



Acton-Boxborough Regional
School Committee Meeting

November 17, 2016

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

November 17, 2016
7:00 p.m.

AGENDA

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
 - 2.1. ABRSC Meetings of 10/20/16 and 11/3/16 (*next meeting*)
3. **Public Participation**
4. **FY17 School Improvement Plans Presentations** (7:05)
 - 4.1. Acton-Boxborough Regional High School – Principal JoAnn Campbell
 - 4.2. Gates School – Principal Lynne Newman
5. **FY16 ABRSD Auditor Report** – *Clare Jeannotte, Richard Sullivan, Powers & Sullivan* (7:35)
 - 5.1. Management Letter, 6/30/16
 - 5.2. Report on Examination of Basic Financial Statements for Year Ended 6/30/16
 - 5.3. Reports on Federal Award Programs for Year Ended 6/30/16
6. **FY17 1st Quarter Financial Report** – *Clare Jeannotte* (7:55)
7. **FY18 Budget** – *Clare Jeannotte*
 - 7.1. FY18 Budget Planning Calendar (no changes from previous version)
 - 7.2. Capital Planning
 - 7.2.1. Update Memo from the Superintendent – *Glenn Brand*
 - 7.2.2. ABRSD Capital Requests – *JD Head*
8. **Recommendation to Approve FY18 ABRSD School Calendar** – *moved to 12/1/17 meeting – Marie Altieri*
 - 8.1. Calendar Survey and Recommendations Memo
 - 8.2. Proposed FY18 School Calendar DRAFT #1A (unchanged, no school on Good Friday & Rosh Hashana) and #1B (NEW)
 - 8.3. Proposed FY18 School Calendar DRAFT #2A (unchanged, no school on Good Friday & Rosh Hashana) and #2B (NEW)
 - 8.4. Spring 2016 Survey Results
 - 8.5. Acton Boxborough Education Association (ABEA) Contract Language
 - 8.6. Massachusetts and Federal Legal Holidays 2017
9. **ABRSD Master Plan Study Update** – *Glenn Brand*
 - 9.1. Master Plan Study Report Presentation Flyer – rescheduled from 11/9/16 to **12/8/16** at 7:30 p.m.
 - 9.2. Grade Configuration Memo from Deborah Bookis
 - 9.3. Updated Working Group Memo
 - 9.4. Update on Final Report from Dore & Whittier (*oral*)
 - 9.5. Recent articles in the Press:
 - 9.5.1. *MSBA Officials Visit Douglas Elementary School*, The Beacon, 10/27/16 page A8
 - 9.5.2. *School District Master Plan: A Breakdown*, The Beacon, 11/3/16 page A3
10. **Recommendation to Approve Gift Agreement between ABYL and ABRSD for an Outdoor "Bounce Back Wall"** – **VOTE** - *Glenn Brand*
11. **Recommendation to Approve Gifts from Booster Clubs to ABRHS Athletic Department** – **VOTE** – *Glenn Brand*

12. **Recommendation to Approve Gifts from Danny's Place Youth Services and AB United Way for the Family Learning Series - Mental Health: Keeping Our Kids Safe Presentation – VOTE – Glenn Brand**
13. **Recommendation to Approve High School Nordic Ski Team Trip to Quebec – VOTE – Glenn Brand**
14. **Recommendation to Acknowledge the Boxborough Board of Selectmen's Preferred Technical High School Options for Vocational Education for Boxborough Students Commencing with the 2017-2018 school year – First Read – Mary Brolin**
15. **Subcommittee Reports**
 - 15.1. Budget – 11/9/16 meeting – Maria Neyland (oral)
 - 15.2. Policy -
 - 15.2.1. Head Injury Management, File: JJIF – Second Read – VOTE - Dawn Bentley
 - 15.2.2. Staff Ethics/Conflict of Interest, File: GBEA – Second Read – VOTE Marie Altieri
 - 15.2.3. Gifts to and Solicitations by Staff, File: GBEC – Second Read – VOTE - Marie Altieri
 - 15.3. Outreach (including PTO Co-chairs) – 11/16/16 meeting - Kristina Rychlik
 - 15.3.1. Slides (based on Tri-Board Meeting presentation) for PTO/PTF/PTSO meetings
16. **School Committee Member Reports**
 - 16.1. Acton Leadership Group (ALG) – Amy Krishnamurthy, Paul Murphy
 - 16.1.1. Meeting on 11/10/16
 - 16.1.2. Acton Three-Board Meeting on 11/15/16 – Amy Krishnamurthy
including Acton Finance Committee's Point of View Document (POV)
 - 16.2. Boxborough Leadership Forum (BLF) – Mary Brolin
 - 16.3. Health Insurance Trust (HIT) – Mary Brolin
 - 16.4. Acton Finance Committee – Amy Krishnamurthy, Deanne O'Sullivan
 - 16.5. Acton Board of Selectmen – Eileen Zhang, Paul Murphy
 - 16.6. Boxborough Finance Committee- Mary Brolin
 - 16.7. Boxborough Board of Selectmen – Maria Neyland, Brigid Bieber
 - 16.8. Minuteman Technical High School (MMT) Update – Diane Baum
 - 16.8.1. Intergovernmental Agreement Between MMT and ABRSD – Preliminary DRAFT – Glenn Brand
 - 16.9. Acton Capital Improvement Planning (CIP) Update – Kristina Rychlik (oral)
17. **Superintendent's Report/Updates – Glenn Brand**
 - 17.1. Superintendent's Wellness Committee & Safety Task Force Updates
 - 17.2. Letter to Commissioner Chester re MCAS 2.0 – Second Read - VOTE
18. **FOR YOUR INFORMATION**
 - 18.1. Monthly Enrollment, November 1, 2016
 - 18.2. Discipline Reports, October 2016, ABRHS and RJGJHS
 - 18.3. Emergent Bilingual Student Population by School, 11/1/16
 - 18.4. Dismissal Schedule for 11/23/16, Thanksgiving Break
 - 18.5. Suburban Coalition: *Together is our Only Chance* on 11/30/16 at 7:30 p.m., Newton Marriott (implementation of the Foundation Budget Review Commission's Recommendations)
 - 18.5.1 Local Services Require State Funding, 11/14/16
 - 18.6. **Family Learning Series Presentations:**

