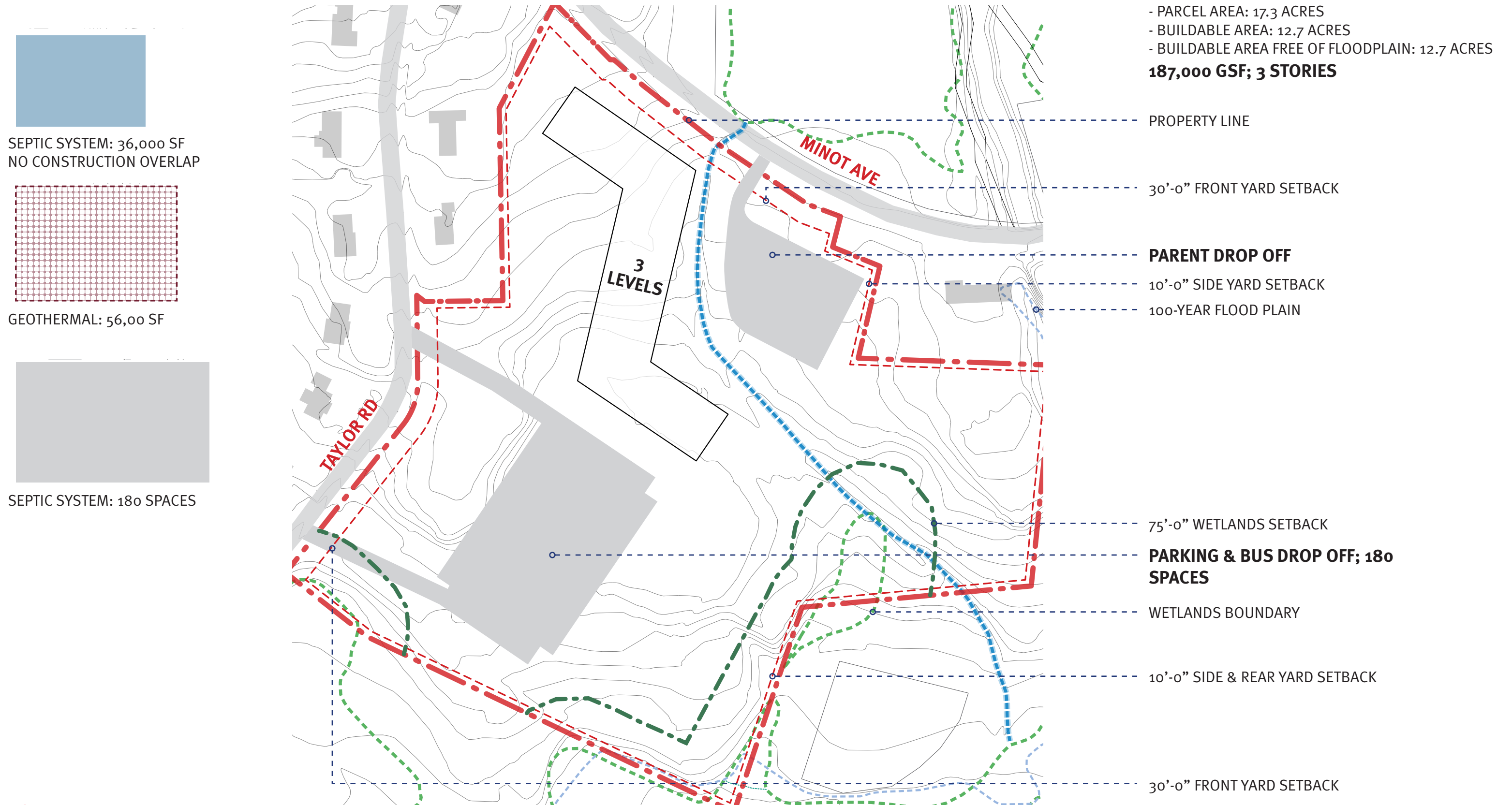
PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 31.5 ACRES  
- BUILDABLE AREA: 7.4 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 6.8 ACRES  
**187,000 GSF; 3 STORIES**

- RENOVATED BRIDGE
- BASE FLOOD PLAIN
- WETLANDS BOUNDARY
- 75'-0" WETLANDS SETBACK
- 100-YEAR FLOOD PLAIN
- 30'-0" FRONT YARD SETBACK
- PROPERTY LINE
- **PARKING & DROP-OFF; 180 SPACES**
- **LANDSCAPED OPEN SPACE**
- 10'-0" SIDE YARD SETBACK

# Option 5: Twin Douglas and Conant Schools on Conant Site



## Upcoming Meetings prior to Site Selection

November 26, 2018	Sustainability Workshop
November 27, 2018	Community Forum
November 29, 2018	Community Forum
December 6, 2018	Follow up with School Committee
December 12, 2018	School Building Committee Meeting
December 19, 2018	School Building Committee Meeting
January 2, 2019	Preferred Schematic Report Submission to MSBA





# CT Douglas Elementary School

Acton-Boxborough Regional School District  
Acton, Massachusetts

School Building Committee Presentation  
September 12, 2018

## Acton-Boxborough Public Schools

### Core Values

**Wellness** — We partner with families to prioritize social emotional wellness, which is necessary for learning and developing resilience

**Equity** — We ensure all students have equitable access to programs and curricula to reach their potential

**Engagement** — We provide engaging educational opportunities where students develop passion and joy for learning

### ARROWSTREET

10 POST OFFICE SQUARE  
SUITE 700H  
BOSTON, MA 02109  
617-623-5555

[www.arrowstreet.com](http://www.arrowstreet.com)

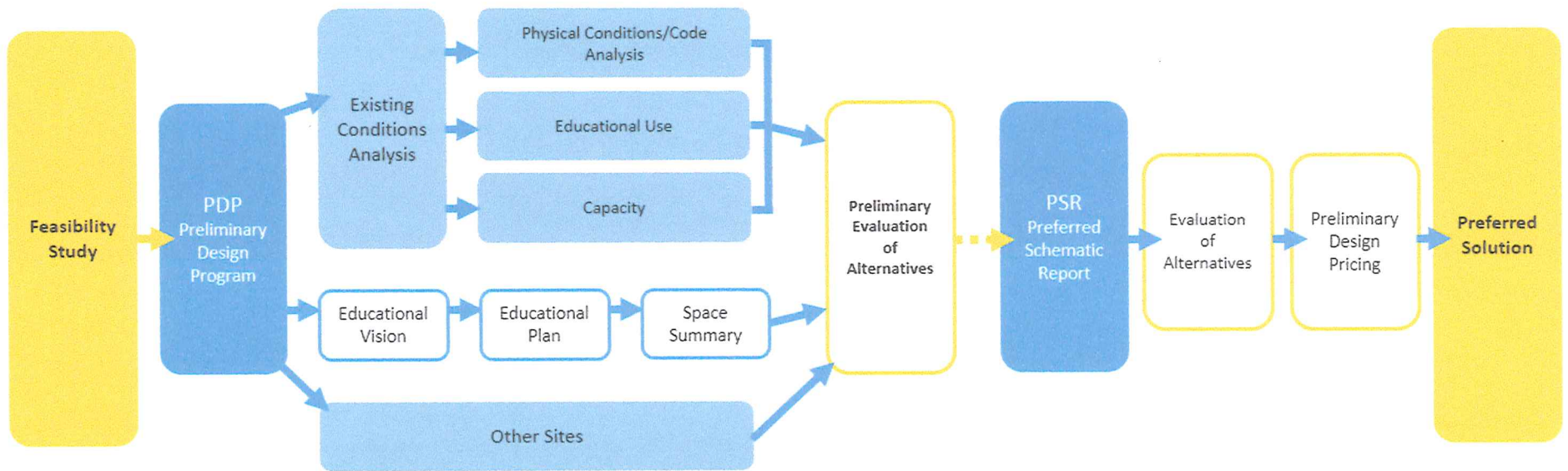
### SKANSKA

101 SEAPORT BOULEVARD  
SUITE 200  
BOSTON, MA 02210  
617-574-1400

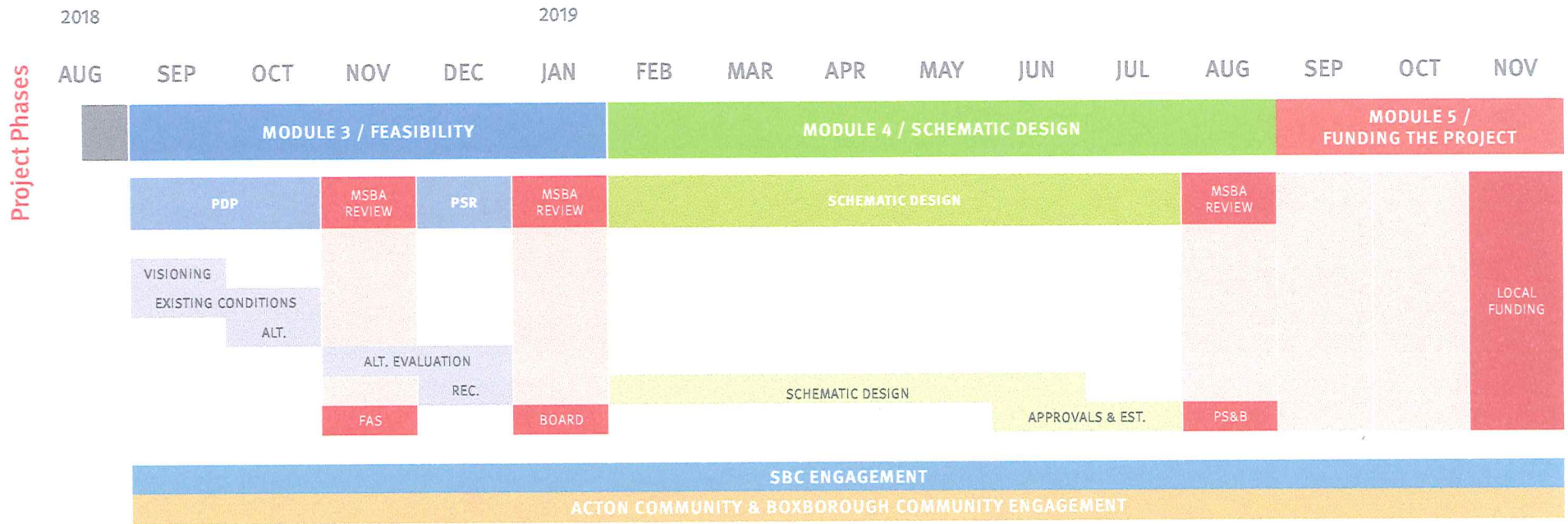
[www.skanska.com](http://www.skanska.com)







# Project Schedule



## Feasibility Study (MSBA Module 3) / Schedule

November 7, 2018	Submit Preliminary Design Program (PDP)
January 2, 2019	Submit Preferred Schematic Report (PSR)
January 16 or 23, 2019	MSBA Facilities Assessment Subcommittee (FAS) Presentation
February 13, 2019	MSBA Board Meeting

## Schematic Design (MSBA Module 4) / Schedule

February 18, 2019	Begin Schematic Design
May 15, 2019	Schematic Design Pricing Set
June 26, 2019	Inform MSBA of Project Estimate
July 10, 2019	Submit Schematic Design Report
August 28, 2019	MSBA Board Meeting



**Preliminary Design Program (PDP) / Due November 7, 2018**

Educational Program (by ABRSD)

Initial Space Summary

Evaluation of Existing Conditions (Douglas, Gates, Conant)

Site Development Requirements (Zoning, Permitting, etc.)

Preliminary Evaluation of Alternatives

Local Actions and Approvals

**Preferred Schematic Report (PSR) / Due January 2, 2019**

Evaluation of Existing Conditions (Douglas, Gates, Conant)

Final Evaluation of Alternatives

Preferred Solution

Project Budget and Schedule

## Preliminary Alternatives for Evaluation

Code Renovation of Douglas School (required by MSBA)

Add / Alter Existing Douglas School (required by MSBA)

Douglas / Gates on Gates Site

Douglas / Conant on Conant Site

Additional Sites for Consideration?

Use of Elm Street Playground as part of Douglas School Site?

## Educational Program

½ Day Workshop with District Administrators

½ Day Workshop with Each Program Element

Douglas School

Gates School

Conant School

Pre-School Program

## Surveys, Investigations and Testing / (Douglas, Gates, Conant)

Site Survey

Hazardous Materials Testing

Traffic / Transportation Study

Phase 1 Environmental Site Assessment Report

Perc Test?

## District Information / Actions

Educational Program

Legal Title to Properties (Douglas, Gates, Conant)

PDP Submission Approval

Sustainability Workshop

School Committee Presentation(s)?

Public Hearing / Community Forum?

## 6-Week Look Ahead

September 10 & 19, 2018	Site Visits by A/E Team
September 12, 2018	SBC Meeting Review Project Schedule & Workplan
October 10, 2018	SBC Meeting / PDP Update Educational Programming Site Constraints & Restrictions  Alternatives Analysis
October 18, 2018	Draft Ed Plan
Mid-October, 2018	Sustainability Workshop

## 6-Week Look Ahead / Continued

November 1, 2018	School Committee Meeting Ed Plan Presentation/Vote
Early November 2018	Community Meeting to discuss Ed Plan and Preliminary Alternatives
November 2, 2018	Draft PDP to ABRSD for Review
November 5, 2018	Proposed SBC Meeting to Approve PDP Submission
November 7, 2018	Submit PDP





# CT Douglas Elementary School

Acton Boxborough Regional School District  
Acton, Massachusetts

School Building Committee Presentation  
October 24, 2018



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

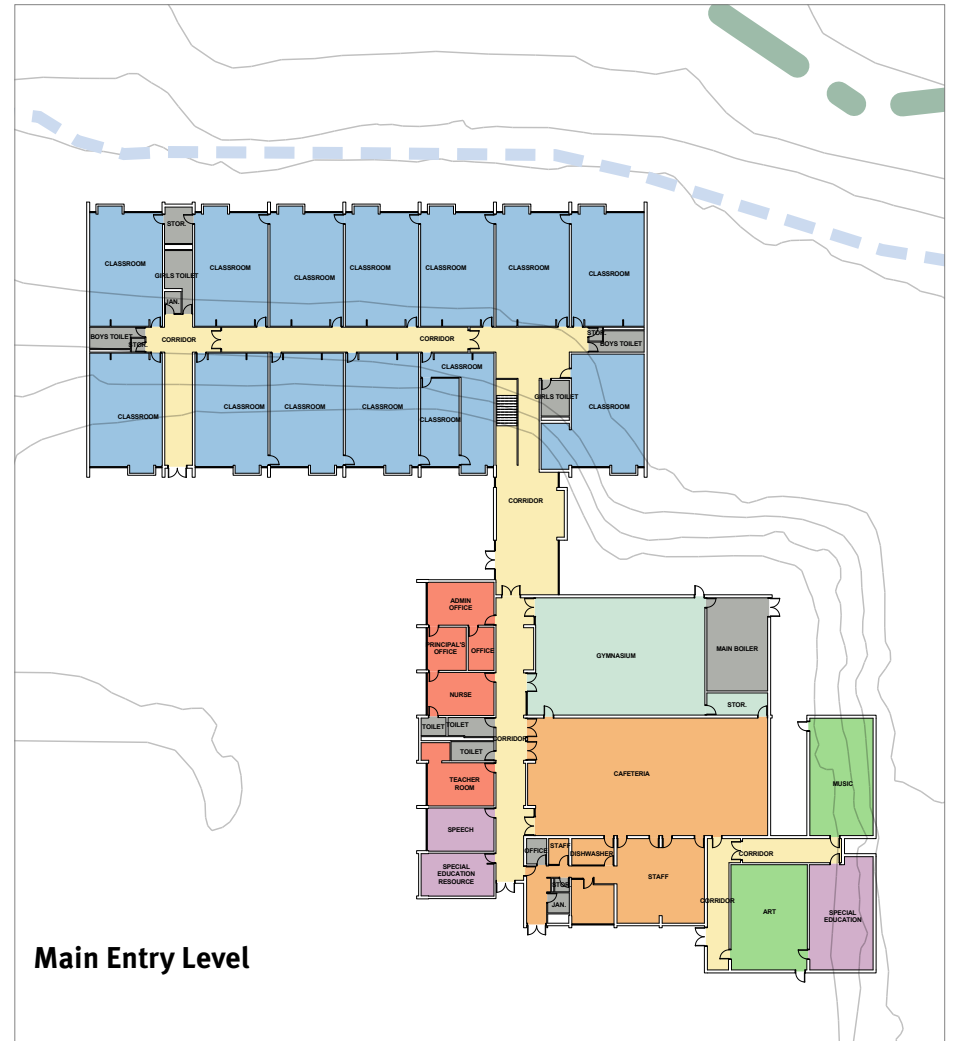
ARROWSTREET CT DOUGLAS ELEMENTARY SCHOOL Acton, Boxborough, Massachusetts

**ARROWSTREET**  
10 POST OFFICE SQUARE  
SUITE 700N  
BOSTON MA 02109  
617.623.5555  
www.arrowstreet.com

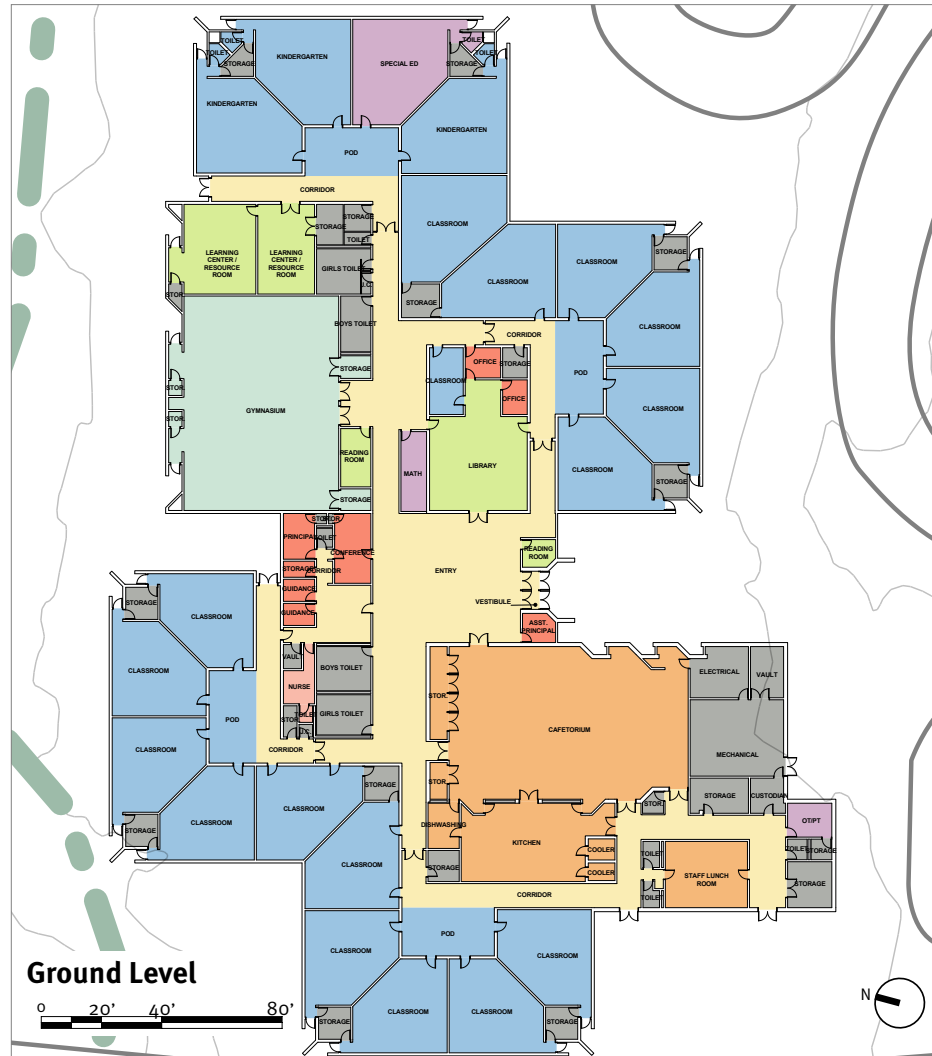
**SKANSKA**  
101 SEAPORT BOULEVARD  
SUITE 200  
BOSTON, MA 02210  
617.574.1400  
www.skanska.com



# EXISTING CT DOUGLAS ELEMENTARY SCHOOL



## EXISTING PAUL GATES ELEMENTARY SCHOOL



## EXISTING LUTHER CONANT ELEMENTARY SCHOOL



# CRITERIA EVALUATION MATRIX

Criteria Evaluation Matrix

**Legend**  
 ● Favorable  
 ○ Neutral  
 ○ Unfavorable  
 Costs: \$, \$\$, \$\$\$

		1	2	3	4	5
		Code Upgrade CT Douglas	Addition/ Renovation CT Douglas	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Luther Conant
	Site	Douglas	Douglas	Douglas & Elm St.	Gates	Conant
<b>General, Building, and Site Facts</b>						
1	K-6 Student Enrollment Population	650	650	990	990	1,015
2	Anticipated Preschool Population	150	150	150	150	150
3	Estimated Gross Area (sf)	45,300				
4	Size of Site (acres)	8.77	8.77	18.13	22.78	17.13
5	Buildable Area excluding wetland setbacks and floodways (acres)	4.4	4.4	8.2	7.4	12.7
6	Programmed Parking Spaces					
7						
<b>Educational</b>						
1	Sufficient spaces in which students learn to support current and projected student enrollment	○				
2	Meets educational program and space needs requirements	○				
3	Meets grade configuration requirements	○				
4	Provides space adjacency requirements	○				
5	Provides flexibility for future growth	○				
9						
<b>Community</b>						
1	Provides accessibility to community used space(s)					
2	Accommodates community program needs					
3	Accommodates preschool program	○				
4						

Criteria Evaluation Matrix (continued)

**Legend**  
 ● Favorable  
 ○ Neutral  
 ○ Unfavorable  
 Costs: \$, \$\$, \$\$\$

		1	2	3	4	5
		Code Upgrade CT Douglas	Addition/ Renovation CT Douglas	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Luther Conant
	Site	Douglas	Douglas	Douglas & Elm St.	Gates	Conant
<b>Building</b>						
1	Efficiently meets net to gross building target (1.5)					
2	Optimizes connection of interior & exterior spaces; integration with site	○				
3	Provides operable window and indoor air quality for teaching/learning	○				
4	Meets accessibility and ADA requirements	○				
5						
<b>Site</b>						
1	Maximizes efficient use of site	○				
2	Optimizes outdoor program space and green space/Playground	○				
3	Optimizes safety and efficiency of onsite drop-off/pick up					
4	Separates bus and vehicular circulation					
5	Provides sufficient parking for teachers, staff and visitors	○				
6	Improves off-site traffic impact	○				
7	Improves pedestrian safety and access	○				
8	Complies with wetland and floodway requirements					
9	Disruptions to school and neighbors during construction	●				
10						

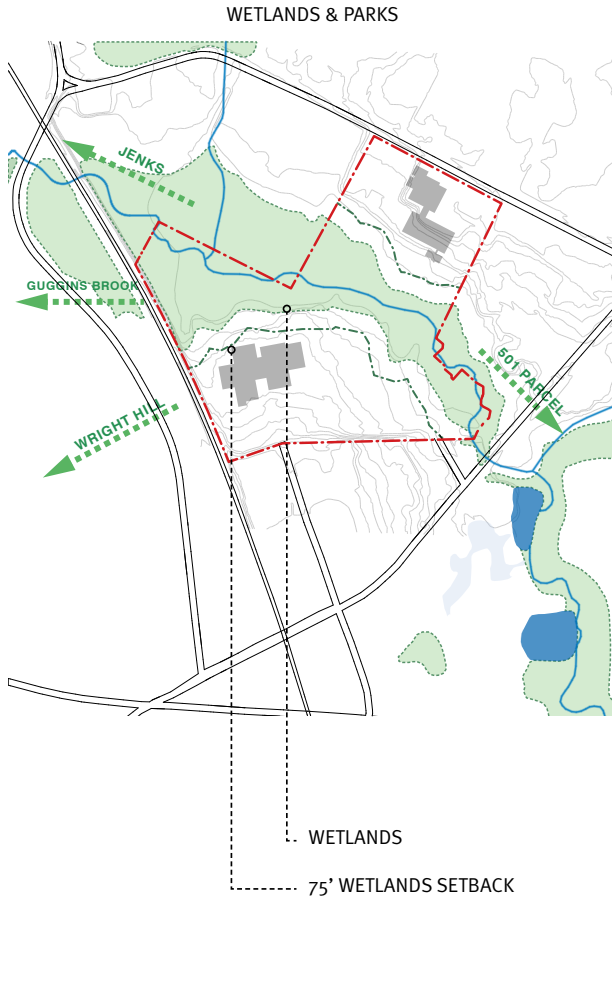
# CRITERIA EVALUATION MATRIX

Criteria Evaluation Matrix (continued)

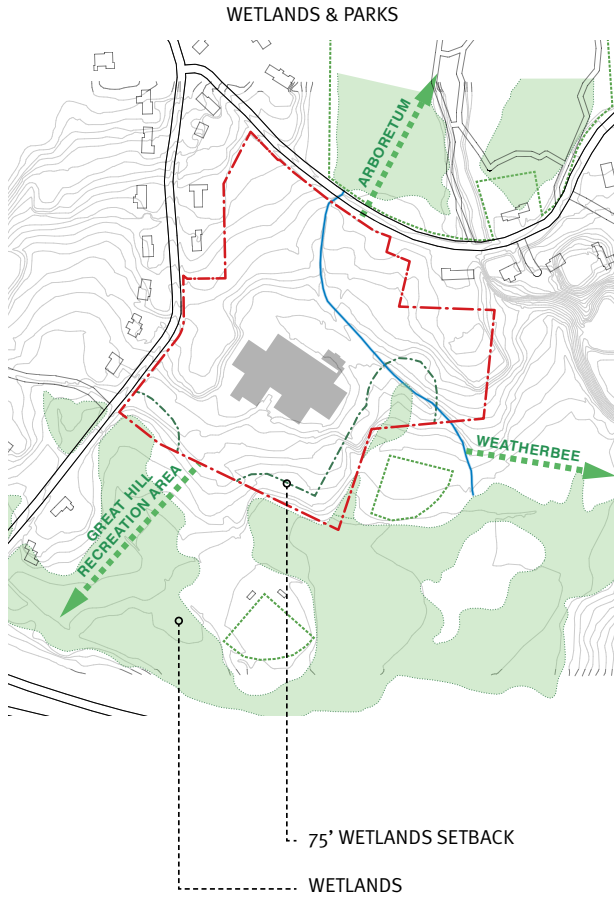
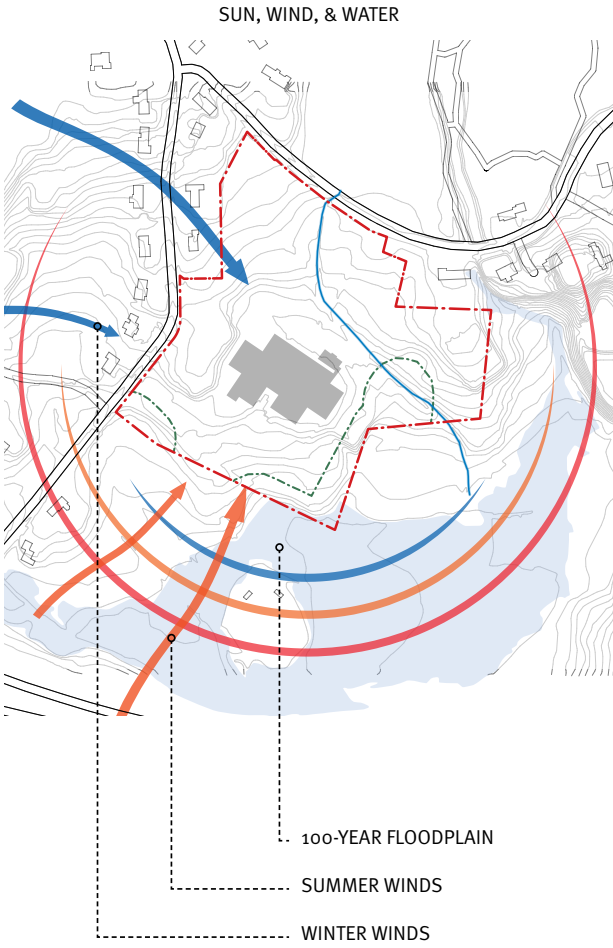
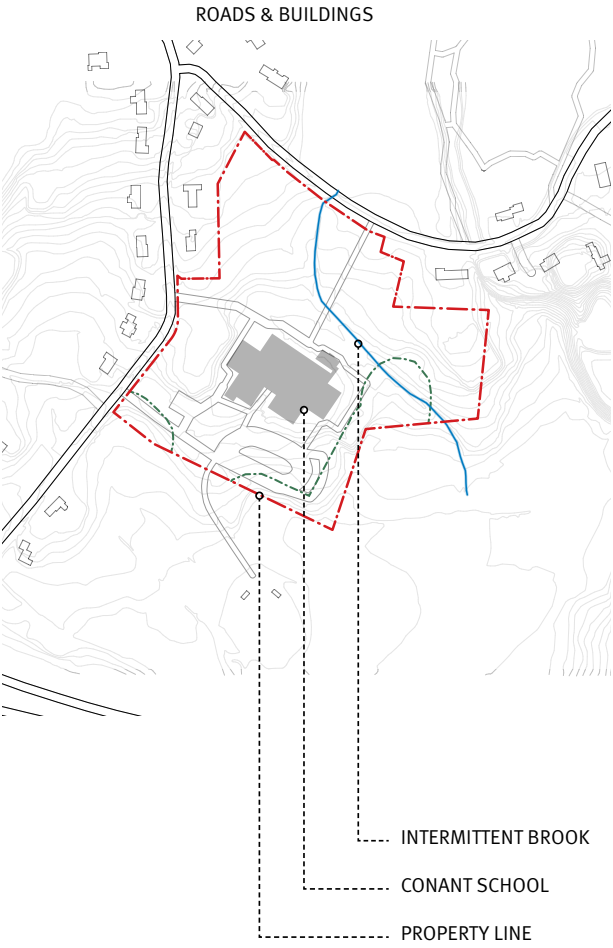
		1	2	3	4	5
		Code Upgrade CT Douglas	Addition/ Renovation CT Douglas	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Paul Gates	New Construction CT Douglas & Luther Conant
Site		Douglas	Douglas	Douglas & Elm St.	Gates	Conant
Sustainable / Building Performance Goals						
1	Optimizes energy performance	○				
2	Optimizes water usage	○				
3	Optimizes waste reduction	○				
4	Optimizes daylight and views	○				
5						
Construction/Phasing						
1	Requires swing space / modular classrooms	○				
2	Requires temporary off-site parking or drop-off/pickup	●				
3	Requires phased construction	●				
4						
Cost and Schedule						
1	Relative capital cost to Towns	\$				
2	Shortest construction duration, earliest occupancy	●				
3	Approvals requirements	●				
4						
Additional Criteria						
1						
2						
3						
4						

- Legend
- Favorable
  - Neutral
  - Unfavorable
- Costs: \$, \$\$, \$\$\$

# DOUGLAS GATES & ELM ST SITE Natural & Built Conditions



# CONANT SITE Natural & Built Conditions



# SCHEME OPTIONS SITE & PROGRAM COMBINATIONS

SCHOOL SITE		DOUGLAS	DOUGLAS + GATES	DOUGLAS + CONANT	
		DOUGLAS	DOUGLAS + ELM	GATES	CONANT
		1	2	3	4
	A	B	C		

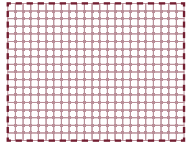
- NEW SCHEME
- ⊘ ADDITION/RENOVATION

SF SHOWN ASSUMES GYMNASIUM (6,000 SF) AND CAFETORIUM (4,875 SF) ARE DOUBLE-HEIGHT



# 1A SINGLE DOUGLAS SCHOOL ON DOUGLAS SITE - ADD/RENO | SITE CONSTRAINTS

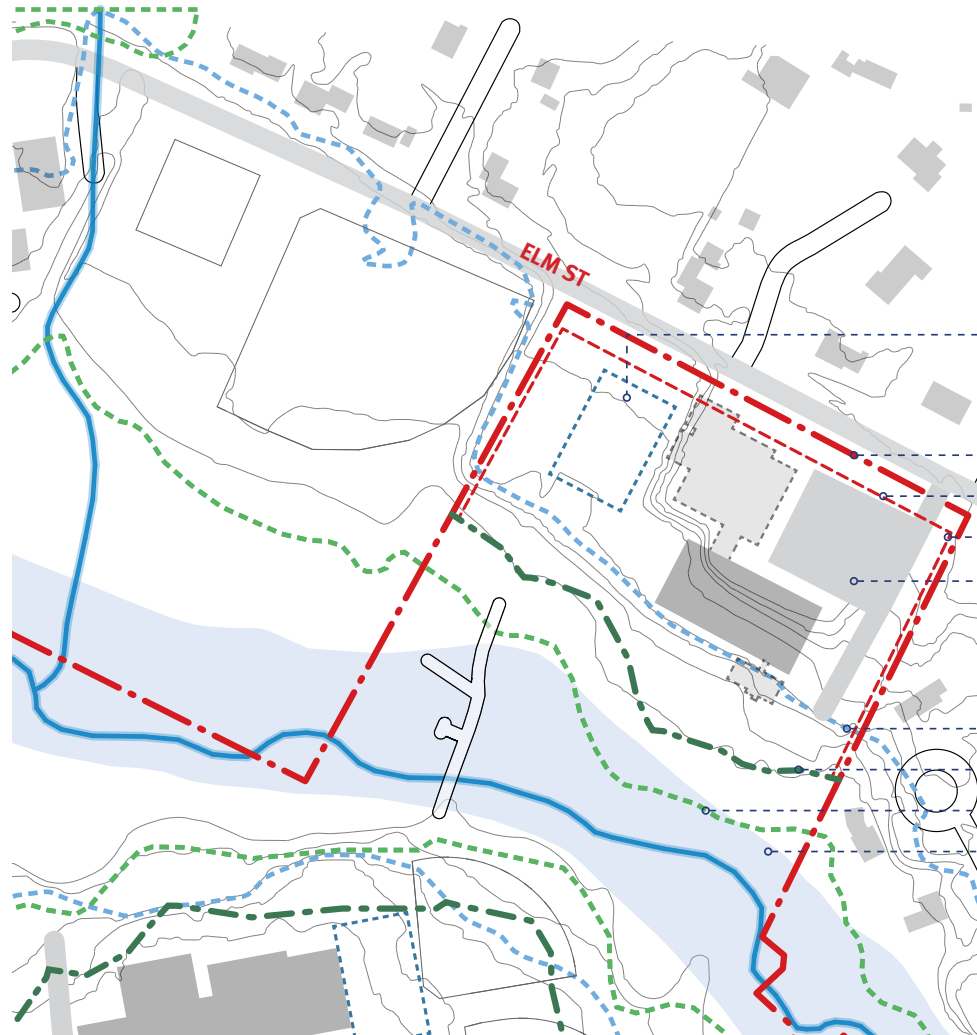
SEPTIC SYSTEM: 23,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 40,000 SF