December 1, 2016, 7:00 - 8:30 PM with Presenter: Michelle Icard
Topic: ***Middle School Makeover: Improving the Way You and Your Child Experience the Middle School Years***
Location: ABRHS Auditorium Audience: Grades 4-8

December 14, 2016, 7:00 - 8:30 PM with Presenter: Jessica Minahan
Topic: ***Reducing Anxiety in Students***

Location: RJ Grey Auditorium Audience: Grades PK-12

19. **Adjourn**

NEXT MEETINGS:

- December 1 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted Mon, November 28)
- December 15 – ABRSC Meeting at 7:00 p.m. in the Jr High Library (packet posted December 9)

ABRHS School Improvement Plan Presentation

November 17, 2016

Presenters

- * JoAnn Campbell, Principal (co-chair)**
- * Ken Olson, Parent (co-chair)**
- * Beth Baker, Associate Principal**
- * Sela Matarese, Student**
- * Heather Zambarano, Student**
- * Jen Gabel, Counseling Dept Chair**
- * Michael Csorba, EnglishTeacher**

SIP 2015-2016 Review

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SIP 2015-2016 Review

Goal 1: Mental Health, Wellness, and Learning

- ⚙ Engage the community in this work**
- ⚙ Continue examining homework, workload, assessment, and learning**

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OUTCOMES

- **Partnered with community organizations for forums and presentations**
- **Provided opportunities for feedback and dialog regarding the impact of mental health and wellness on learning**
- **Provided opportunities for feedback regarding workload and HW practices**

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OUTCOMES: Data Sources

- **2015 Student Survey on HW and workload**
- **2015 Faculty Survey**
- **2015 Senior Survey**
- **Midyear Week Pilot & Feedback**
- **Student Support Team (SST) data**

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SIP 2015-2016 Review

Goal 2: School and Community Awareness of Administrative Team Structure

- ⚙ All team members visible within and outside of school at events**
- ⚙ Admins play an active and visible role in programming, decision-making**

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OUTCOMES

- ⚙ Consistent communication from admin team to staff**
- ⚙ Approachability/willingness to seek help from administrative team (survey feedback)**
- ⚙ Presence at events and programs by at least one member of the team**

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OUTCOMES: Data Sources

- ⊗ **Principal and APs visited 75% of classes in the first quarter of the school year**
- ⊗ **Principal visited 100% of 9th grade physical education classes Sept-Nov**
- ⊗ **Faculty Survey**
- ⊗ **Senior Survey**

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SIP 2016-2017: Goal 1

Social and Emotional Learning (SEL)

- ⊗ **Extension of Mental Health, Wellness, and Learning work from 2013-2016**
- ⊗ **Build capacity to help students to be well and strengthen skills**
 - ⊗ **Resilience, Relationship building, Self-management, Self-care, Stress management**

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Goal 1: Strategies

- **Challenge Success partnership**
- **Incorporate mindfulness practices**
- **Encourage physical wellness**
- **Stress management strategies**
- **School day schedule**
- **Continue to build staff/student connections**

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Student Perspective

Why is it important for our school to focus on social and emotional learning goals during the 2016-2017 school year?

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Parent Perspective

Why is it important for our school to focus on social and emotional learning goals during the 2016-2017 school year?

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SIP 2016-2017: Goal 2

Classroom Instruction and Assessment

- ⊗ Develop common language about expectations for assessment**
- ⊗ Consider amount, form, timing, purpose of assessments**
- ⊗ Assure that assessments directly reflect course, unit, and lesson objectives**
- ⊗ Faculty learning: Alternative assessment practices**

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Goal 2: Strategies

- **Challenge Success partnership**
- **Strengthen midyear week plans**
- **Professional Learning**
- **Faculty meeting time for cross-departmental work**
- **Pilot assessment calendar**
- **Student and Parent/guardian communication and feedback**

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Student Perspective

Why is it important for our school to focus on our assessment practices during the 2016-2017 school year?

16

Parent Perspective

Why is it important for our school to focus on our assessment practices during the 2016-2017 school year?