PARKING REQUIREMENT: 120 SPACES



- PARCEL AREA: 31.5 ACRES
- BUILDABLE AREA: 4.4 ACRES
- BUILDABLE AREA FREE OF FLOODPLAIN: 3.3 ACRES

EXISTING LEACHING FIELD, APPROXIMATE

PROPERTY LINE

30'-0" FRONT YARD SETBACK

10'-0" SIDE YARD SETBACK

EXISTING PARKING & DROP-OFF

100-YEAR FLOOD PLAIN

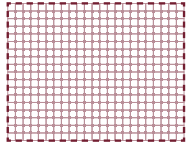
75'-0" WETLANDS SETBACK

WETLANDS BOUNDARY

BASE FLOOD PLAIN

# 1A SINGLE DOUGLAS SCHOOL ON DOUGLAS SITE - ADD/RENO | EXECUTION SCENARIO

SEPTIC SYSTEM: 23,000 SF  
NO CONSTRUCTION OVERLAP



GEO THERMAL: 40,000 SF



PARKING REQUIREMENT: 120 SPACES



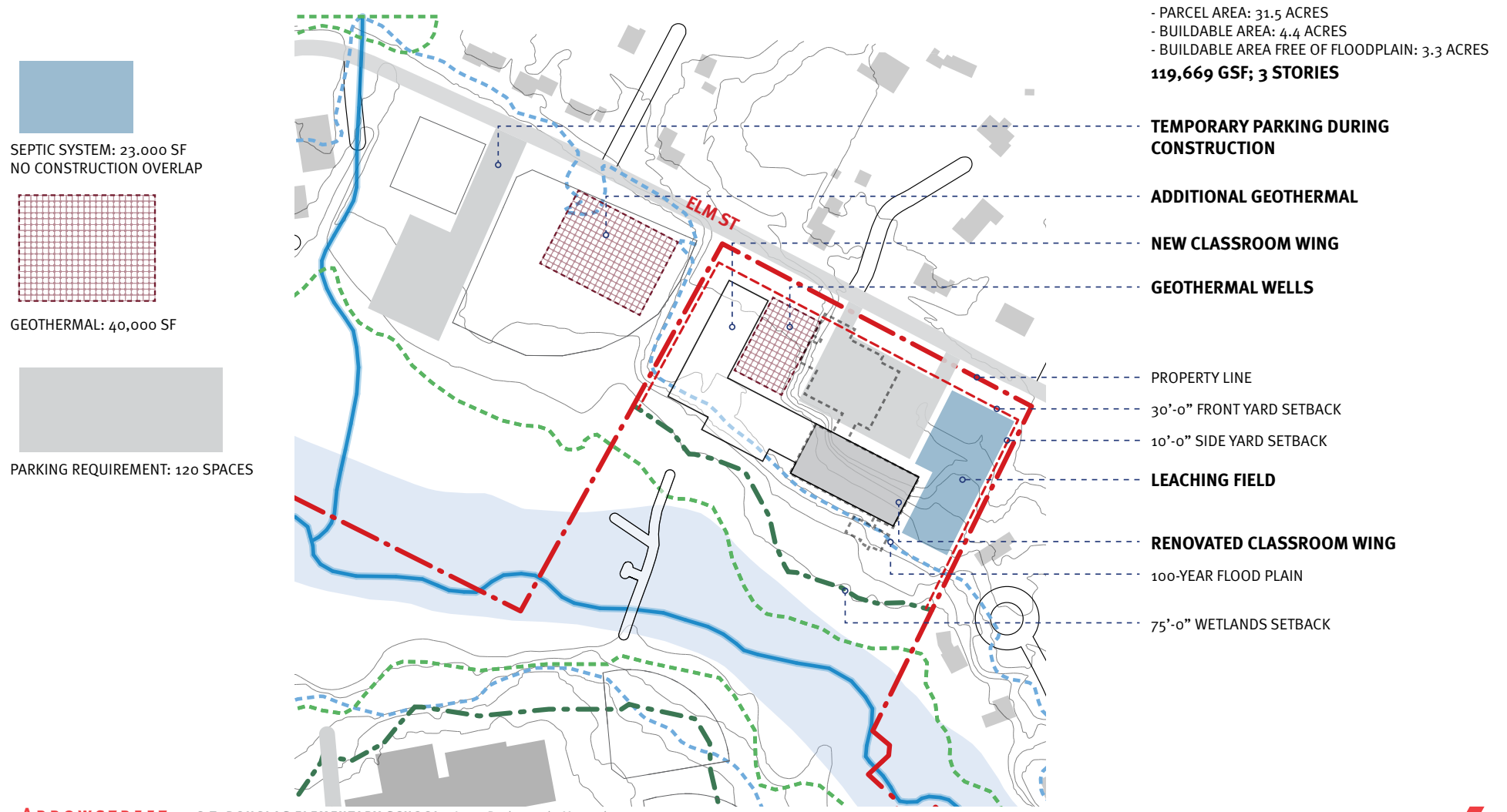
- PARCEL AREA: 31.5 ACRES  
- BUILDABLE AREA: 4.4 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 3.3 ACRES  
**119,669 GSF; 3 STORIES**

**AREA FOR PLAYGROUND**  
**DROP-OFF & PARKING - 80 SPACES**


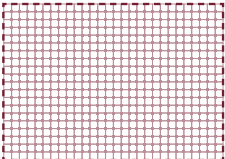
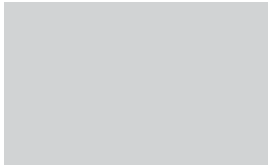
PROPERTY LINE  
30'-0" FRONT YARD SETBACK  
10'-0" SIDE YARD SETBACK  
**LANDSCAPED OPEN SPACE**

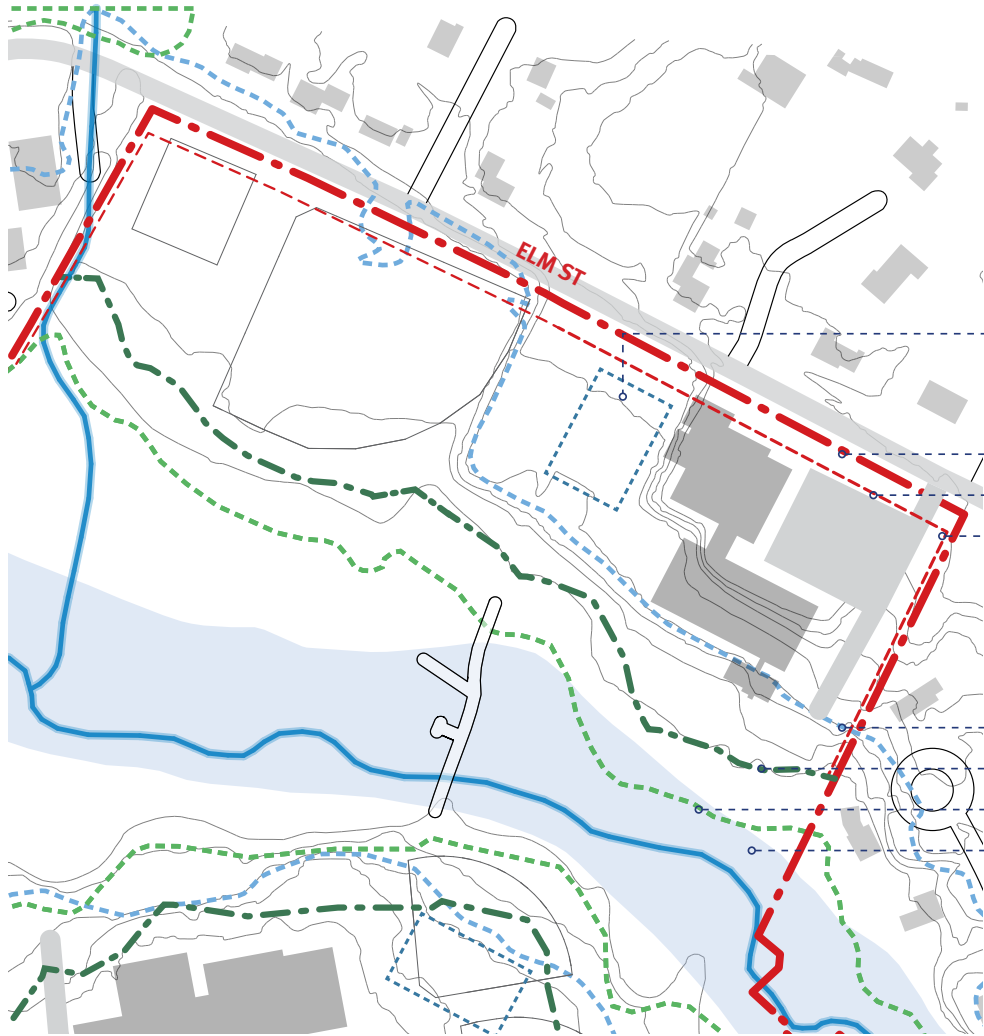
100-YEAR FLOOD PLAIN  
75'-0" WETLANDS SETBACK  
WETLANDS BOUNDARY  
BASE FLOOD PLAIN

# 1A SINGLE DOUGLAS SCHOOL ON DOUGLAS SITE - ADD/RENO | PHASING ANALYSIS



# 2B TWIN DOUGLAS GATES SCHOOL ON DOUGLAS & ELM SITE | SITE CONSTRAINTS

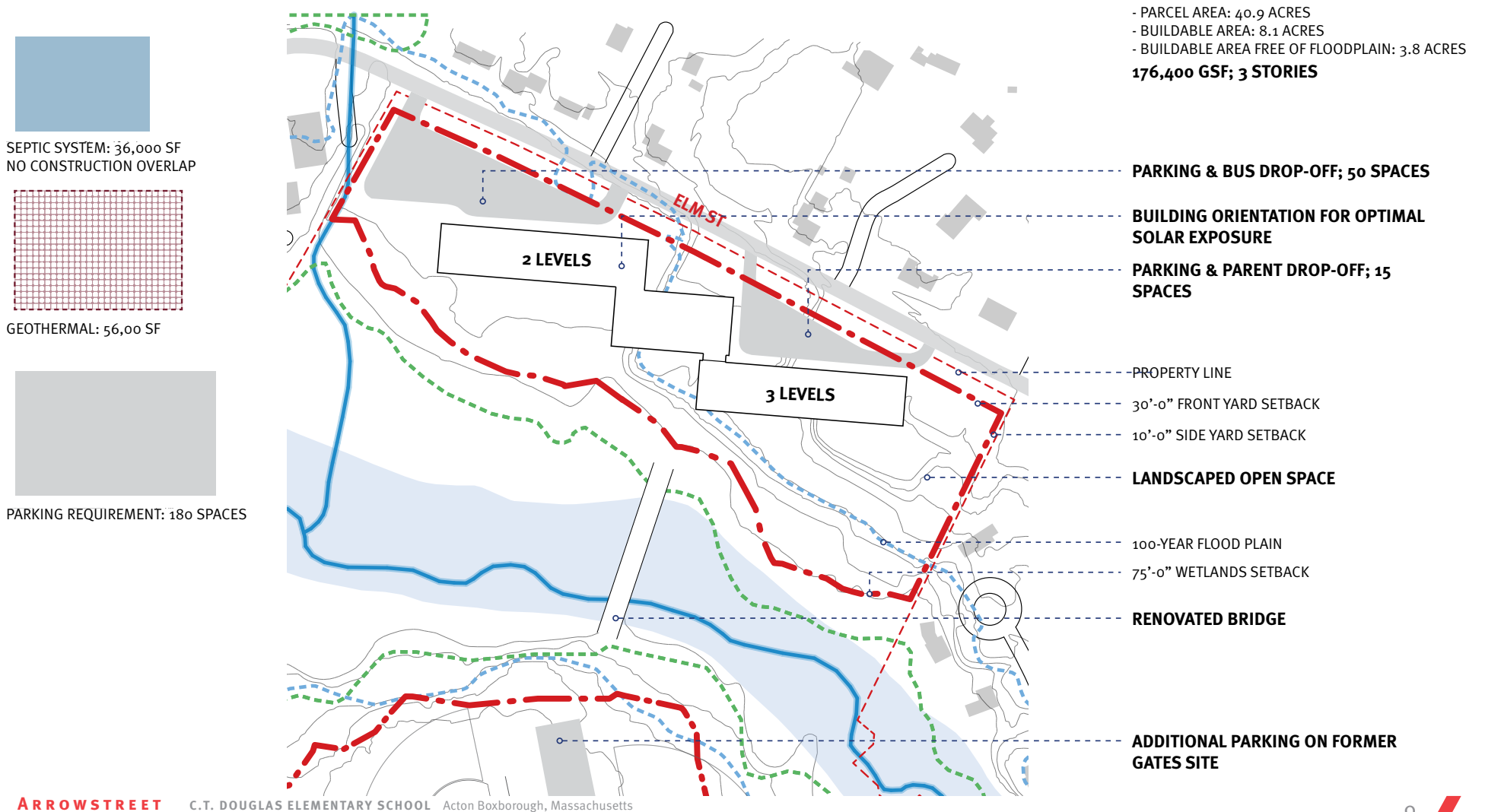
-  SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP
-  GEOTHERMAL: 56,00 SF
-  PARKING REQUIREMENT: 180 SPACES



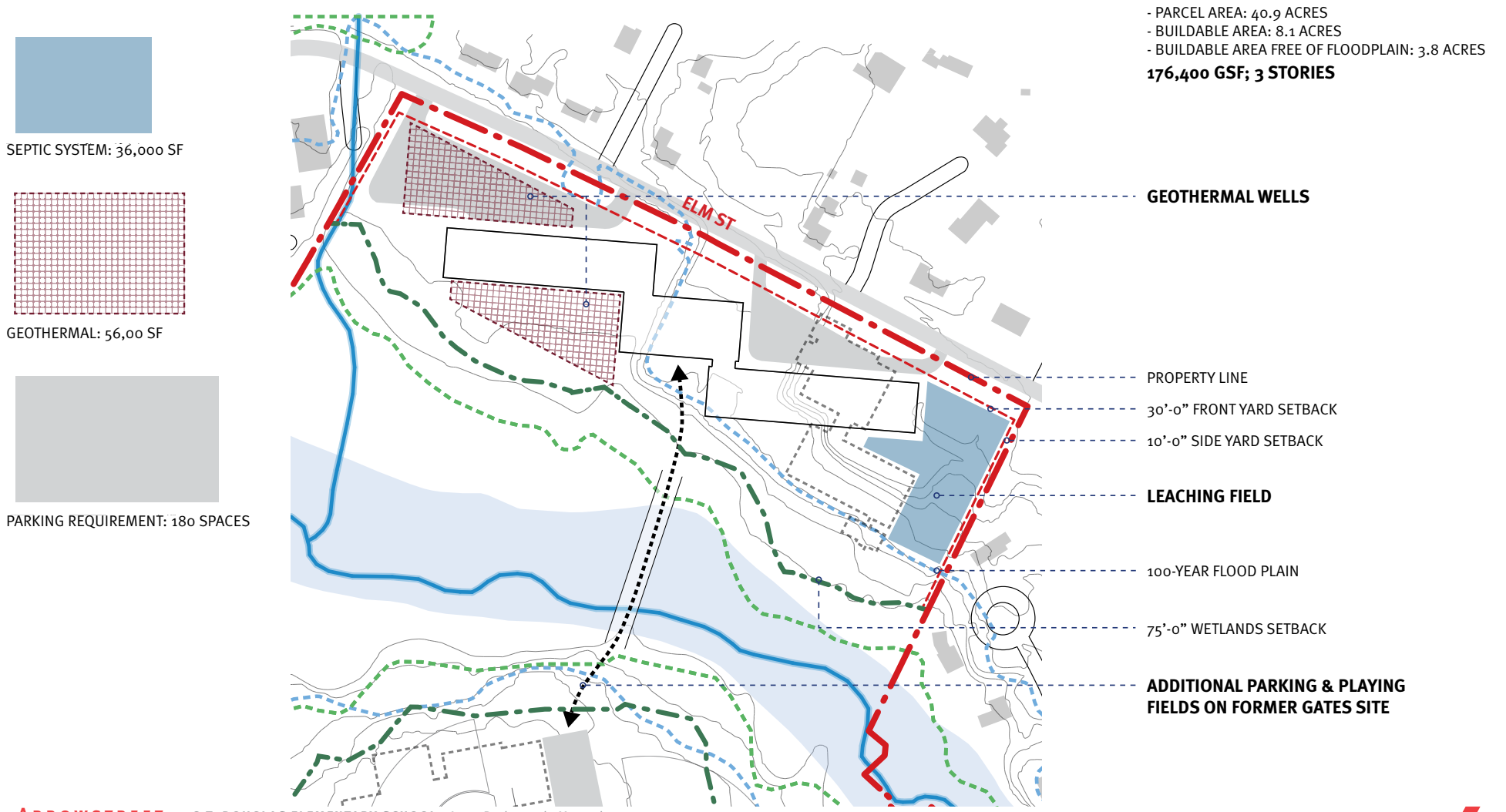
- PARCEL AREA: 40.9 ACRES
- BUILDABLE AREA: 8.1 ACRES
- BUILDABLE AREA FREE OF FLOODPLAIN: 3.8 ACRES

- EXISTING LEACHING FIELD, APPROXIMATE
- PROPERTY LINE
- 30'-0" FRONT YARD SETBACK
- 10'-0" SIDE YARD SETBACK
- 100-YEAR FLOOD PLAIN
- 75'-0" WETLANDS SETBACK
- WETLANDS BOUNDARY
- BASE FLOOD PLAIN

## 2B TWIN DOUGLAS GATES SCHOOL ON DOUGLAS & ELM SITE



## 2B TWIN DOUGLAS GATES SCHOOL ON DOUGLAS & ELM SITE



- PARCEL AREA: 40.9 ACRES  
 - BUILDABLE AREA: 8.1 ACRES  
 - BUILDABLE AREA FREE OF FLOODPLAIN: 3.8 ACRES  
**176,400 GSF; 3 STORIES**