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Fitting the Pieces Together: Community Support

- **Challenge Success**
 - **Schedule**
 - **Homework and Assessment Practices**
 - **Community buy-in**
- **Community-based Mental Health Coalition**
- **Incorporating wellness strategies into the school day**

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Thank you

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



Acton-Boxborough Regional High School
School Improvement Plan for
2016-17 School Year

School Council Membership

Name	Role	Year of Term
JoAnn Campbell	Principal, Co-Chair	3
Ken Olson	Parent, Co-Chair	2
Beth Davis	Parent	2
Elizabeth Green	Parent	1
Lauren Gilman	Parent	1
Kathleen McDonagh	Parent	2
Diane Ross	Parent	1
Todd Chicko	Staff	3
Sinikka Gary	Staff	2
Janet Maxwell	Staff	3
Jen Gabel	Staff	3
Michael Csorba	Staff	3
Lisa Dahill	Staff	2
Claudia Heim	Student Reps	Sr
Timothy Hurley	Student Reps	Sr
Lianna Pattterson Ware	Student Reps	Sr
Angela Gong	Student Reps	Sr
Daven Lagu	Student Reps	Jr
Evan Kaminski	Student Reps	Jr
Simin Li	Student Reps	Jr

Goal: Social and Emotional Learning (SEL)

We will put our students' wellbeing at the center of teaching and learning while maintaining our standards.

Background and Rationale:

This goal is a continuation of a three-year plan to focus on mental health, wellness, and learning. We began this work in 2013 to increase our understanding of the connection between mental health and learning. In the context of this ongoing work, we will continue to focus on our students' social and emotional learning (SEL). We aspire to build capacity within our school to help students to be well and to strengthen skills of resilience, relationship building, self-management, self-care, and stress management. This includes educating students to lead healthier, more

balanced lives overall. We will provide professional learning, training, and resources for staff and students while continuing to engage the community in this work.

Strategies:

- Incorporate mindfulness practices into Advisory and explore the possibility of incorporating practices into classes
- Encourage physical wellness through both formal classes and by encouraging and providing information about informal opportunities to students and families (Physical Education and Health website)
- Help students identify strategies to manage stress
- Examine our school day schedule (including start time) and its impact on student wellness and learning
- Educate students to find balance in the academic, physical, and social aspects of their lives
- Focus on the importance of building relationships with regard to learning, especially staff and student connections
- Engage in PK-12 Challenge Success partnership

Outcomes:

- Members of our teaching and learning community are mindful of one another, including their own sense of wellbeing and that of others (student and faculty surveys)
- Students are able to manage setbacks and stress as evidenced through Student Support Team (SST) data, the informal collecting of feedback through Advisory, self-reporting to counselors, attendance, and classroom experiences
- Our Challenge Success data reflects a shifting definition of success that allows all students at all academic levels and of all abilities to feel respected, valued, and seen as members of the A-B community.
- Perceptions of wellness (self and others) as measured by The Faculty Survey, Senior Survey, and parent/guardian feedback.

Goal: Classroom Instruction and Assessment

We will develop common language about expectations for assessment across the high school. This includes that it be a reasonable amount, that we consider the scheduling of assessments, that assessments are thoughtfully relevant, and that assessments directly reflect the objectives of a course, unit, or lesson.

Background and Rationale:

During the 2014-2015 school year, we surveyed our students about sources of stress within their experience at A-B. We hoped to understand which aspects of their experience as high school students most contribute to stress and anxiety.

Assessment was identified as a significant source of stress for students. In response to this information, the high school faculty spent time during the 2015-2016 school year looking closely at teaching and learning and specifically examining the role that assessment plays at the high school.

In cross-disciplinary groups, we discussed what it might look like if we were successful in reducing student stress related to assessment. We will continue this work next year with the hope of creating common understandings, expectations, and procedures related to assessment and learning at the high school.

Strategies:

- Continuation of Midyear Week Pilot with adjustments in response to student, staff, and community feedback
- Examine the level system and its impact on student wellbeing and learning
- Professional learning related to variety and flexibility of assessments
- Continue to use faculty meeting time to engage in cross-disciplinary work to create common language and expectations related to assessment
- Continuation of periodic homework-free weekends and vacations with adjustments to increase the likelihood that students will have a true break
- Individual, department based work to experiment with and share strategies related to assessment
- Pilot an assessment calendar at point during the school year with the goal of equitable distribution
- Communication with parents and community to inform and educate about student learning goals and Challenge Success partnership

Outcomes:

- Students and teachers see the "big picture" of knowledge, including more focus on learning and inquiry and less focus on grades and levels
- A focus on elements of student and staff wellbeing, including better sleep habits and stress management and less stress related to assessment
- Meaningful and varied assessment practices, including flexibility, interdisciplinary learning, project-based learning that reflect depth of learning

- Shifts in the whole school community to value the "whole student" versus grades, test scores, competition, and college entrance
- A shift from an "assessment" mindset to a "feedback" mindset as a means to empower students to own their learning
- Feedback measured through the Faculty Survey, Senior Survey, Challenge Success Data, and parent/guardian feedback

Assessment of Previous Year's School Improvement Plan

Goal: Mental Health, Wellness, and Learning

In the context of a 3-year plan, we will continue the work begun in 2013-2014 to raise awareness of the connections between mental health, wellness, and learning. Our goal in Year 3 is to engage the community in this work. Simultaneously, the high school leadership team will continue its work examining workload, homework, assessment, and learning.

Outcomes/evidence and means by which they were assessed:

1. Partner with the PTSO who will take the lead to engage the parent/guardian community. **(In progress)**
2. Engage the community to examine sources of stress for students and take a collaborative approach to addressing them. **(In progress/Challenge Success data will assist with this)**
3. Provide opportunities for feedback and dialog regarding the impact of mental health and wellness on learning. **(Challenge Success data, Faculty Survey Data, Senior Survey data, Advisory feedback)**
4. Provide opportunities for feedback regarding workload and homework practices. **(Student Survey)**
5. Provide opportunities to educate the community as to its impact on students' levels of stress and strategies to promote student wellness. **(In progress/Challenge Success will assist)**

The Leadership team engaged in the following:

1. Analyzed 2015 student survey data related to workload and homework.
2. Analyzed 2015 faculty survey data related to workload and homework.
3. Analyzed 2015 senior survey related to workload and homework.
4. Piloted midyear week in January 2016.
5. Piloted new 11th grade health aspect of course.
6. Analyzed data related to Student Support Team (SST) and number of student referrals.

Goal: School and Community Awareness of Administration Team Structure

Given changes within the administrative team, we will continue to educate the school community about the team structure by making visible the new members of the team and by creating a culture where all six team members (principal, two associate principals, two deans, and the director of athletics) play an active and visible role in school and community events, programming, and decision-making.

Outcomes/evidence and means by which they were assessed:

- Members of the school community will be familiar with all five members of the high school administrative team and will feel a consistent presence at school-related events and activities. **(In progress, will continue for 2016-2017)**
- Communication from the administrative team will be consistent, clear, and will help the school community to feel connected and informed. **(Will be ongoing)**
- Faculty survey data will be analyzed, compiled, and shared with relevant groups. **(Completed)**
- Input will be solicited from PTSO, School Council, and other groups with parent/guardian participation. **(Completed and will continue)**
- Student input will be solicited via Advisory. **(In progress)**

In addition, the administrative team did the following:

- Principal and Associate Principals visited 75% of high school teachers' classes in the first quarter of the school year
- Principal visited 100% of 9th grade Physical Education classes between September and November
- A-B events consistently attended by a member of the administrative team (Principal, Associate Principal, Dean, Athletic Director)

Paul P. Gates Elementary School

School Improvement Plan Report



Gates School Improvement Plan

2015-2016 Outcomes

School Improvement Plan 2015-2016 Outcomes

Goal One: Gates staff will develop a K - 6 standards-based report card

- Develop reporting standards in ELA, Math, Science and Social Studies
- Identify Work Habits and Social Development expectations
- Develop the report card form

Outcomes: The K - 6 standards-based report cards were completed in June 2016.

School Improvement Plan 2015-2016 Outcomes

Goal Two: Teachers in grades 1-3 will implement the Wilson's Foundations phonics program.

- * Teachers identified the need to provide a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling.
- * Teachers implemented the Wilson's Foundations Program in Sept.
- * Expand Foundations program to include Kindergarten in 2016 - 2017 school year.

Outcomes: Students in grade 1- 3 participated in the Foundations Program.

School Improvement Plan 2015-2016 Outcomes

Goal Three: The Gates School will implement the Responsive Classroom social skills program.

- Purchase *First Six Weeks of School* for staff to read over the summer
- Offer professional development on August 31, 2015 & February 4, 2016
- Implement Responsive Classroom morning meetings in grades K-6
- Use in-district resources to support implementation during school year

Outcomes: All classrooms K-6 implemented Morning Meetings.

Gates School Improvement Plan

2016-2017 Goals

School Improvement Plan 2016-2017 Goals

Goal One: Implement a new K- 6 Standards-based report card that communicates to parents, guardians and students current information on student progress in achieving standards and grade-level expectations.

- * Present new standards-based report card at Back to School Night
- * Publish report card information on the Gates School website
- * Distribute report cards electronically in grades 2 - 6 three times a year. Report cards in grades K/1 will be shared with parents at the end of the school year.
- * Review and revise report cards, if needed in June 2017

School Improvement Plan 2016-2017 Goals

Goal Two: Expand the implementation of the Wilson's Foundations phonics program to kindergarten.

- * Purchase classroom Foundations kits
- * Provide Foundations training for Kindergarten teachers
- * Offer collaboration time to teachers to share and discuss the implementation of this new program

School Improvement Plan 2016-2017 Goals

Goal Three: Review the current homework policy at the Gates School and if necessary make revisions that will best support the academic and social-emotional well being of students.

- * Analyze Challenge Success data regarding grade 6 homework
- * Review current homework practices
- * Research best practices
- * Articulate the purpose of homework
- * Publish the homework guidelines at each grade level in student handbook

School Improvement Plan 2016-2017 Goals

Goal Four: Continue to implement the Responsive Classroom approach with the focus on positive teacher language.

- * Purchase *The Power of Our Words: Teacher Language That Helps Children Learn* for teachers to read over the summer
- * Purchase Teacher Language professional development kit
- * Offer Responsive Classroom Summer Workshop training to teachers
- * Provide professional development to all staff on August 30, 2016
- * Share effective Responsive Classroom strategies to enhance the four components of Morning Meeting: greeting, sharing, group activity, and morning message

School Improvement Plan 2016-2017 Goals

Goal Five: Research and discuss strategies that support the health and well-being of students.