SEPTIC SYSTEM: 36,000 SF

GEOHERMAL: 56,000 SF

PARKING REQUIREMENT: 180 SPACES

**GEOHERMAL WELLS**

PROPERTY LINE  
 30'-0" FRONT YARD SETBACK  
 10'-0" SIDE YARD SETBACK

**LEACHING FIELD**

100-YEAR FLOOD PLAIN

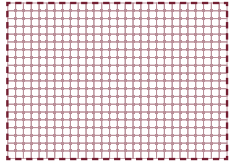
75'-0" WETLANDS SETBACK

**ADDITIONAL PARKING & PLAYING FIELDS ON FORMER GATES SITE**

### 3B TWIN DOUGLAS GATES SCHOOL ON GATES SITE | SITE CONSTRAINTS



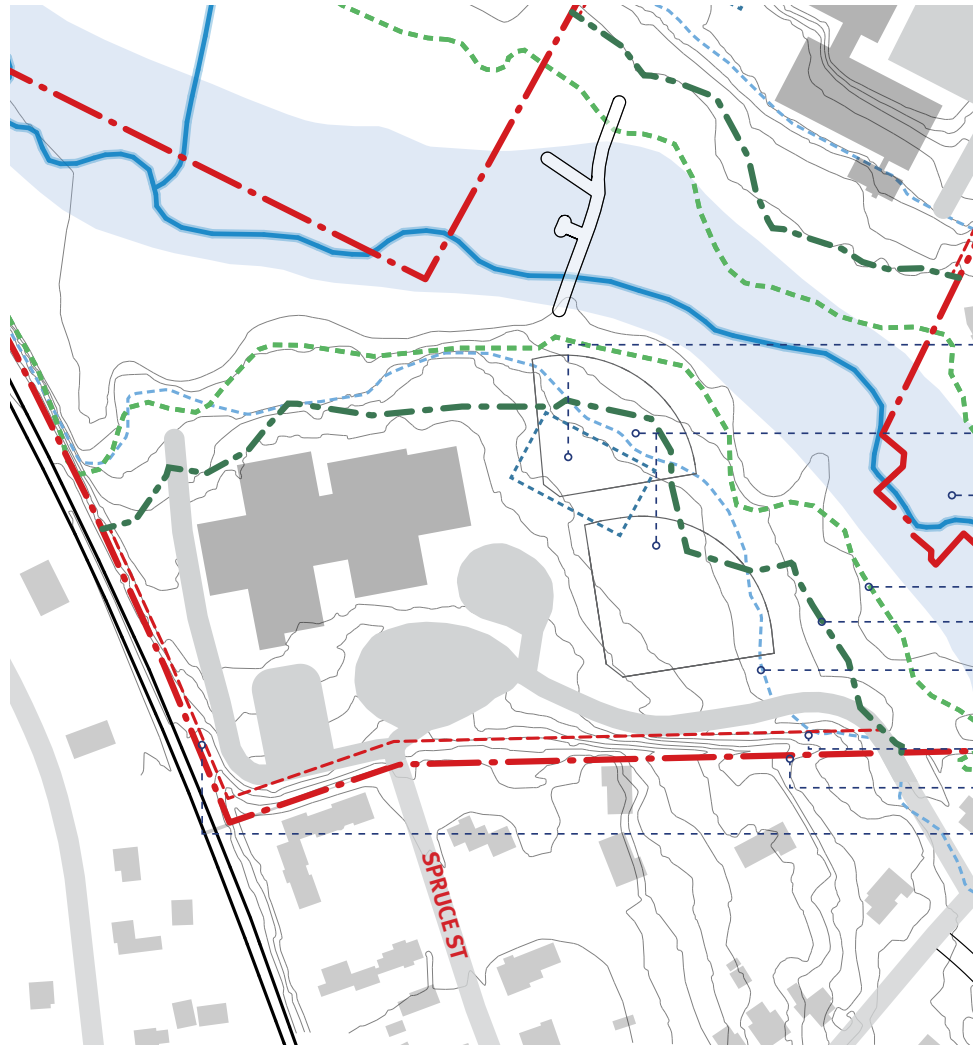
SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 56,00 SF



PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 31.5 ACRES
- BUILDABLE AREA: 7.4 ACRES
- BUILDABLE AREA FREE OF FLOODPLAIN: 6.8 ACRES

EXISTING LEACHING FIELD, APPROXIMATE

EXISTING PLAYING FIELDS

BASE FLOOD PLAIN

WETLANDS BOUNDARY

75'-0" WETLANDS SETBACK

100-YEAR FLOOD PLAIN

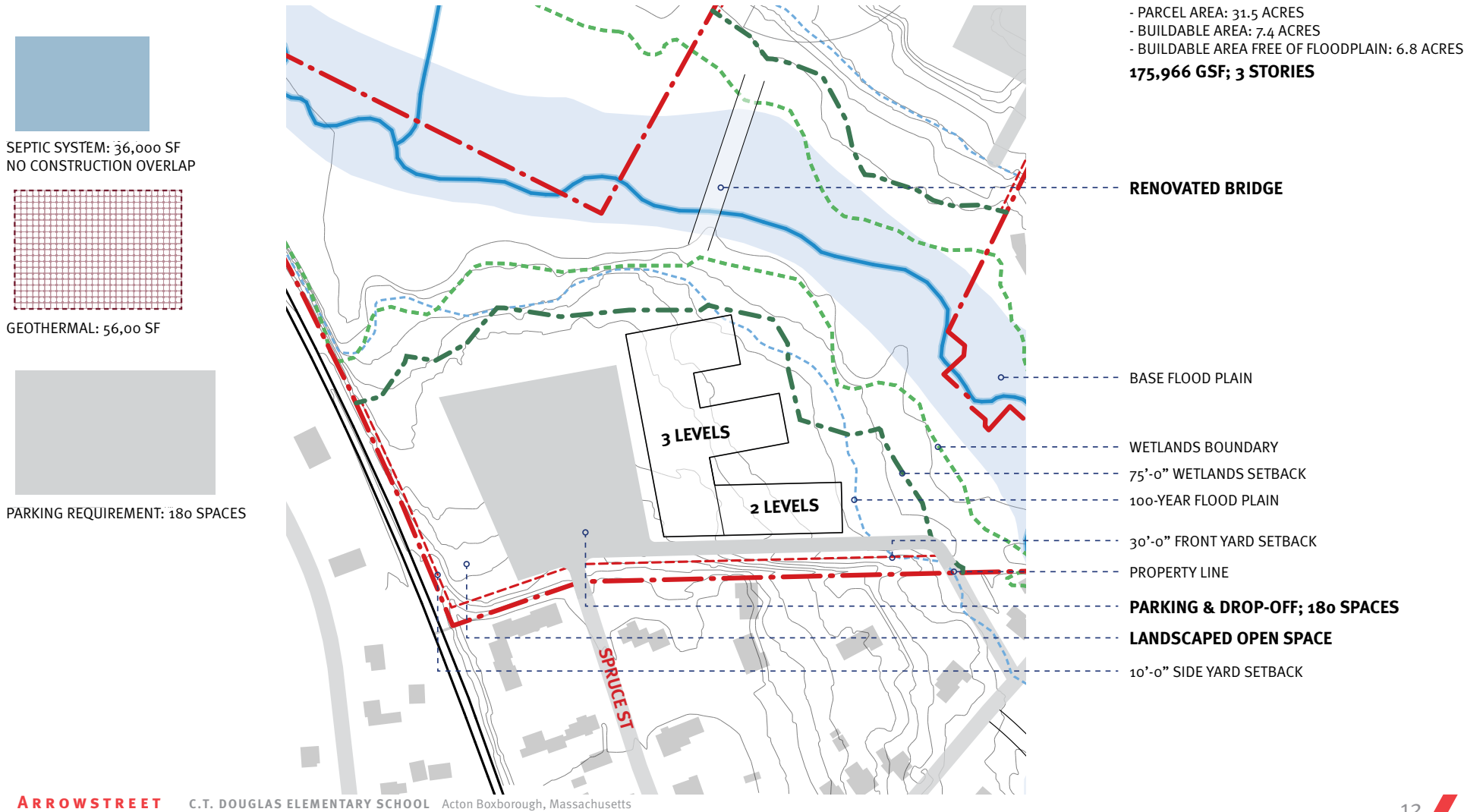
30'-0" FRONT YARD SETBACK

PROPERTY LINE

10'-0" SIDE YARD SETBACK



### 3B TWIN DOUGLAS GATES SCHOOL ON GATES SITE | EXECUTION SCENARIO

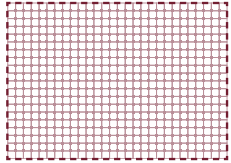




### 3B TWIN DOUGLAS GATES SCHOOL ON GATES SITE | PHASING ANALYSIS



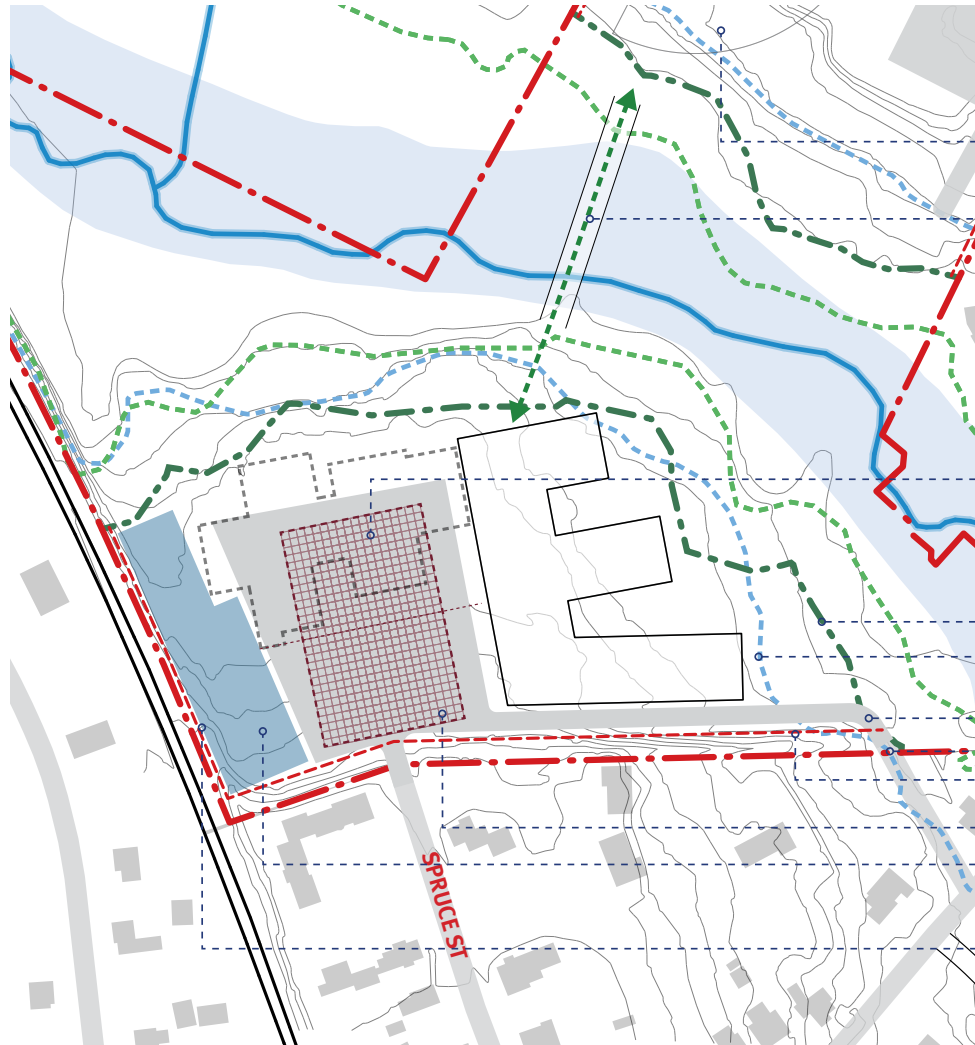
SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 56,00 SF



PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 31.5 ACRES  
- BUILDABLE AREA: 7.4 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 6.8 ACRES  
**175,966 GSF; 3 STORIES**

**PLAYING FIELD ON FORMER DOUGLAS SITE**

**CONNECTION TO PLAYING FIELD**

**GEOHERMAL WELLS, PHASE 2**

75'-0" WETLANDS SETBACK

100-YEAR FLOOD PLAIN

**SECONDARY ACCESS**

PROPERTY LINE

30'-0" FRONT YARD SETBACK

**GEOHERMAL WELLS, PHASE 1**

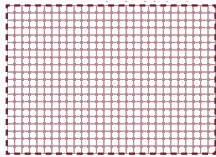
**LEACHING FIELD**

10'-0" SIDE YARD SETBACK

# 4C TWIN DOUGLAS CONANT SCHOOL ON CONANT SITE | SITE CONSTRAINTS



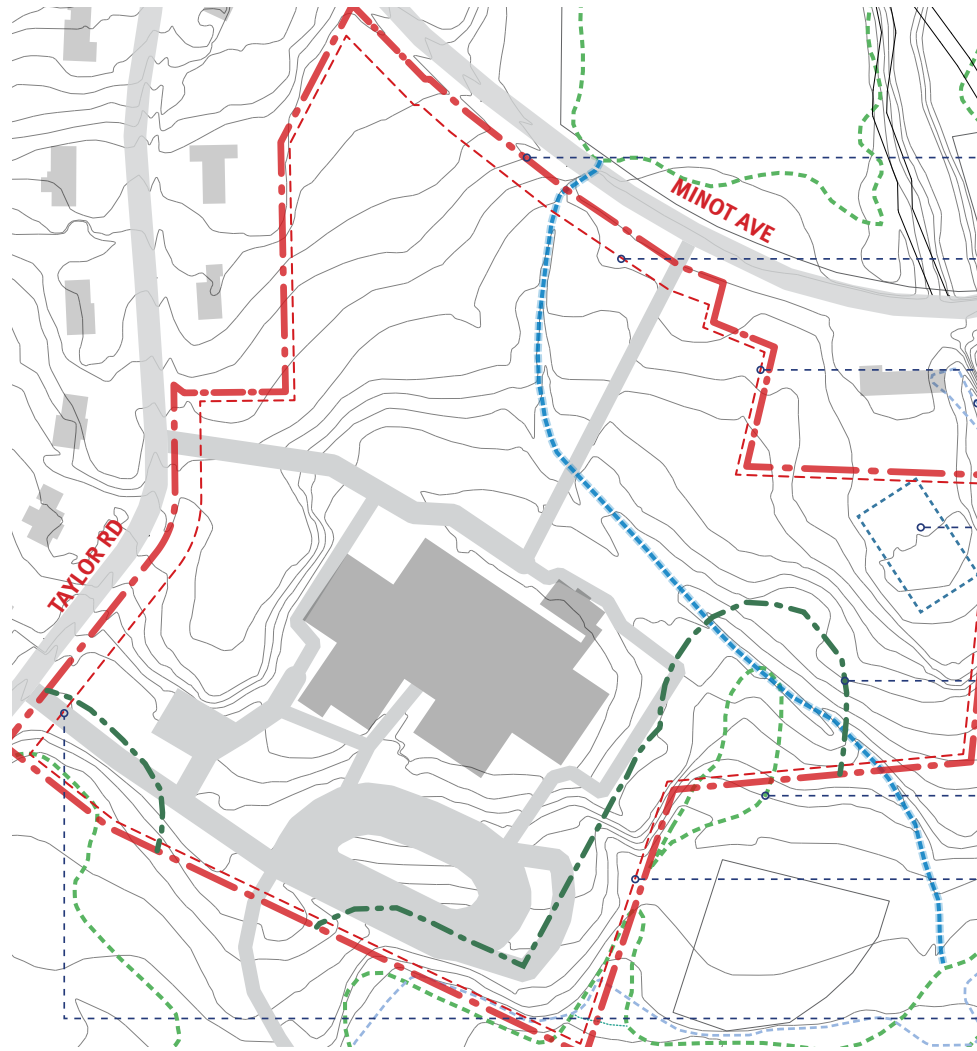
SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 56,00 SF



PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 17.3 ACRES
- BUILDABLE AREA: 12.7 ACRES
- BUILDABLE AREA FREE OF FLOODPLAIN: 12.7 ACRES

PROPERTY LINE

30'-0" FRONT YARD SETBACK

10'-0" SIDE YARD SETBACK

100-YEAR FLOOD PLAIN

EXISTING LEACHING FIELD, APPROXIMATE

75'-0" WETLANDS SETBACK

WETLANDS BOUNDARY

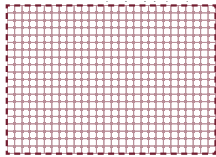
10'-0" SIDE & REAR YARD SETBACK

30'-0" FRONT YARD SETBACK

# 4C TWIN DOUGLAS CONANT SCHOOL ON CONANT SITE | EXECUTION SCENARIO



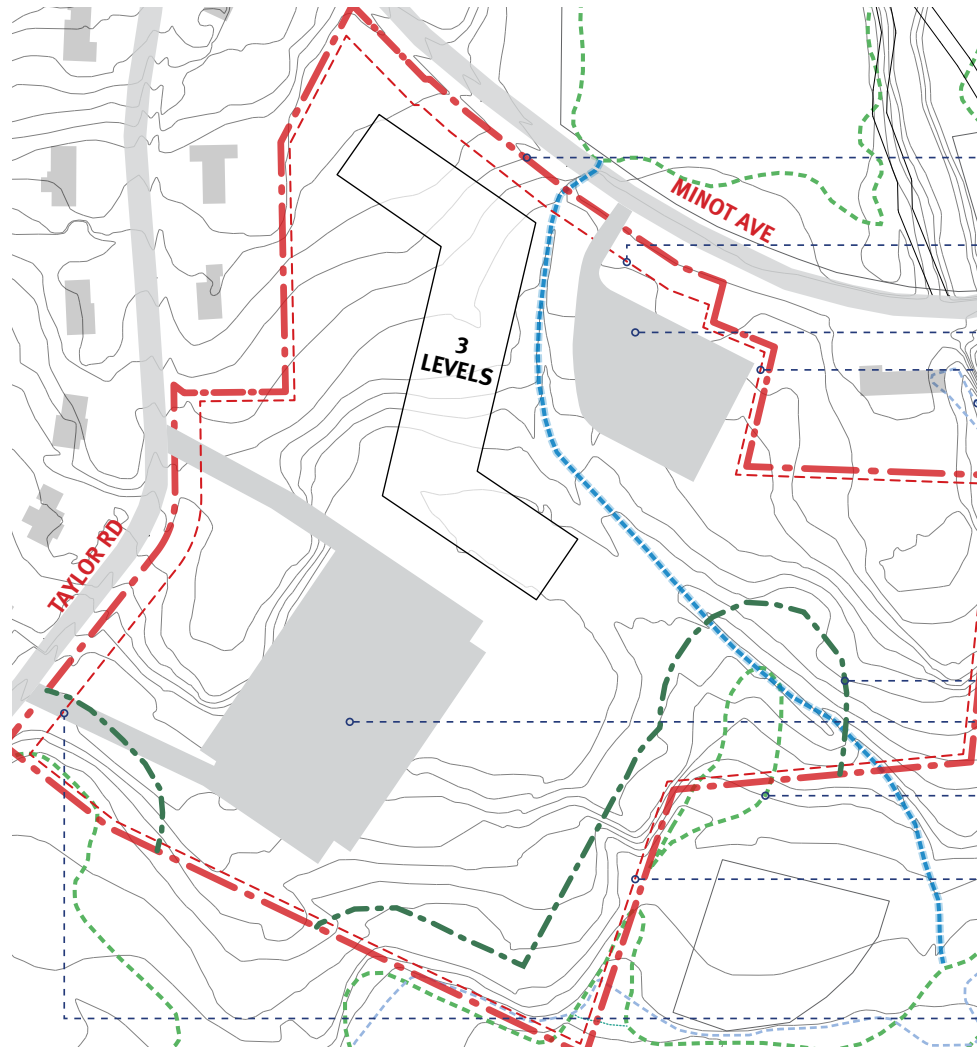
SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 56,00 SF