- * Analyze Challenge Success data that focuses on Student Health & Well-Being and School Stress & Academic Worries in grade 6.
- * Identify additional movement breaks such as GoNoodle, Tabatas, and Responsive Classroom energizers that teachers can use in the classroom
- * Research Mindfulness and Growth Mindset strategies

Questions/Comments

Acton-Boxborough Regional School District
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Paul P. Gates Elementary School
Acton-Boxborough Regional School District

School Improvement Plan
2016-2017

Submitted By: Lynne Newman, Principal

School Council Membership

Name	Role	Year of Term
Lynne Newman	Principal/Co-Chair	N/A
Priscilla Kotyk	Assistant Principal	Year 3
Lindsay Hussey	Teacher	Year 2
Rebecca Rosen	Parent/Co-Chair	Year 1
Manoj Thadani	Parent	Year 2
Mani Pandi	Parent	Year 2
Michael Eracleo	Community Representative	Year 2

2015-2016 School Council Meeting Dates

<http://gates.abschools.org/parents/school-council>

November 12, 2015

December 10, 2015

January 21, 2016

February 11, 2016

April 14, 2016

Goal One: Implement a new K- 6 Standards-based report card that communicates to parents, guardians and students current information on student progress in achieving standards and grade-level expectations.

Background and Rationale: The Gates staff has worked on creating a standards-based report card for the past two years. Together the staff has identified curriculum reporting standards and work habits & social development expectations in grades K - 6.

Strategies:

Timeline: September 2016 - June 2017

Lead Parties: Gates Staff

- Present new standards-based report card to parents at the Back to School Night on September 27 & 28.
- Publish report card information on the Gates School website
- Distribute report cards electronically in grades 2 - 6 three times a year (12/9, 3/31 & last day of school). Report cards in grades K/1 will be shared with parents at the end of the school year
- Review and revise report cards, if needed in June 2017

Outcomes: A new K-6 standards-based report card will be fully implemented in the 2016-2017 school year.

Goal Two: Expand the implementation of the Wilson's Foundations phonics program to kindergarten.

Background and Rationale: In the 2015 - 2016 school year classroom teachers in grades 1 - 3 introduced the Foundations program to their students. Teachers collected data throughout the year and shared the program's effectiveness with the kindergarten teachers. The decision was made to expand the Foundations program to include students in grades K - 3.

Strategies:

Timeline: September 2016 - June 2017

Lead Parties: Kindergarten teachers

- Purchase classroom Foundations kits

- Provide workshop training for teachers in Foundations
- Offer collaboration time to teachers to share and discuss the implementation of this new program

Outcomes: All teachers in grades K-3 will use the Wilson's Foundations program to provide a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling to students.

Goal Three: Review the current homework policy at the Gates School and if necessary make revisions that will best support the academic and social-emotional well being of students.

Background and Rationale: Concerns were raised in 2015 - 2016 regarding the amount time students in grade 6 were spending on nightly homework. Sixth grade teachers surveyed students and learned that there was a significant discrepancy between the amount time spent on homework compared to their perception of its value, as well as the perceived stress of students. These results were shared with the Gates staff. As a result, the staff voted to look more carefully at homework. Questions raised included: What is the purpose of homework? How much time is being spent on homework? Is there consistency within and across grade levels?

Strategies:

Timeline: September 2016 - June 2017

Lead Parties: Gates Staff

- Analyze *Challenge Success* data regarding grade 6 homework
- Review current homework practices
- Research best practices
- Articulate the purpose of homework
- Determine what our homework policy will be at each grade level

Outcomes: Gates homework guidelines in grades K-6 will be updated in the student handbook.

Goal Four: Continue to implement the Responsive Classroom approach with the focus on positive teacher language.

Background and Rationale: This is our second year of implementing Responsive Classroom at the Gates School. In the first year all classrooms began their school day with Morning Meeting. Because a teacher's language is a powerful teaching tool, this year we are focusing on the three R's of positive teacher language: reinforcing language, reminding language, and redirecting language.

Strategies:

Timeline: September 2016 - June 2017

Lead Parties: Gates Staff

- Purchase a copy of the book *The Power of Our Words: Teacher Language That Helps Children Learn* for each teacher to read over the summer
- Purchase *Teacher Language* professional development kit
- Offer Responsive Classroom Summer Workshop training to teachers
- Provide professional development to all staff on August 30, 2016 at Gates
- Share effective Responsive Classroom strategies to enhance the four components of Morning Meeting: greeting, sharing, group activity, and morning message

Outcomes: All staff will use positive teacher language that encourages and supports students in their learning in the classroom, cafeteria, and at recess.

Goal Five: Research and discuss strategies that support the health and well-being of students.

Background and Rationale: How can we best support students in school to be happy and confident and not anxious and depressed? The staff has shared the growing concern that students are increasingly anxious and stressed at school. Our goal is to research a variety of strategies, such as movement breaks, mindset in academic areas, sleep, and mindfulness exercises to support the health and well-being of students.

Strategies:

Timeline: September 2016 - June 2017

Lead Parties: Gates Staff

- Analyze *Challenge Success* data that focuses on Student Health & Well-Being and School Stress & Academic Worries in grade 6.
- Identify additional movement breaks such as GoNoodle and Tabata that teachers can use in the classroom
- Review Responsive Classroom energizers
- Research Mindfulness strategies

Outcomes: Gates staff will research and collaborate on best practices that support the health and well-being of students. Resources will be posted on the Gates website and included in the electronic monthly newsletter that is shared with parents.