SEPTIC SYSTEM: 180 SPACES



- PARCEL AREA: 17.3 ACRES  
- BUILDABLE AREA: 12.7 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 12.7 ACRES  
**169,982 GSF; 3 STORIES**

PROPERTY LINE

30'-0" FRONT YARD SETBACK

PARENT DROP OFF

10'-0" SIDE YARD SETBACK

100-YEAR FLOOD PLAIN

75'-0" WETLANDS SETBACK

PARKING & BUS DROP OFF; 180 SPACES

WETLANDS BOUNDARY

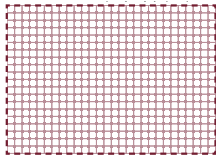
10'-0" SIDE & REAR YARD SETBACK

30'-0" FRONT YARD SETBACK

# 4C TWIN DOUGLAS CONANT SCHOOL ON CONANT SITE | PHASING ANALYSIS



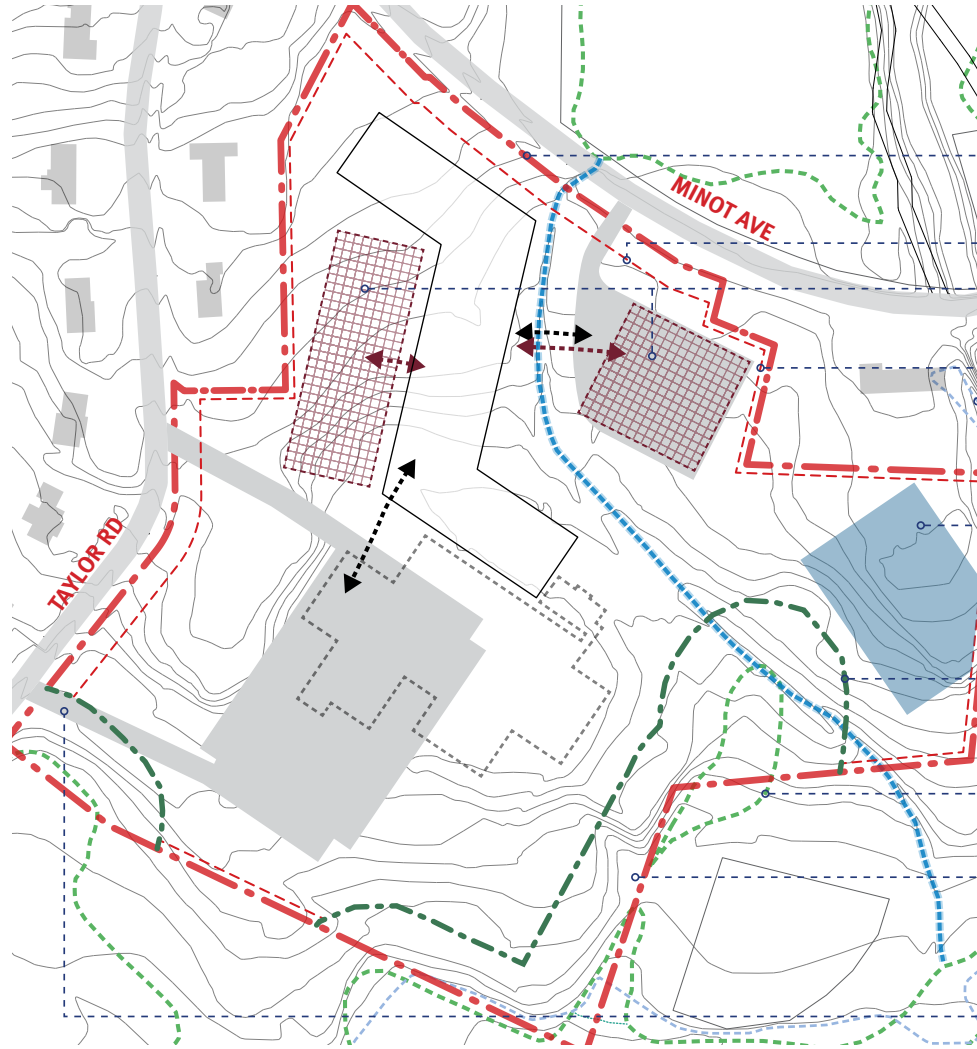
SEPTIC SYSTEM: 36,000 SF  
NO CONSTRUCTION OVERLAP



GEOHERMAL: 56,00 SF



PARKING REQUIREMENT: 180 SPACES



- PARCEL AREA: 17.3 ACRES  
- BUILDABLE AREA: 12.7 ACRES  
- BUILDABLE AREA FREE OF FLOODPLAIN: 12.7 ACRES  
**169,982 GSF; 3 STORIES**

- PROPERTY LINE
- 30'-0" FRONT YARD SETBACK
- **GEOHERMAL WELLS**
- 10'-0" SIDE YARD SETBACK
- 100-YEAR FLOOD PLAIN
- **EXPANDED LEACHING FIELD**
- 75'-0" WETLANDS SETBACK
- WETLANDS BOUNDARY
- 10'-0" SIDE & REAR YARD SETBACK
- 30'-0" FRONT YARD SETBACK



ACTON-BOXBOROUGH  
**SCHOOL BUILDING**  
 PROJECT

## SCHOOL BUILDING SITE OPTIONS

ABRSD is partnering with the MA School Building Authority on a feasibility study for a potential new elementary school. The preferred option is a building that would house two separate elementary schools and the district preschool program.

There are three potential locations for the new facility:

- Gates property - Douglas, Gates, PreK
- Douglas property - Douglas, Gates, PreK
- Conant property - Douglas, Conant, PreK

# School Building Community Forums

At the RJ Grey Library

Please come to a Community Forum to hear about elementary school building site options and provide feedback.

Tuesday, November 27 - 7:00 p.m.  
 Thursday, November 29 - 7:00 p.m.

Follow us for updates!



@\_ABSBP



@abschoolbuildingproject



Acton-Boxborough School Building Project



For more information visit [abschools.org](http://abschools.org) or email [abbuiding@abschools.org](mailto:abbuiding@abschools.org)



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

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

November 5, 2018  
6:00 p.m.

*Members Present:* Mary Brolin; Adam Klein; Amy Krishnamurthy; Maya Minkin; Peter Light; Marie Altieri; Peter Berry (left at 6:50pm); Dennis Bruce; Jason Cole; Becca Edson; Bill Hart; JD Head; Gary Kushner; Lynne Newman; Maria Neyland; Katie Raymond.

*Members Absent:* Bob Evans; Mac Reid; Chris Whitbeck.

*Other:* Karen Coll; David Verdolino; Representatives from Skanska: Chuck Adam, Victoria Clifford, Sovathya Sar; Representatives from Arrowstreet: Laurence Spang, Emily Grandstaff-Rice; members of the public.

1. Mary Brolin called the meeting to order at 6:01pm
2. Adam Klein moved, Maria Neyland seconded, Jason Cole and Dennis Bruce abstained and the minutes of the October 24, 2018 School building Committee meeting were unanimously approved.
3. Review and Approve Preliminary Design Program (VOTE) – Skanska, Arrowstreet, Mary Brolin

Chuck introduced the PDP submission process. We are voting to authorize Skanska to submit the PDP on behalf of the SBC. The majority of the PDP is appendices with documentation of existing conditions in the three elementary schools: Douglas, Gates and Conant. The next step will be for the MSBA to review the PDP, in-house and outside consultants, and send us a very detailed response to it including aspects they think may need additional review.

Emily Grandstaff-Rice added that the reason we need to submit the PDP at this point is to allow the MSBA time to review it before the deadline for submitting the PSR on January 2<sup>nd</sup>, 2019. We will need a consensus on our preferred project. We will vote on December 12<sup>th</sup> or 19<sup>th</sup> on the preferred project prior to the January 2<sup>nd</sup> submission.

We will plan to hold concurrent Special Town Meetings to vote on funding for the proposed project followed by ballot votes in the fall of 2019. The funding vote has to pass in both towns.

The PDP materials were shared with the committee prior to the meeting for their review. Emily reviewed the sections of the PDP. She noted that it is very important to write the Educational Plan thoroughly and clearly; she said that the AB Plan was very robust. The School Committee unanimously approved the Educational Plan at its November 1<sup>st</sup> meeting. Section 6, the Preliminary Evaluation of Alternatives, is the most significant section for review tonight.

Committee members asked for clarification of some of the information and numbers, and raised questions about some of the details, including some stylistic issues, typos and incorrect dates, in the various sections of the document. Emily clarified some of the information and will make revisions as agreed. Many of the specific details will not be finalized for some time, even some of those that are included in the document, such as bean bag chairs. Most of those details will be included in the Schematic Design, but even those may change over time.

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

**WELLNESS - EQUITY - ENGAGEMENT**

Members discussed the use of the term 'Open Enrollment' in the document. Within the community, that program is colloquially referred to as 'School Choice' but Open Enrollment is the official term for our internal district program. While combining two schools in one building will result in the same number of programs we currently have, the relocation of school programs may have an impact on the number of families who choose one school instead of another.

**VOTE:** Maria Neyland moved that the Acton-Boxborough Regional School District Building Committee approve the CT Douglas Elementary School Preliminary Design Program (PDP) and to direct Skanska USA Building as Owner's Project Manager to submit the Preliminary Design Program (PDP) prepared by Arrowstreet and Skanska to the Massachusetts School Building Authority on behalf of the district, which includes the following options:

1. Base code upgrade of the CT Douglas School
2. Renovation and expansion of the existing CT Douglas School on the Douglas site
3. New construction of a Douglas School and Gates School on the Douglas School and Elm Street Playground sites
4. New construction of a Douglas School and Gates School on the Gates School site
5. New construction of a Douglas School and Conant School on the Conant School site

Amy Krishnamurthy seconded, with no one opposed and no abstentions, and the motion was unanimously approved. Peter Berry left the meeting prior to the vote.

The committee took a 10 minute break.

4. Peter Light moved to approve the minutes of the November 5, 2018 School building Committee meeting, Dennis Bruce seconded and the minutes were unanimously approved.
5. Adam Klein moved, Gary Kushner seconded and the meeting was adjourned at 7:25pm.

Respectfully submitted,  
Karen Coll

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

November 14, 2018

December 12, 2018

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

January 9, 2019

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

March 13, 2019

April 10, 2019

May 8, 2019

June 12, 2019

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

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

October 24, 2018  
7:00 p.m.

*Members Present:* Mary Brolin; Adam Klein; Amy Krishnamurthy; Maya Minkin; Peter Light; Bob Evans; Bill Hart; JD Head; Gary Kushner; Lynne Newman; Maria Neyland; Katie Raymond; Mac Reid; Chris Whitbeck.

*Members Absent:* Marie Altieri; Peter Berry; Dennis Bruce; Jason Cole; Becca Edson.

*Other:* Karen Coll; Kate Crosby, ABRSD Energy Manager; Representatives from Skanska: Chuck Adam, Sovathya Sar; Representatives from Arrowstreet: Laurence Spang, Emily Grandstaff-Rice, Brad Edgerly, Holly Kang; members of the public.

1. Mary Brolin called the meeting to order at 7:00pm.
2. Maria Neyland moved, Adam Klein seconded, and the minutes of the October 10<sup>th</sup>, 2018 School Building Committee meeting were unanimously approved as written.
3. ABRSD Updates

Peter Light said that a draft report of the Educational Plan was reviewed by the School Committee as a first read at their October 18<sup>th</sup> meeting. The final version will be presented for a vote at the November 1<sup>st</sup> School Committee meeting. Once approved, the Educational Plan will be incorporated into the Preliminary Design Program (PDP), which will be voted on by the Building Committee at the November 5<sup>th</sup> meeting and submitted to MSBA by November 7<sup>th</sup>.

4. Arrowstreet Updates

a. Update on Visioning

Emily Grandstaff-Rice reviewed the Visioning process conducted in early October and the issues discussed, such as spaces that could be shared and those that should be kept separate. Lessons learned from experience with the Parker Damon Building were also brought out. Peter Light noted that our prior Visioning work with Dore & Whittier gave us a base to build on. We didn't have to redo the big-picture Visioning process, but could bring in each school group separately to hear their perspectives. The sessions included the three elementary schools under consideration as part of a potential new building, plus the preschool. This initially broad process will get more detailed and specific over time.

b. Continue to review Site Options

Emily reviewed the sites and building configurations under consideration. All of these options will go into the PDP. MSBA wants to know the cost of a renovation/expansion of the current Douglas School, so that option has to be included although it is not a very feasible alternative, especially given the larger student population anticipated. MSBA counts the modular classrooms as part of the current building but they are old and can't realistically be "upgraded."

Larry Spang reviewed slides shown at the Building Committee's October 10<sup>th</sup> meeting, showing site boundaries and constraints, the amount of space required for parking, geothermal wells and leaching

fields, and the current and potential schools on each site. Buildings, parking, geothermal and leaching fields all have to stay outside the boundaries of 100-year flood plains and 75-foot setbacks from wetlands. Larry noted that the process is iterative; the PDP submitted to MSBA will include site and building options to be studied further, which will give MSBA review staff a sense of where we're headed as well as giving us a headstart on our next steps.

Questions and comments about each of the options included:

- For a renovation/expansion of the current Douglas School on its current site, without encroaching on the Elm Street playground area:
  - The gym and cafetorium are undersized by current standards and would have to be expanded.
  - Geothermal wells and leaching fields would need to be constructed with the existing building still in place, which presents a series of issues. It would require a staging process, possibly using the Elm Street playground for temporary parking during construction. "Temporary" would have to be defined as approximately the two years required for construction. The geothermal wells might ultimately have to be located on the Elm Street property.
  - It would be difficult to isolate construction while the current school is being used. There would be space for limited handicapped onsite parking during construction.
  - A building on this site would be much taller than the current school. It would have to have three levels and could not be built down into sloping areas due to the wetlands and flood plains. An expanded Douglas is assumed to be a 3-section school; if Gates is not expanded, the committee might want to consider making Douglas a 4-section school.
  
- For a Douglas/Gates twin school on the Douglas and Elm Street playground sites:
  - Construction could be sequential, allowing the Douglas side to be finished first and those students to move in, then razing the current structure and building the Gates side. This would add to the cost.
  - We could we put entire Douglas/Gates building on the Douglas side of the property, with playgrounds and parking on the Elm Street side, but it would be very difficult to construct with the current school in use.
  - This larger site would allow for a 2-story building, although probably raised on stilts.
  - There does not appear to be quite enough parking onsite; we would need to find offsite parking, likely on the Gates property with an upgraded pedestrian bridge.
  - The two schools could have separate entrances.
  - Playground space is limited on this Douglas/Elm Street site; there is more area on the Gates site.
  - We would have to swap some land to the town in exchange for the Elm Street property. MSBA will not reimburse us for any rebuilding of town playgrounds and ball fields.
  
- For a Douglas/Gates twin school on the Gates site:
  - There might be space for limited playground areas on the Gates site, but more might have to be built on the Douglas site, accessed by an upgraded pedestrian bridge. Another option might be to locate the parking on the Douglas site, leaving more space for playgrounds on the Gates property. Teachers and parents would have to walk across the bridge after parking; however, JD Head noted that putting the parking on the Douglas side could reduce traffic at pickup and dropoff times, allowing buses to flow more easily.
  - In Larry's illustration, the new building would butt up closely to the current Gates school, posing some challenges for construction. Construction could be phased to allow the current Gates school to be razed before building near its current site, but this would add to the cost.
  
- For a Douglas/Conant twin school on the Conant site:

- In some respects, the Conant site is the easiest to work with and has fewer constraints than other sites. The buildable area is larger so would be easier to do construction while school in session. The current potential design is entirely on school property.
  - A negative factor is the amount of ledge on the site, with additional costs associated with that.
  - JD noted that the town owns two ball fields adjacent to Conant that are currently unused; given that they are not used, it is possible that the town might not require us to swap district land for these fields. The ball fields on the Gates and Douglas sites are heavily used.
- Questions and issues that apply to multiple buildings and sites:
    - Would we want to move into all or part of a building mid-year?
    - If a building is raised on stilts, it might be possible to put parking below.
    - Because geothermal wells are six feet below the surface, parking could be built over them. Putting parking over a leaching field is possible but the permitting and regulatory challenges would be significant. Any asphalt surface would have to be able to drain water through to the soil below. Also, leaching fields can't be built in flood plain areas; if that seems unavoidable, we will have to investigate onsite septic systems. Geothermal wells can be built in flood plains but the regulations are restrictive.
    - It would be possible to take part of a current leaching field out of use during construction, and pump or otherwise handle waste temporarily, but could be very costly.

Emily Grandstaff-Rice asked whether the building committee was confident about pursuing all four options. Some members were uncomfortable about using the Elm Street site, concerned that it could be politically difficult to pass through Town Meeting. Members were also concerned that a building raised on stilts and two or three stories tall would be out of scale with the neighborhood. Excluding the Elm Street property would make building a twin school on the Douglas site extremely difficult.

Mary Brolin asked about the timing of asking the town about swapping Elm Street for other land. Katie Raymond suggested that we wait until we determine whether that site is even feasible. We would need to rebuild the Elm Street playgrounds to current standards without reimbursement from either MSBA or the town. Larry said that we should get town input about Elm Street by mid-December, before the Preferred Schematic Report (PSR) is due to MSBA on January 2<sup>nd</sup>. Amy Krishnamurthy said that, in the very short term, we should sit down with Acton Selectmen Katie Green and Peter Berry and Finance Committee member Jason Cole to get a sense of how they think their boards would feel about this swap. Bob Evans noted that no matter what unofficial feedback we get, we would still need approval for a land swap at town meeting, which is risky.

There are still a number of questions about each site, such as the ledge on the Conant property. Maya Minkin said that drilling through ledge could be extremely expensive. We can't drill holes on the Elm Street site until we get permission from town. There may be old boring reports for those sites to use as a starting point, but some of that information may be hard to find or unavailable. Now that we have some preliminary drawings, Emily said that we could narrow down areas to drill holes for testing.

c. First Pass at Space Summaries

Arrowstreet has developed preliminary space summary spreadsheets for each school; all of these numbers will evolve and change. The spreadsheets show MSBA space calculations, which are based solely on student numbers and enrollment. We will need to assess the number of rooms needed, as well as which could be shared spaces. Another document under development is a criteria evaluation matrix.



The committee discussed options for space configurations in a new twin school. A full size gym for a twin school would be 6,000 square feet, based on MSBA standards. Some of the concerns about shared gyms are scheduling and noise. A variety of options exist, such as having one large gym with one or more smaller spaces for movement or other uses. We would have to justify spaces that differ from MSBA standards such as, potentially, separate upper school/lower school gyms.

The decisions are different for cafeteriums, where size is based on space per student and could vary based on the number of seatings or other factors. Cafeteriums can be divided into separate spaces; we might be able to design separate cafeteriums with a shared kitchen. Media Centers can also be configured in various ways, such as separate libraries for upper and lower grades.

Amy Krishnamurthy asked whether the space calculations include the preschool. Emily said that MSBA has standards for grades K-6, but doesn't take preschools into account; MSBA assumes a preschool is self-contained and doesn't fold it into the square footage calculations for elementary school spaces. The A-B preschool is assumed to be 10 classes. Some of the ideas from the preschool Visioning sessions may not be possible such as separate art and music rooms or a separate cafeteria.

## 5. Skanska Updates

### a. Arrowstreet Invoice Approval

Chuck has reviewed the Arrowstreet invoice with Larry and Emily, and approved it. Once we reach \$50,000 in total invoices, MSBA will begin to reimburse us. Katie Raymond moved, Amy Krishnamurthy seconded and the Arrowstreet invoice was unanimously approved with no abstentions.

### b. Outline of PDP Submission

Chuck passed around a sample copy of the PDP submission outline and will ask Victoria Clifford to send it to the committee. Emily noted that Section 6 is very important, and it will be sent to committee members through DropBox for review by November 2<sup>nd</sup>. If anyone needs to access DropBox through a difference email address, Karen Coll and Victoria will give that address permission. Skanska will get copies of the PDP to MSBA in their required formats. MSBA will have then have 14 days to review the document, but we will continue to work while the review is in process. The PDP will be posted to the AB website; MSBA acceptance of the PDP will also be sent to town managers and legislators.

### c. Schedule for Upcoming Months

The next building committee meeting is Monday, November 5<sup>th</sup>, starting at 6:00pm in the RJ Grey library. Chuck reviewed upcoming deliverable dates: the PDP submission on November 7<sup>th</sup>, and the PSR on January 2<sup>nd</sup>, 2019. Our preferred option will continue to evolve even after submission of the PSR.

## 6. The meeting was adjourned at 9:04pm.

Respectfully Submitted,

Karen Coll

### Documents Used:

Minutes of the October 10, 2018 School Building Committee Meeting

Skanska Project Budget Tracker

Arrowstreet Invoice

PDP Submission Outline (sample copy only, not distributed)

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

*WELLNESS - EQUITY - ENGAGEMENT*

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

November 5, 2018 – *(6 pm start)*

November 14, 2018

December 12, 2018

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

January 9, 2019

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

March 13, 2019

April 10, 2019

May 8, 2019

June 12, 2019

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

*WELLNESS - EQUITY - ENGAGEMENT*

~~STUDENT CONDUCT ON SCHOOL BUSES~~

**STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS**

~~The School Districts and their staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing school bus behavior expectations rests with the Principal School Committee requirements of student conduct on buses will rest with the Principal.~~

The responsibility for student safety during transportation to and from school is shared between District staff, parents/guardians, and students. Student school bus behavior expectations (EEAEC-R and JICC-R) are provided to students and families and posted on the District website. Building Principals are responsible for enforcing school bus behavior expectations.

To ensure the safety of all students who ride the bus, it may occasionally be necessary to revoke the privilege of transportation from a student ~~who abuses this privilege~~. Parents/guardians of children whose behavior ~~and misconduct~~ on school buses endangers the health, safety, and/or welfare of other riders will be notified that their child(ren) face the loss of transportation privileges. ~~in accordance with regulations approved by the School Districts.~~

## **STUDENT SCHOOL BUS BEHAVIOR EXPECTATIONS**

Students are expected to behave in an orderly manner while riding the bus, and during loading and unloading procedures. The bus driver shall be in complete charge of the bus and its passengers at all times, and shall ensure the safety and wellbeing of all students who ride the school buses. Please note: all of our school buses are monitored by video surveillance.

Students shall observe the safety procedures below.

### **Riding the Bus**

*To ensure your safety while riding an ABRSD bus, we expect you to:*

1. Follow the driver's instructions at all times.
2. Remain in your seat, facing forward, at all times.
3. Keep your hands and feet to yourself.
4. Keep all body parts, voice, and objects inside the bus at all times.
5. Use a quiet voice to speak to others sitting in a seat near you.
6. Use school-appropriate language.
7. No food, snacks and drinks on the bus at anytime.
8. Open the windows only when the driver has indicated it is safe to do so.
9. Ride only your assigned bus to and from your assigned stops.

### **Getting On or Off the Bus**

*To ensure your safety while getting on or off the bus, we expect you to:*

1. Parents are responsible for the behavior of their students while waiting at the bus stop.
2. Line up single file to board the bus.
3. Wait until it has stopped completely and the driver signals (Thumbs Up) it is safe before approaching the bus. Walk to the bus. If you need to cross in front of the bus please walk at least 10 feet in front of the bus so the driver can see you at all times.

4. Find an appropriate vacant seat quickly and sit down.
5. Elementary students shall be seated by grade with K students in the front of the bus with 6th grade students in the rear.
6. To exit the bus, wait until the bus has come to a complete stop. Leave your seat quickly and quietly, and wait patiently until it is your turn to get off the bus.
7. Use only the front exit of the bus. Exit the bus using the emergency door at the rear of the bus *only in the event of an emergency*.
8. Once you have gotten off the bus, walk away from it, not along the side of the bus.
9. If you must cross the street after getting off the bus, cross in front of the bus, at least 10 feet in front so that you and the driver can see each other. Look both ways and to the driver for the “Thumbs Up” before crossing the street for your own safety.

**Students must also follow these guidelines:**

1. Students may not light matches, smoke, vape, or consume alcohol on the bus per state law.
2. Liability for any bus vandalism shall be assumed by the parents of the student(s) involved.
3. Objects which may create a hazard on the bus will not be permitted such as sharp objects, animals, or excessively large items which cannot be transported safely, or which cause an inconvenience to other passengers due to insufficient seating space. The Transportation Office reserves the right to make this determination.

**STUDENTS' RIGHTS**

1. Students will be given the opportunity to express their views to their building administrator prior to any disciplinary action being taken as a result of a formal complaint from a bus driver.
2. Students will be transported to their designated destination until such time that disciplinary action is taken. Drivers cannot make arbitrary decisions to discharge a student at a location other than the student's authorized destination.



## **DISCIPLINARY ACTION**

Bus drivers have been instructed to prepare formal reports in the event of student misconduct on the bus. The following procedure will be followed after the report has been received by the building Principal:

1. First Offense — Principal speaks to the student and a first notice is sent home to parents. In addition, the Principal will speak with the parent and/or send notice home explaining the situation and the potential consequences of a subsequent offense. In serious incidents, the Principal may elect to suspend bus privileges.
2. Second Offense — Principal speaks to student and a second notice is sent home. In serious incidents, the Principal may elect to suspend bus privileges.
3. Subsequent Offenses — Principal speaks to student and parents regarding suspension of bus privileges.
4. Violation of State Laws — (i.e., smoking, lighting matches, etc.) will result in a one (1) week suspension of bus privileges.
5. The Principal will determine the time of suspension of bus privileges in all cases, based on the seriousness of the offense. In the case of an offense where a one-week suspension is required, he or she may decide to increase the length of the suspension.

REVISED August 2018

## ALG Minutes September 27, 2018

Present: Bart Wendell, facilitator (he was a bit delayed): Joan Gardner, BoS; Jason Cole & Roland Bourdon, FC; Diane Baum & Paul Murphy, SC; John Mangiaratti, Peter Light, Marie Altieri & Steve Barrett, Staff. Absent: Katie Green.

Audience: Mark Hald, Asst. Town manager, Jin Benson, BoS, Peter Ashton, Town Moderator, Bonnie Lobel & Ann Corcoran, COA.

Extra Info: Calendar for budget planning; spreadsheet and first draft of the finance committee's POV which was projected but has yet to be voted in by the entire committee

1. The minutes were accepted with the addition of the new town manager's name being added to the list of those in the audience.

### 2. FY 18 Year end, Town & schools

JM: things are going along normally we're working on controlling spending. We added \$265K to reserves that's from a budget if \$33,151,899 which represents .080 turn-back. We had a deficit in snow and ice if \$160K; natural resources \$120K (for the purchase if a special mower); Nursing is \$84K positive.

Revenues: 99.67% collection rate for taxes (which helps us keep our high Moody's rating); \$1.5m in state and local growth \$5.977---the bump coming from Insulet construction and is a one-time growth.

Peter: revenues are at \$800k which is a positive 1%; we returned \$1.7m to E&D. We took \$1.2m (last cycle) from E&D. \$525k of that was for bussing which will be reimbursed by the state. E&D was \$5m now its \$4.7. In part due to some bussing reimbursements and the changes in teachers' salaries. When a long-time teacher retires, we bring in a new in at a lower salary. We also have a differential with substitute teachers. After regionalization, we have had a concerted effort to raise E&D to get a better Moody's rating.

### 3. FY 19 update

John: everything is going as planned No surprises so far.

Peter: revenues are slightly higher.

### 4. Spreadsheet

Members requested that the spreadsheets and other financial information be sent to the ALG members several days before the meeting and not the night before.

SB: said he would try. He noted that the spreadsheet has been a growing thing over the years as different ALGs have added things to the columns and the information tabs. What was before the members was the essentially the sheet for April town meeting.

He noted that the sheet will become a more precise vehicle when the budgets are set, the tax rate set and the various reserve funds certified. The sheet starts with tax to the max, a \$12.7m deficit and a \$1.3m proposed use of reserves. As the year progresses, these numbers change. The team working on producing the sheet is: Marie, Dave Verdolino, school finance director & Brian McMullen.

Jason questioned the numbers for E&D

Marie: \$525k bussing; \$750k building & \$200k operation—these were town meeting votes. They returned \$1.67m but that is not yet certified.

Marie agreed that the calculations for FY18 are not yet final. She noted that Jason seemed to be mixing years.

SB: noted that he was constrained by the state and the recap process. The state required the budget numbers to be used from the previous year rather than plan for the current.

Marie: The reserves are variable. On this sheet we have not taken out the \$300k from the tax levy. Right now the budgets are not real. She expects the assessments to be closer this year the turn backs have been used for capital. Health insurance has dropped; 30% of the employees have moved to Mass health. This has made the HIT very healthy.

## **5. FY 20 projections**

SB: we still have property taxes at the full extent; local receipts will not be as high because Insulet Corp was a one-time hit; Quail Ridge is nearly built out. The area where we expect increases is interest on investments. The overlay account has \$900k we took \$700k out last year. The state is changing the regs on this account. We have state aid at 5% but need to wait for the budgets.

Marie: we get our money from Ch. 70. As a town we are in the mid-range and \$20-\$50/student. We will budget \$25-\$30. Supposedly there is legislation to increase this amount, it may be successful---it's an election year. We have been conservative in part because we were "tagged" by Moody's and we have rebuilt our E&D to a healthy level.

## **6. FC POV (this document has yet to be voted by the entire committee)**

The concerns if the FC include: budget spending often exceeds 2.5%.to cover the shortfall, reserve funds are used; the growth in compensation—71.60% of next year's town budget will be salary and fringes while 79.05% of the schools budget will be salaries and fringes.

In the past four years, compensation growth exceeded 4%

Projected debt: ..."based on current assumptions, we estimate a new twin school & a fire station will add debt payment costs of \$4.5million/year over the next five years. Current projected impact on the average single family tax bill shows a peak in 2023 at \$333, but declines by 2028 to \$46. "

The FC is concerned that the projected reduction in reserves will have them drop below the 5% floor which is the accepted policy

The FC wants everyone to adhere to the upper and lower thresholds for reserves. The lower threshold is 5% of municipal spending; Upper threshold is 3% of total Acton spending including schools.

Reserves: the FY20 budget us likely to reduce reserves and we are in jeopardy of being below the reserve policy floor. Continuing to spend reserves for the operating budget is unsustainable. Replenish is less than budget reserve use.

Recommendations: reserve policy

Adhere to upper and lower thresholds. Lower us the 5% for municipal spending with upper 3% for total spending; encourage reserve use for one-time items capital needs and emergencies.

The FC likes the OPEB contributions and thinks that thus helps greatly with the Moody's rating.

Prioritize capital projects; don't add non-reimbursable items to the school projects.

Do not use reserves to plug operating gaps: use for one-time capital projects.

On land purchases, the FC wants to have a clearly defines planed for the continued town ownership, specifically the Walker Property and River street.

FY 20 operating budget should grow by no more that 3%.

Capital overrides are coming without a change in spending; operating overrides may become necessary as well.

There was a general discussion about the FC's POV. It was noted that there was a town meeting "promise" to shift the cost of the River Street property from the town to the CPC.

Roland noted that during the purchase process, the CPC application was not complete so was rejected. The town can reapply for the land costs. John said he'd look into it.

Marie questioned the reserve policy especially the 3% upper limit saying that E&D is not in the calculation. Paul suggested that the 3% not be an arbitrary number but based on need. John wanted to know if the lower and upper numbers were a fixed practice.

Bart suggested that it had been an historic FC ask.

SB noted that it was a FC policy but it had been difficult over the years to come up with one policy.

Marie suggested that the policy was the time when the reserves were 4(m which is no longer the case and the FC wanted to lower thwart amount, principally through tax give backs. She suggested that the SC would be fine with a 4-4.5% and could not do with less than \$1m.

Jason said that it was time to dedicate these funds for capital and not operating budget.

Paul suggested that the retirement of the debt would allow for more funds.

This issue did not reach a consensus.

Overrides were discussed and it was agreed that the April before the pending override the taxpayers needed to be told that it was coming.

## 7. School building

Peter said that the design firm was picked in June and there are now analyses about costs the placement, number of builds, etc. They are going through the site testing with MSBA. All this information is being sent to the building committee.

Mass Save and Ever source are doing an energy efficiency study at no cost to the district using this study as a template for their future work. All environmental efficiencies will be explored but one principle is to insure that the MSBA will reimburse the project.

There was an attempt to make a meeting schedule. However that did not work.

The next meeting will be October 25 at 7 PM

Adjourned 8:50



Ann Chang



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

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

Date: Tuesday, November 6, 2018  
To: Peter Light, Superintendent of Schools,  
Acton-Boxborough Regional School Committee  
From: Andrew Shen, RJ Grey JHS Principal  
Re: ABRPTSO Grant for 7th Grade Student Folders



Dear Peter,

We would like the School Committee to approve acceptance of grant funds in the amount of \$1,000.00 from the ABRPTSO. These funds help defray the cost of the homework organizational folders we provide to all 7th graders at no cost. Please let me know if you have any questions.

Regards,

Andrew Shen

/attach

**ACTON-BOXBOROUGH REGIONAL SCHOOLS  
2019-2020 KINDERGARTEN REGISTRATION SCHEDULE**

The following are important dates for parents/guardians of children who will be entering Kindergarten in September 2019 (5 years old on or before September 1, 2019). See also: [www.abschools.org](http://www.abschools.org) Student registration

**GENERAL MEETING**

Our Superintendent, Deputy Superintendent, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Principals, Community Education Director, Registrar, Kindergarten staff and School Nurse will be on hand to answer questions.

**Tuesday, January 8, 2019 at 7:00 p.m., High School Auditorium  
(Snow date January 9, 2019 at 7:00 p.m., High School Auditorium)**

**PRIOR TO PRE-REGISTRATION:**

*'Register to receive Kindergarten information' at*

<https://docs.google.com/forms/d/e/1FAIpQLSdYGOi503JRNFaIr0WLOdb4Mqbbi4OtXq3T5LWht8POVNg38A/viewform?c=0&w=1>  
*for dates rescheduled due to weather, updates on kindergarten registration, and to let us know about potential **siblings and All Day Kindergarten requests.** **NOTE: This is not Kindergarten registration.***

**SCHOOL TOURS**

All schools will be open for tours on the following dates: January 14, January 22, February 5 and February 11. Please call individual schools after January 3, 2019 to reserve tour times. You may reserve more than one tour per day. (Please note these are the only available days for tours.)

If school is canceled or delayed on a tour day, parents should call the school to reschedule.

Tour hours for all schools: 9:30-10:45 a.m. and 1:45-3 p.m.

*Please do not bring young children with you on the tour.*

**PARENT INFORMATION EVENING MEETINGS**

Tuesday, January 15, 7:00 p.m. @ Douglas – Cafetorium

Tuesday, January 22, 7:00 p.m. @ McCarthy-Towne - Cafetorium

Tuesday, January 29, 7:00 p.m. @ Merriam - Cafetorium

Tuesday February 5, 7:00 p.m. @ Gates- Cafetorium

Tuesday, February 12, 7:00 p.m. @ Blanchard - Cafetorium

Tuesday, February 26, 7:00 p.m. @ Conant - Cafetorium

*\* In case of snow, ANY postponed evening meeting will be held the next evening: Wednesday*

**KINDERGARTEN ONLINE PRE-REGISTRATION OPENS JAN. 9<sup>th</sup> & CLOSES MARCH 1<sup>st</sup>.**

***(Be sure to register by March 1<sup>st</sup> to be included in the Kindergarten Lottery.)***

Go to <https://www.abschools.org/cms/One.aspx?portalId=216111&pageId=521396> January 9<sup>th</sup>, 2019 to pre-register.