Assessment of School Improvement Plan 2015 - 2016

Goal One: Advance Standards-based Learning/Assessment

#1

Strategies: Gates staff will develop a K - 6 standards-based report card.

Outcomes: A new K - 6 standards-based report card will be complete and ready for the 2016-2017 school year.

Outcomes/evidence and means by which they were assessed: The K - 6 standards-based report card was completed in June 2016 and will be fully implemented in the 2016 - 2017 school year.

Narrative: Gates staff developed a new K - 6 standards-based report card by completing the following:

- Develop the reporting standards in ELA, Math, Science and Social Studies (K-6)
- Identify Work Habits and Social Development expectations (K-6)
- Develop the report card form
- Collaborate with School Council to create a mechanism to collect parent feedback
- Collaborate with School Council to create parent resources that describe/explain Standards-Based Report Cards

#2

Strategies: Teachers in grades 1-3 will implement the Wilson's Foundations phonics program.

Outcomes/evidence and means by which they were assessed: All students in grades 1- 3 participated in the Wilson's Foundations Program.

Narrative: Teachers identified the need to provide a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling. Teachers will implement the Wilson's Foundations Program in Sept. Feedback about the program's effectiveness will be collected, shared, and discussed throughout the year. Teachers agreed that the program is effective and will be expanded to Kindergarten next year.

Goal Two: Advance Social Development/Emotional-Physical Well Being

#1

Strategies: The Gates School will implement the Responsive Classroom social skills program.

Outcomes/evidence and means by which they were assessed: All classrooms implemented Responsive Classroom morning meetings.

Narrative: Teachers participated in the one-day workshop in August 2015 to introduce Responsive Classroom to the staff prior to the opening of the new school year. All classroom teachers in grades K - 6 were committed to begin each day with a morning meeting. In January 2016, teachers were given a survey to identify interesting Responsive Classroom topics that could be offered as mini workshops at the February 2016 professional development. Staff members led mini workshops on the following topics: Positive Teacher Language and Logical Consequences, Making Learning Meaningful, and Discipline and Working with Families. Teachers attended two sessions, each lasting approximately 30 minutes. Teacher & parent feedback have inspired the staff to continue to learn more about Responsive Classroom in the upcoming 2016-2017 school year.

The first year of implementation included:

- Purchase a copy of the book *First Six Weeks of School* for each teacher to read over the summer
- Offer professional development on August 31, 2015 (PD on February 4, 2016)
- Implement Responsive Classroom morning meetings in grades K-6
- Use in-district resources to support implementation during the school year
- Gather parent and teacher feedback about the program's effectiveness will be collected and shared throughout the year

posted separately

5.1

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

MANAGEMENT LETTER

JUNE 30, 2016

posted separately

5.2

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

**REPORT ON EXAMINATION OF
BASIC FINANCIAL STATEMENTS**

YEAR ENDED JUNE 30, 2016

posted separately

5.3

**ACTON-BOXBOROUGH
REGIONAL SCHOOL DISTRICT**

REPORTS ON FEDERAL AWARD PROGRAMS

YEAR ENDED JUNE 30, 2015



Acton-Boxborough Regional School District

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

TO: Superintendent Glenn Brand
 ABRSD School Committee
 FROM: Clare Jeannotte, Director of Finance *Clare*
 RE: FY'17 Financial Status as of October 31, 2016
 DATE: November 10, 2016

Attached please find the following reports for the District as of October 31, 2016:
 FY17 Appropriated Budget v. Actual (Expenditures and Revenues)
 FY17 Special Revenue, Revolving and Gift Funds
 FY17 Government Grant Funds

Revenues:

Appropriated budget:

Overall, revenues are tracking fine against budgeted \$83,073,204, with actual YTD at \$27,298,940 or 32.9% of budget. This assumes use of \$200,000 E&D as voted. Chapter 70 is coming in at \$164,795 favorable to budget, reflecting the annual impact of the Legislature moving minimum aid to \$55 per pupil after our budget was voted last February. Regional Bonus Aid is received for the full year in one payment in spring. The district will not receive its semi-annual Regional Transportation reimbursement until December, but the cherry sheet suggests favorability of \$200K. The District budget assumed 60% reimbursement rate, and last year we actually received 73%. The District has received \$50,169 through October of unbudgeted revenues, representing Medicaid reimbursement (\$11,462) Interest income (\$18,497) and other miscellaneous (mostly ERate) (\$20,210). These projections assume that there will be no State budget cuts affecting these areas.

Grant Revenues:

Services in the district are supported by entitlement grants from the government each year. Below shows the change in these grants for Fiscal '17, a net increase of \$31,358.

		2016	2017	Change
Fund Code	Grant Name	Amount	Amount	Amount
240	IDEA - Special Education Entitlement Grant	1,187,481.00	1,232,975.00	45,494.00
274	Special Education: Program Improvement	44,528.00	44,528.00	0.00
305	Title I	154,188.00	141,495.00	-12,693.00
180	Title III Formula	35,081.00	37,446.92	2,365.92
184	Title III Summer		959	959.00
140	Title II-Part A	61,561.00	59,794.00	-1,767.00
298	Early Childhood Special Education Program Improvement	3,000.00	0.00	-3,000.00
ABRSD District Total		1,485,839.00	1,517,197.92	31,358.92

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



Acton-Boxborough Regional School District

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Expenditures:

Overview:

As of October 31, 81.4% of the budgeted expenditures are expended or encumbered.