**SIBLINGS and WALKERS WITH PRIORITY ADMISSION STATUS**

The families who are eligible, or who believe they may be eligible for priority admission status include siblings of current students, students who live in Boxborough who wish to attend Blanchard and walkers. (Students who live within a safe mile walk.) **Please be sure to check your priority admission status. Siblings have priority over walkers.**

**NEW FAMILIES**

New families, without siblings in the schools, are required to complete the online pre-registration submitting all documentation online: Your child's original birth certificate, most recent physical examination & immunization record, Copy of your Government issued Photo ID and Proof of Residency Affidavit with an item from each column.

**REGISTRATION PROCESS FOR COMMUNITY ED EXTENDED DAY PROGRAM GRADES K-6**

To learn more about this program, plan to come to the Open House at the Administration Building, Monday, February 11, from 6-7pm. Children and siblings are welcome! For more information and to book a tour, please call Kate Murray at 978-264-4700, ext. 3984.

**OTHER IMPORTANT DATES**

End of March/April - School Placement & All-Day Kindergarten Lotteries held (as necessary). Notification email sent out.

May 15 – All Day K non-refundable deposit due.

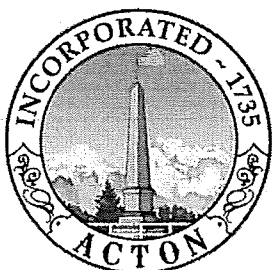
May 31 - Parent-released/teacher-completed Pre-K Assessment Form due at Registrar's Office.

July 31 - Children's medical forms (complete immunization history, physical exam completed after 1/1/19) due at school nurse's office. Bus forms to the Transportation office by August 1st

August 1 - September tuition for children registered in All-Day K due at the A-B Schools.

**All registration information is located at:** <https://www.abschools.org/cms/One.aspx?portalId=216111&pageId=521396>

(Rev. 11.7.18)



Planning Division

**TOWN OF ACTON**

472 Main Street

Acton, Massachusetts 01720

Telephone (978) 929-6631

Fax (978) 929-6340

[planning@acton-ma.gov](mailto:planning@acton-ma.gov)

[www.acton-ma.gov](http://www.acton-ma.gov)

November 5, 2018

Peter Light, Superintendent  
Acton Boxborough Regional School District  
472 Main Street  
Acton, MA 01720

Dear Mr. Light,

I am pleased to report that after consideration of the concerns continually expressed by the Town, MassDOT has approved the design proposal to install the traffic signal at Charter Road and Massachusetts Avenue.

Earlier this year, the Massachusetts Department of Transportation (MassDOT) reviewed plans for these improvements as part of our submittal for 25% design. The initial feedback from MassDOT is that they would not support a new signal at Charter Road because the traffic counts conducted in 2017 and again more recently in 2018, did not meet all eight warrants.

I want to thank the Regional School District for the support in advocating for this important improvement for the regional school campus and community at large. It is due to your support that this signal was approved.

For more information about the project please visit [actonma.gov/kc](http://actonma.gov/kc). If you have any questions, please contact me at [kguichard@acton-ma.gov](mailto:kguichard@acton-ma.gov).

Sincerely,

Kristen Guichard, AICP  
Senior Planner

CC:

- John Mangiaratti, Acton Town Manager
- Kelley's Corner Steering Committee
- Kelley's Corner Working Group
- Acton Police Department
- Acton Fire Department

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2018-2019

13.3

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1				A
	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	A	B(1)	C	Tot	
Pre-school	89	20	3	112	81	21	3	105	92	22	3	117													
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117													
K	266	60	4	330	266	60	4	330	265	59	4	328													
1	296	73	2	371	296	73	2	371	295	73	2	370													
2	305	45	5	355	305	45	5	355	304	43	5	352													
3	314	73	6	393	314	73	6	393	315	73	6	394													
4	339	56	7	402	337	56	7	400	337	56	7	400													
5	370	51	7	428	371	51	7	429	370	51	7	428													
6	363	57	9	429	362	57	9	428	359	57	9	425													
Elem Sub Total	2253	415	40	2708	2251	415	40	2706	2245	412	40	2697													
OOD Pre k-6	16	3	0	19	16	3	0	19	16	3	0	19													
Elem. Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716													
7	356	65	13	434	357	65	13	435	356	66	13	435													
8	415	69	5	489	414	69	5	488	414	69	5	488													
J.H.S. Total	771	134	18	923	771	134	18	923	770	135	18	923													
9	393	63	4	460	393	63	4	460	393	63	4	460													
10	352	75	4	431	350	75	4	429	351	75	3	429													
11	364	74	7	445	364	74	7	445	364	74	7	445													
12	422	69	7	498	424	69	7	500	423	69	9	501													
13 SP	0	0	0	0	0	0	3	3	2	0	1	3													
P.G.	3	0	3	6	0	0	0	0	0	0	0	0													
H.S. Total	1534	281	25	1840	1531	281	25	1837	1533	281	24	1838													
Secondary Total	2305	415	43	2763	2302	415	43	2760	2303	416	42	2761													
OOD 7-13	53	11	0	64	53	11	0	64	53	11	0	64													
Reg. Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825													
Preschool Total	89	20	3	112	81	21	3	105	92	22	3	117													
Elem Total	2269	418	40	2727	2267	418	40	2725	2261	415	40	2716													
Secondary Total	2358	426	43	2827	2355	426	43	2824	2356	427	42	2825													
Grand Total	4716	864	86	5666	4703	865	86	5654	4709	864	85	5658													

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

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

All Principals (2)

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

Actual Acton-Boxborough Grade K-6

Grade	Blanchard				Total	Conant				Total	Douglas				Total	McCarthy				Total	Merriam				Total	#Sec	Avg. Size			
	ADK	ADK	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM	ADK	AM		ADK	AM								
			51	19			42	16			21	20		22	17		42	19			41	18								
K	17	18	16	19	70	20	21	17	58		21	20	41	17	22	39	21	21	19	61	20	18	21	59	328	17	19.3			
				17					0				0			3				3				0		23				
Gr. 1	21	21	21	22	86	22	21	21	64		21	21	42	21	21	42	20	19	19	17	75	20	20	21	61	370	18	20.6		
				16					2				0			1				0				1		20				
Gr. 2		19	21	20	60	19	21	21	61		22	20	42	21	20	20	61	23	21	22	66	21	20	21	62	352	17	20.7		
				19					1				0			2				1				0		23				
Gr. 3		23	22	23	68		23	23	46	23	24	23	70	23	23	24	70		23	24	23	70	24	22	24	70	394	17	23.2	
				4					0				0			4				3				2		13				
Gr. 4		20	20	19	59		25	25	50	24	22	23	69	21	23	23	67	21	22	21	20	84	24	24	23	71	400	18	22.2	
				14					1				4			2				4				1		26				
Gr. 5		16	18	18	52		25	24	25	74	23	22	23	68	24	25	49	22	23	22	22	89	25	22	25	24	96	428	19	22.5
				7					3				0			0				3				2		15				
Gr. 6		23	23	21	67	24	23	22	24	93	24	24	24	72		24	24	48		24	25	25	74	24	23	24	71	425	18	23.6
				13					1				0			2				3				1		20				
				90					8				4			14				17				7		140				
<b>Total</b>	<b>23</b>	<b>20.1</b>			<b>462</b>	<b>20</b>	<b>22.3</b>		<b>446</b>	<b>18</b>	<b>22.4</b>		<b>404</b>	<b>17</b>	<b>22.1</b>		<b>376</b>	<b>24</b>	<b>21.6</b>		<b>519</b>	<b>22</b>	<b>22.3</b>		<b>490</b>	<b>2697</b>	<b>124</b>	<b>21.8</b>		

90 Acton residents attend school in Boxborough

50 Boxborough residents attend school in Acton



# SUICIDE PREVENTION TRAINING

**FREE AND OPEN TO THE PUBLIC**

Sponsored by



**AB Cares**

## **Question, Persuade, Refer (QPR)**

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

**Monday, November 19, 2018**

**6:45 - 8:15 PM**

**Sargent Memorial Library  
427 Mass Avenue, Boxborough**

**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.**



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

13.5

*Deborah E. Bookis*  
*Assistant Superintendent for Teaching and Learning*

*ph: 978-264-3313*  
*[dbookis@abschools.org](mailto:dbookis@abschools.org)*

TO: Peter Light, Superintendent  
FROM: Deborah Bookis  
RE: *Studio Thinking from the Start: The K-8 Art Educator's Handbook*  
DATE: November 6, 2018

Please see the enclosed memo from Leo Muellner, PK-12 Visual Arts Director, about the recent publication of *Studio Thinking from the Start: The K-8 Art Educator's Handbook* and how it's being utilized at AB.

Also enclosed you'll find the historical context, written by retired Visual Arts Director, Diana Woodruff, of our educators' involvement with this new book.

It's wonderful to see our educators featured in a book that contributes to exposing students to the Studio Habits of Mind.

Leo Muellner  
Director of Visual Arts  
Acton-Boxborough Regional School District

TO: Peter Light and Deborah Bookis

FROM: Leo Muellner

RE: Studio Thinking from the Start

DATE: November 6, 2018

I'm writing to share the news that the AB Visual Arts Department has been heavily featured in a new book just out from Teacher's College Press called *Studio Thinking from the Start* (Hogan, Hetland, Jaquith, Winner). The book presents a series of case studies on how K-8 teachers integrate the Studio Habits of Mind into their teaching practice. This is something we do district-wide, and the book contains three case studies based on our elementary visual arts teachers and their classrooms, with special foci on the work of Anne Kress, formerly of Merriam, and Celia Knight at Gates.

Incidentally, we're also using this book as part of our PL focus on TAB (Teaching for Artistic Behavior) and generally increasing student choice and ownership across the curriculum. I hope you get the chance to peruse the book and learn more about some of the innovative work going on in our elementary visual arts classrooms.

Historical Context: *Studio Thinking*, the “Habits of Mind”, and “Studio Thinking from the Start”

The initial version of *Studio Thinking: The Real Benefits of Visual Arts Education* was published in 2007. It was intended for an audience of secondary level art educators, although much of it could be adapted for elementary level. Chapter 11 of this publication addresses “*What the arts teach*”, outlining the Habits of Mind, (Develop Craft, Engage and Persist, Envision, Express, Observe, Reflect, Stretch and Explore, Understand the Art World), as important transferable skills, and attitudes, that the arts address.

We purchased copies of *Studio Thinking* for each of the K-12 art faculty to use as a resource in the department’s ongoing curriculum review. One of the tasks we needed to address was to develop new K-12 Learning Goals. During an all day K-12 curriculum session, after much deliberation, and many draft suggestions, the Visual Arts staff decided unanimously to adopt the 8 Habits of Mind as the K-12 Visual Arts Learning Goals.

In 2016 Rick Atkins, who was the Director of EDCO at that time, invited the Visual Arts Department of Acton-Boxborough to be one of three districts making presentations on arts assessment models at a one day workshop. The session was facilitated by Lois Hetland, one of the authors of *Studio Thinking*. Celia Knight, Art Educator at Gates School, Heidi Kupferman, Art Educator at McCarthy-Towne School, and I presented a slideshow highlighting elementary art assessment at ABRSD, utilizing the Habits of Mind. A copy of that slide show is attached. A description of the EDCO workshop is found below.

An outgrowth of that EDCO presentation was an invitation to the elementary art teachers and me to meet with researchers Jillian Hogan and Diane B. Jacquith, who were beginning work on a new version of *Studio Thinking* for elementary: *Studio Thinking from the Start*. Jillian and Diane visited and observed elementary art classes throughout the district, and Jillian sat in on K-6 art curriculum review meetings to observe and to gather information on the collaborative effort.

Although many art educators across the country have incorporated Habits of Mind into their curriculum, Acton-Boxborough was seen as a unique model, since the entire elementary staff was working collaboratively to incorporate the Habits of Mind into the curriculum. Other art teachers were using Habits of Mind in their instruction but were working independently of other art educators in their districts. Jillian and Diane wanted to present both scenarios – art teachers working independently, as well as a team of art educators working collaboratively.

The result of the research is found in *Studio Thinking from the Start*, published by Teachers College Press, Columbia University, 201

Diana Adams Woodruff  
FMR K-12 Visual Arts Director  
Acton-Boxborough Regional Schools.  
October 2018

DESCRIPTION of EDCO WORKSHOP: (2016)

*EDCO is offering a one day workshop/sharing session focused on art assessment. The workshop will be facilitated by Dr. Lois Hetland, of Mass College of Art, but it is also meant to provide district teams an opportunity to learn from other districts' efforts.*

***Assessments in Visual Arts - What Can We Learn from Each Other***  
***February 23, 2016***                      ***8:00 a.m. - 3:15 p.m.***

*This workshop is designed to bring together district teams to share their work and their thinking around assessment in visual arts. Lois Hetland, Professor and Chair of Art Education at the Massachusetts College of Art and Design (MassArt), will facilitate the session.*

*The session will start with short presentations by three districts, sharing what their approach has been to date. Each presentation will be followed by a brief question and answer period. Next, Lois will facilitate a discussion around some general questions and concerns related to visual art assessment, such as assessing both overall conceptual execution and discrete technical skills, determining how much time is appropriate to devote to assessment, and deciding how to build in long term growth into the assessment process.*

*Following lunch, all participants will engage in a design challenge for the purposes on modeling the assessment process using the completed projects. There will be separate processes for the elementary and middle school levels. The session will end with a group debrief and the identification of next steps in each district.*

**Presenter:**

*Lois Hetland, Mass College of Art*

**Audience:**

*K - 8 art teachers and administrators*

*Assessment :*





*Visual Arts*

*Acton-Boxborough Regional School District*

Visual Memory Portfolio  
Drawing Template

First & Last Name: \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Visual Memory Drawing Portfolio

PERSON	ANIMAL
	
BUILDING	MACHINE
	



DDM - Grade 1

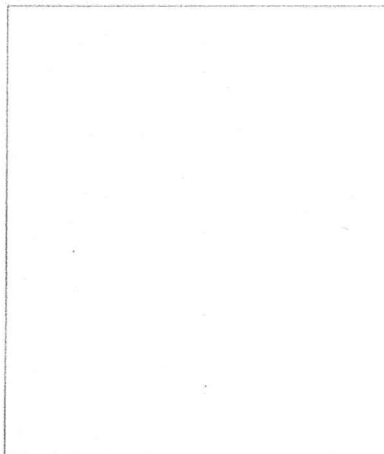
Anne-Bobbsworth Schools  
District Determined Measures of Student Growth

Course Name	Visual Arts K-6
Teacher(s)	Heidi Koefoer, Celia Knight, Melissa Hayes, Beth Warner, Diana Woodruff, Eileen Barrett, Anne Kress
Skill(s) to be assessed	<a href="#">Visual Arts</a>
Pre-Assessment	Students will be asked to draw a person with a #2 pencil and eraser on the <a href="#">Visual Memory Drawing Form</a> in a quiet atmosphere.  Teacher instruction: I want you to show what you know about drawing an entire person. Today we will spend 10 minutes working silently on a drawing. You should concentrate and put your best effort into your drawing.  Redirection Prompt: We're still working until the time is up.
Pre-Assessment Window	10 minutes
Post-Assessment	Students will be asked to draw a person with a #2 pencil and eraser on the <a href="#">Visual Memory Drawing Form</a> in a quiet atmosphere.  Teacher instruction: I want you to show what you've learned this year about drawing an entire person. Today we will spend 10 minutes working silently on a drawing. You should concentrate and put your best effort into your drawing.  Redirection Prompt: We're still working until the time is up.
Post-Assessment Window	10 minutes
Measurement (how will you measure growth and what will you consider high, moderate, low growth)	The quality and quantity of various elements of the face and body will be categorized according to 4 <a href="#">levels</a> in each category. High growth: Advance 2+ levels Moderate growth: Advance 1 level Low growth: No advancement at least

Visual Memory  
Drawing Template - Grade 1

1st Grade Visual Memory Drawing

Name: \_\_\_\_\_ Date: \_\_\_\_\_











Visual Memory Drawing Rubric - Grade 1

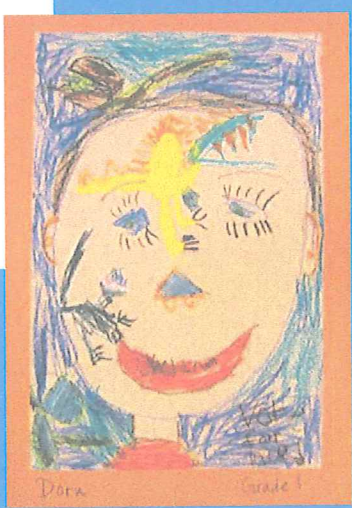
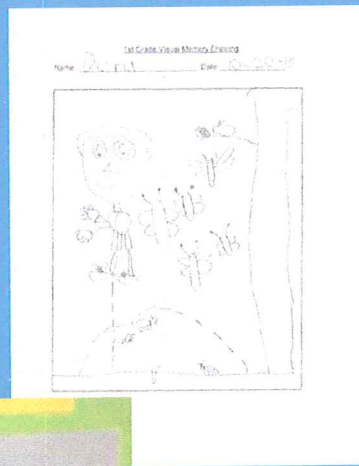
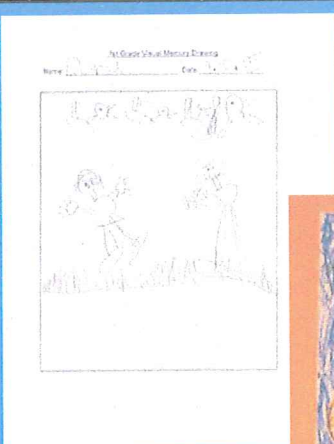
1<sup>st</sup> Grade Visual Memory Drawing

Name: \_\_\_\_\_ Dates: \_\_\_\_\_

- Each date can be colored coded/double sided sheet
- Clothing items like accessories, patterns on clothing, etc are advanced.
- Multiples of the same elements are counted once.