Salaries & Stipends:

Early projections indicate that the Salary and Stipends accounts are on budget. While projections and “standard” payroll levels have settled down by the second month of the school year, changes can occur as the year goes on not only due to staffing changes, but also overtime management and requirements for substitute staffing. At this early time in the year we assume that variable payroll budgets (overtime, substitutes) are going to be fully spent. The “vacancy factor” in this budget was set at \$275,000, consistent with FY’16. This is meant to estimate the expected savings from attrition, and possible leaves without pay.

All Fringes:

The OPEB contribution of \$800,000 will be funded throughout the year, and MCRS assessment of \$2,086,065 has been funded. Worker compensation increased \$132K beyond budget this year due to specific experience, and we are awaiting results of the annual audit and any adjustment related to that. Health insurance for both Retirees and Actives are currently projecting favorable to budget, sufficient to address this overrun.

Capital Outlay:

The total Capital Outlay budget of \$530,059 includes two components: \$273,000 for Capital spending on Building, Equipment & Grounds, and \$257,059 in departmental outlay accounts. For the \$273,000 budget, we will go over budget by up to \$259,000 this year due to the decision to do a larger concrete replacement project at the high school than originally budgeted. Other costs included Phase IIB of the Dore & Whittier educational planning study at \$50,000, HVAC upgrades at Blanchard, some flooring replacements at Parker Damon, new Senior High hot water tanks at \$35,000, and furnishing and equipping 2 new learning centers at RJ Grey at \$18,000.

Maintenance, Building & Grounds:

Similar to capital outlay above, much of this work occurs in the summer in preparation for the school year. In addition to normal summer building maintenance, there were costs associated with the move of central offices to the administration building, including HVAC, paving and signage, repairs to JHS outside stairways and door access security enhancements.

Utilities:

Electric rates and usage are tracking well v. budget. It is too early to anticipate heating costs for the year.

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Other, Legal Services:

The combined budget of \$181,350, increased from \$150,000 budgeted in FY'16, is for standard levels of special education and general legal services. This will evolve.

Student Transportation:

The largest expense here is the annual bus lease payment, comprising \$433K of the \$512K spent through October. This explains why 57% is spent already. Fuel costs per gallon are similar to the prior year, which should result in net savings.

Transportation (Special Ed):

Special education transportation, consisting primarily of the fixed rate CASE Collaborative assessment and special contract services, was a budget issue in FY'16, due to more medically fragile students with specialized transportation requirements than anticipated when the budget was built.

The FY'17 budget was increased, and is anticipated to be adequate at this time.

Special Education out of district tuitions:

The budget for this area is developed based on known caseloads nearly a year prior to the actuals. It is also shown net of amounts anticipated for "Circuit Breaker" reimbursement from the State, also calculated quite early in the process, and assigned an estimated reimbursement rate.

As of October, we are seeing projected tuitions, before Circuit Breaker is applied, of \$7,656K, consistent with budget of \$7,713K. Circuit breaker assumed for the budget of \$2,489,000 is scheduled to come in higher, at \$2,609,766. On a net basis this is resulting in a favorable projection. I am continuing to meet monthly to update this important budget area with the Student Services department.

Assessments:

Costs for students attending charter or school choice out of district schools are projected favorable to budget \$94K. Data posted by DESE shows that our Net Charter Assessment for FY'17 may be slightly favorable to budget, at \$382,504 compared to \$443,983 budget. This is based upon 28 FTE students in charter schools and 14 in other district schools.

Special Revenue Funds:

Special revenue fund balances are on a cash basis. Accounts showing a deficit balance at 10/31 are due to encumbrances for a year, with revenue for 4 months, and not a concern.

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REVENUES

OCTOBER 31, 2016

FOR 2017 04

	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT COLL
45402 MEDICAID REIMBURSEMENT	0	0	11,461.96	-1,273.55	-11,461.96	100.0%
46801 AID - CHAPTER 70	0	14,531,276	4,898,690.00	1,224,673.00	9,632,586.00	33.7%
46807 TRANSPORTATION - PUPIL	0	1,190,000	.00	.00	1,190,000.00	.0%
46809 REIMBURSEMENT - CHARTER SCHOO	0	27,683	.00	.00	27,683.00	.0%
46811 REGIONAL BONUS AID	0	74,000	.00	.00	74,000.00	.0%
47501 ASSESSMENT - RGNL - ACTON	0	55,547,097	18,515,699.00	4,628,924.75	37,031,398.00	33.3%
47502 ASSESSMENT - RGNL - BOXBOROUG	0	11,503,148	3,834,382.68	958,595.67	7,668,765.32	33.3%
48200 EARNINGS - ON INVESTMENTS	0	0	18,497.24	7,082.80	-18,497.24	100.0%
48403 REVENUE - MISCELLANEOUS	0	0	20,209.96	11.00	-20,209.96	100.0%
GRAND TOTAL	0	82,873,204	27,298,940.84	6,818,013.67	55,574,263.16	32.9%