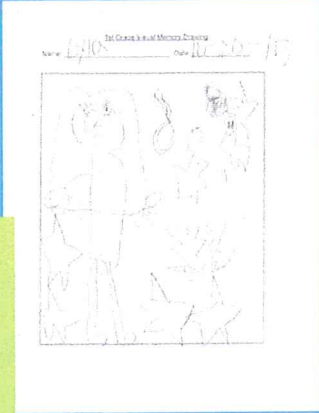
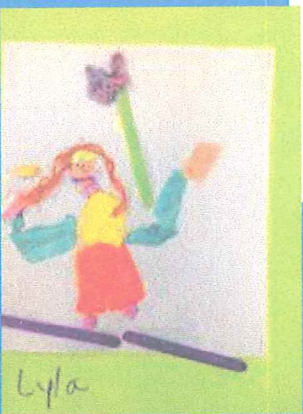
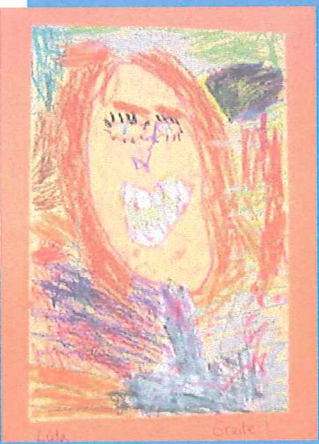

Develop Craft Rubric				
	Beginning-1	Developing-2	Practiced-3	Advanced-4
Body				
Face				

D's Pre and Post Assessments with a drawing and a collage done in between assessments.


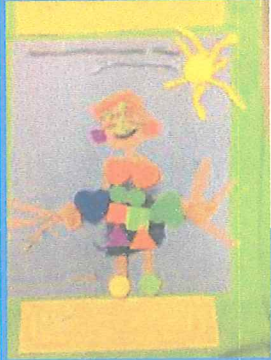
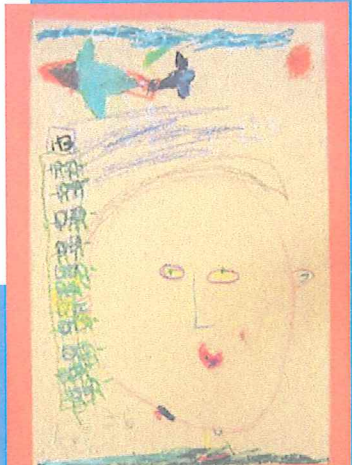
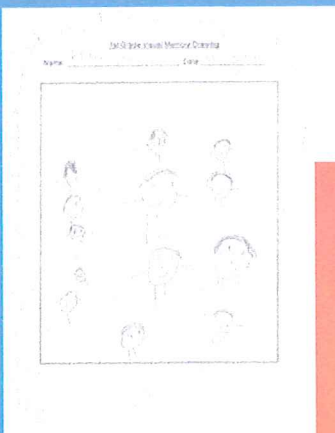


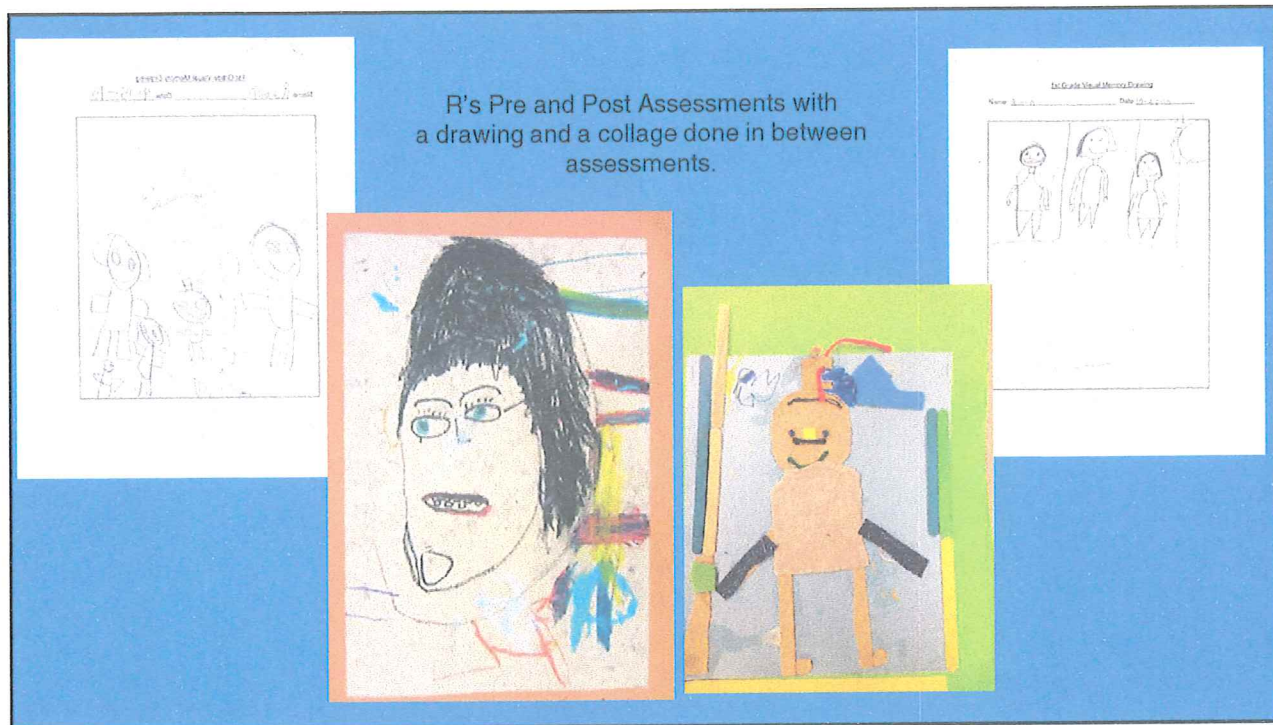


L's Pre and Post Assessments with a drawing and a collage done in between assessments.



H's Pre and Post Assessments with a drawing and a collage done in between assessments.





"Person" Inventory	<b>Person Inventory</b> Name: _____ <input type="checkbox"/> Head <input type="checkbox"/> Ears <input type="checkbox"/> Eyes <input type="checkbox"/> Mouth <input type="checkbox"/> Nose <input type="checkbox"/> Hair <input type="checkbox"/> Eyelashes <input type="checkbox"/> Eyebrows <input type="checkbox"/> Neck <input type="checkbox"/> Shoulders <input type="checkbox"/> Arms <input type="checkbox"/> Hands <input type="checkbox"/> Fingers <input type="checkbox"/> Chest/Stomach/Waist/ <input type="checkbox"/> Bottom <input type="checkbox"/> Legs <input type="checkbox"/> Feet/shoes	<b>Person Inventory</b> Name: _____ <input type="checkbox"/> Head <input type="checkbox"/> Ears <input type="checkbox"/> Eyes <input type="checkbox"/> Mouth <input type="checkbox"/> Nose <input type="checkbox"/> Hair <input type="checkbox"/> Eyelashes <input type="checkbox"/> Eyebrows <input type="checkbox"/> Neck <input type="checkbox"/> Shoulders <input type="checkbox"/> Arms <input type="checkbox"/> Hands <input type="checkbox"/> Fingers <input type="checkbox"/> Chest/Stomach/Waist/ <input type="checkbox"/> Bottom <input type="checkbox"/> Legs <input type="checkbox"/> Feet/shoes	<b>Person Inventory</b> Name: _____ <input type="checkbox"/> Head <input type="checkbox"/> Ears <input type="checkbox"/> Eyes <input type="checkbox"/> Mouth <input type="checkbox"/> Nose <input type="checkbox"/> Hair <input type="checkbox"/> Eyelashes <input type="checkbox"/> Eyebrows <input type="checkbox"/> Neck <input type="checkbox"/> Shoulders <input type="checkbox"/> Arms <input type="checkbox"/> Hands <input type="checkbox"/> Fingers <input type="checkbox"/> Chest/Stomach/Waist/ <input type="checkbox"/> Bottom <input type="checkbox"/> Legs <input type="checkbox"/> Feet/shoes	<b>Person Inventory</b> Name: _____ <input type="checkbox"/> Head <input type="checkbox"/> Ears <input type="checkbox"/> Eyes <input type="checkbox"/> Mouth <input type="checkbox"/> Nose <input type="checkbox"/> Hair <input type="checkbox"/> Eyelashes <input type="checkbox"/> Eyebrows <input type="checkbox"/> Neck <input type="checkbox"/> Shoulders <input type="checkbox"/> Arms <input type="checkbox"/> Hands <input type="checkbox"/> Fingers <input type="checkbox"/> Chest/Stomach/Waist/ <input type="checkbox"/> Bottom <input type="checkbox"/> Legs <input type="checkbox"/> Feet/shoes
-----------------------	--	--	--	--



## 1st Grade "Person" Units

- . Observational Self-Portraits
- . Person Action Collages - Person Inventory
- . Collage Person - Proportion

## Reflections

- . More time between pre & post vs shorter unit?
  - . Learned vs developmental growth?
  - . What determines growth?

## Other District Wide Assessments

- . Artist Statements based on Essential Questions
  - . Museum Walks
    - . Artwork
    - . Rubrics
  - . Group and One to One Discussions
- . Goal Setting based on Habits of Mind (5th/6th grade)
  - . Pair Share
  - . Checklists
- . Artistic Process Documentation - Minibooks, "Explain Everything" screencasts

Habits of Mind Self-Assessment	Habits of Mind	What it looks like in an artist...	Assess + / -
	<b>Develop Craft</b>	<i>My hands</i> thoughtfully practice using art materials & techniques.	
	<b>Stretch &amp; Explore</b>	<i>My hands</i> experiment with materials, techniques & ideas to discover new artistic possibilities.	
	<b>Envision</b>	<i>My mind</i> imagines & plans possible next steps in my artistic process.	
	<b>Observe</b>	<i>My mind</i> carefully notices the world around me and considers what I see.	
	<b>Engage &amp; Persist</b>	<i>My heart</i> stays focused on and committed to my work and I put forth my best effort.	
	<b>Express</b>	<i>My heart</i> communicates ideas, feelings, or meaning through my artwork.	
	<b>Reflect</b>	I thoughtfully discuss & assess my work and share ideas with my <i>artistic community</i> .	
	<b>Understand the Art World</b>	I appropriately interact with others in my <i>artistic community</i> , and look to past & present artists as a resource for ideas.	



Habits of Mind Self-Assessment (con't)

List 1 Habit that is a **strength** for you: \_\_\_\_\_

What *do* you do in art class to make this habit strong? \_\_\_\_\_

---

---

---

List 1 Habit that is a **challenge** for you: \_\_\_\_\_

What *could* you do in art class to make this habit stronger? \_\_\_\_\_

---

Goal Setting Form and Assessment (make 1 copy for each term)

Goal for 1<sup>st</sup> term: I will \_\_\_\_\_ by \_\_\_\_\_

---

---

How have you worked towards your 1<sup>st</sup> semester goal in art class?

---

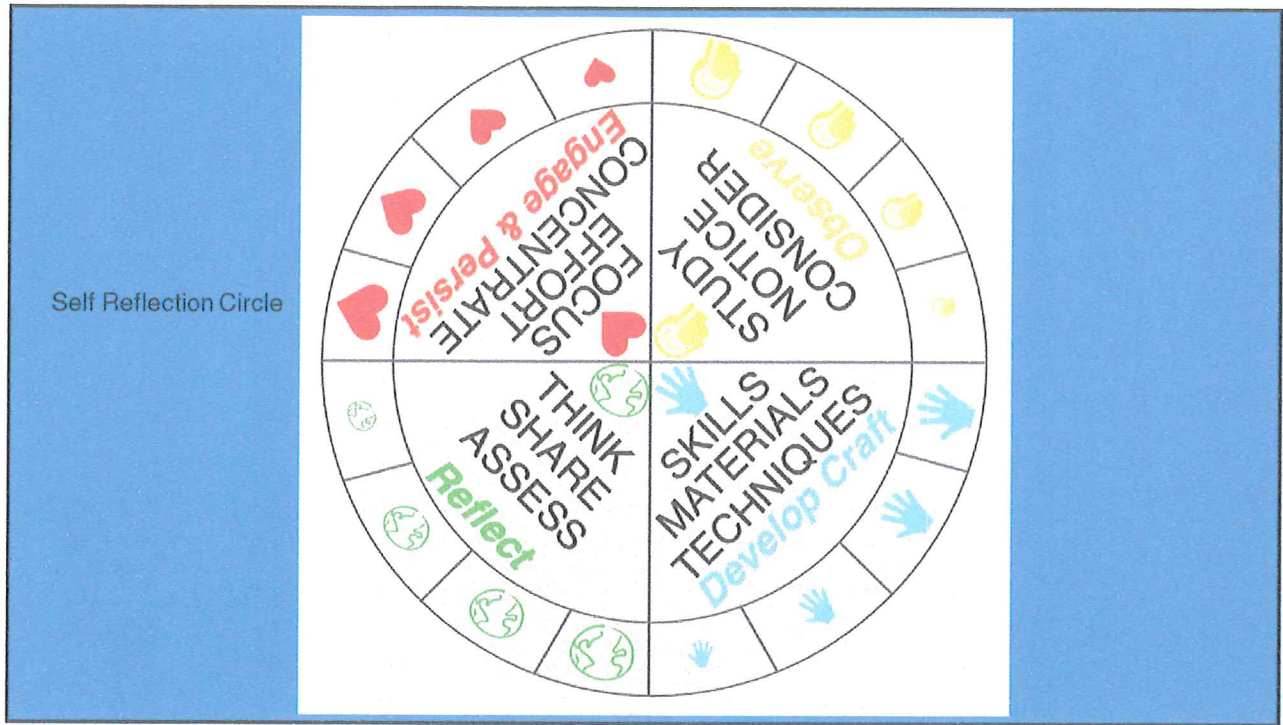
---

What has helped/hurt your progress towards your goal?

---

---

Circle one:                      Met my goal                      Need to continue  
working on it





Beth Petr &lt;bpetr@abschools.org&gt;

---

**This Month in the Division of Open Government**

2 messages

---

**Attorney General's Division of Open Government** <OpenMeeting@state.ma.us>  
Reply-To: Attorney General's Division of Open Government <OpenMeeting@state.ma.us>  
To: bpetr@abschools.org

Wed, Oct 31, 2018 at 10:32 AM

[View this email in your browser](#)

## This Month in the Division of Open Government

### October 2018

Good morning,

We are writing today to share updates from the Attorney General's Division of Open Government.

Included in this month's edition:

- Training Opportunities
- Guidance Spotlight: Is my Open Meeting Law complaint timely?

Please pass along the information below to your constituencies and to anyone else who might be interested.

As always, you are welcome to contact us at (617) 963-2540 or [OpenMeeting@State.MA.US](mailto:OpenMeeting@State.MA.US) with any Open Meeting Law questions.

In partnership,

## The Attorney General's Division of Open Government

### Training Opportunities

Thank you to Natick, Orange, Winchester, Spencer, and Harvard for hosting us this fall. As always, our trainings are free and open to the public. You do not need to live in the community hosting a training in order to attend. We just ask that you register in advance so we will have materials for you. Upcoming regional training and webinar training dates are below and available on our [training website](#).

#### Upcoming Open Meeting Law Regional Trainings

**Thursday, November 15, 2018**  
**Where: Bromfield School, Cronin Auditorium**  
 14 Massachusetts Avenue, Harvard, MA 01451  
 Time: 5:30PM – 7:30PM

#### Upcoming Open Meeting Law Webinar Training

**Wednesday, November 28, 2018, 9:30 AM - 11AM**

**Training Registration:** These educational forums are offered free of charge. All members of public bodies, municipal employees, and members of the general public are encouraged to attend. Individuals interested in attending an educational forum are asked to register in advance by emailing [OMLTraining@state.ma.us](mailto:OMLTraining@state.ma.us) or by calling 617-963-2925, and providing: 1) their first and last names; 2) phone number; 3) email address; 4) town of residence; 5) the public body/organization they represent, if applicable; and 6) the location of the educational forum they will attend.

### Guidance Spotlight:

#### Is my Open Meeting Law complaint timely?

The Open Meeting Law lists several deadlines for filing and responding to Open Meeting Law complaints. This month, we are highlighting the timeline set forth by the law:

**A complaint must be filed within 30 calendar days of the alleged violation.**

Individuals who allege a violation of the Open Meeting Law must first file a complaint with the public body alleged to have violated the OML. The complaint must be filed within 30 days of the date of the violation, or the date the complainant could reasonably have known of the violation.

**The public body must respond or request an extension of time to respond within 14 business days.**

The public body has 14 business days from the date of receipt to review the complainant's allegations; take remedial action if appropriate; notify the complainant of the remedial action; and forward a copy of

the complaint and its response, including a description of any remedial action taken, to the Attorney General's Office.

The public body may also request an extension of time to respond to the complaint. A request for an extension should be made within 14 business days of receipt of the complaint by the public body.

**A complaint is ripe for review by the Attorney General's Office 30 calendar days after the complaint is filed with the public body.**

This 30-day period provides an opportunity for the complainant and the public body to resolve the initial complaint. It is important to note that complaints are not automatically filed with the Attorney General's Office upon filing with the public body. A complainant seeking further review of the complaint by the Division of Open Government must file the complaint with the Attorney General.

**A complaint must be filed with the Attorney General's Office within 90 calendar days of the alleged violation.**

Requests for The Attorney General's Office to investigate the complaint must be filed within 90 days of the date of the alleged violation, unless the public body was granted an extension to respond to a complaint or the complainant demonstrates good cause for the filing delay. See 940 CMR 29.05(6). Our office may decline requests to investigate complaints that are filed with our office more than 90 days after the alleged violation.

For more information on filing an Open Meeting Law complaint, see our [frequently asked questions about the Open Meeting Law complaint process](#).

As always, you are welcome to contact us at (617) 963-2540 or [OpenMeeting@State.MA.US](mailto:OpenMeeting@State.MA.US) for additional Open Meeting Law guidance.



*Copyright © 2018 Massachusetts Attorney General's Office, All rights reserved.*

You are receiving this email because you have expressed interest in receiving updates from the Division of Open Government and/or your constituencies work with the Open Meeting Law.

**Our mailing address is:**

Massachusetts Attorney General's Office  
Division of Open Government  
1 Ashburton Place, 20th Floor  
Boston, MA 02108

Add us to your address book

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#).