** END OF REPORT - Generated by Clare Jeannotte **

EXPENDITURES

OCTOBER 31, 2016

FOR 2017 04

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	33,992,708	33,992,708	5,667,158.97	2,653,308.67	27,913,722.84	411,826.19	98.8%
02 SALARIES, PRIN/A PRI	2,237,321	2,237,321	771,181.47	171,373.66	1,465,245.53	894.00	100.0%
03 SALARIES, CNTRL ADMN	1,187,267	1,187,267	419,772.39	92,098.67	789,796.36	-22,301.75	101.9%
04 SALARIES, SUPP STAFF	9,230,725	9,319,200	1,985,286.89	707,629.50	7,155,618.28	178,294.83	98.1%
05 SALARIES, ATHLETICS	531,828	516,845	105,604.61	32,187.06	208,601.67	202,638.72	60.8%
06 SALARIES, BUILDINGS	732,102	732,102	267,248.31	52,531.72	427,459.56	37,394.13	94.9%
07 SALARIES, CUSTODIAL	1,501,995	1,501,995	469,191.67	116,465.01	1,055,662.47	-22,859.14	101.5%
08 SALARIES, HOME INSTR	8,500	8,500	2,300.00	.00	.00	6,200.00	27.1%
09 SALARIES, MISC PS	1,575,266	1,575,266	461,452.74	119,705.53	959,274.86	154,538.40	90.2%
11 SALARIES, SUBS MISC	160,691	160,691	38,879.76	12,893.08	354.78	121,456.46	24.4%
12 SALARIES, SUBS INSTR	583,142	583,142	61,117.33	38,450.06	40.38	521,984.29	10.5%
13 SALARIES, OVERTIME	232,855	232,855	74,230.20	17,100.57	.00	158,624.80	31.9%
14 STIPENDS, CURR/INSTR	166,000	166,000	35,545.00	7,120.00	22,379.00	108,076.00	34.9%
15 FRINGES, COURSE REIM	56,000	56,000	27,438.00	7,196.00	.00	28,562.00	49.0%
16 FRINGES, HLTH INSUR	8,623,581	8,623,581	3,100,008.88	797,131.16	.00	5,523,572.12	35.9%
17 FRINGES, H INSUR RET	968,996	968,996	336,805.56	72,413.00	.00	632,190.44	34.8%
18 FRINGES, LIF/DIS INS	40,900	40,900	12,666.20	3,233.84	.00	28,233.80	31.0%
19 FRINGES, UNEMPLMNT	40,000	40,000	17,341.89	6,270.00	.00	22,658.11	43.4%
20 FRINGES, WORKRS COMP	295,000	295,000	427,026.01	.00	.00	-132,026.01	144.8%
21 FRINGES, MCRS	2,086,065	2,086,065	2,086,065.00	.00	.00	.00	100.0%
22 FRINGES, MEDICARE	825,000	825,000	161,938.74	59,643.30	.00	663,061.26	19.6%
23 CONTRIB OPEB TRUST F	800,000	800,000	.00	.00	.00	800,000.00	.0%
24 INSTRUCT SUPPLIES	1,048,492	1,052,492	533,010.53	117,870.68	198,719.62	320,761.85	69.5%
25 INSTRUCT TEXTBOOKS	282,570	280,570	84,333.86	27,764.00	19,661.46	176,574.68	37.1%
26 INSTRUCTIONAL, LBV	59,678	59,678	16,932.34	6,827.87	5,955.75	36,789.91	38.4%
27 OTHER, CAP OUTLAY	530,059	527,059	515,112.39	60,039.37	76,938.38	-64,991.77	112.3%
29 OTHER, DEBT SERVICE	1,934,218	1,934,218	365,283.75	.00	.00	1,568,934.25	18.9%
30 OTHER, PROP/CASUALTY	110,700	110,700	95,969.85	.00	.00	14,730.15	86.7%
31 OTHER, MAINT BLDG/GR	734,745	732,745	292,514.15	65,453.14	143,546.88	296,683.97	59.5%
32 OTHER, MAINT EQUIP	119,604	119,604	19,082.33	1,503.02	9,648.42	90,873.25	24.0%
34 OTHER, LEGAL SERVICE	100,000	181,350	22,202.75	16,196.25	19,010.00	140,137.25	22.7%
35 OTHER, ADMIN SUPP	914,051	917,978	405,538.81	119,434.80	163,837.50	348,601.69	62.0%
36 OTHER, ATHLETIC SUPP	57,446	71,496	21,372.74	6,112.95	1,915.16	48,208.10	32.6%
37 OTHER, CUSTODL SUPP	157,984	157,984	52,678.84	2,096.72	23,039.98	82,265.18	47.9%
38 OTHER, SPED TRANSP	1,826,934	1,826,934	21,978.95	7,121.95	99,683.17	1,705,271.88	6.7%
39 OTHER, STUDENT TRANS	947,117	947,117	512,331.93	17,282.61	28,717.55	406,067.52	57.1%
40 OTHER, TRAVEL/CONF	120,034	121,934	36,971.77	10,655.03	38,925.25	46,036.98	62.2%
41 OTHER, SPED TUITION/	5,283,278	5,283,278	544,300.64	351,059.17	6,271,441.28	-1,532,463.92	129.0%
42 OTHER, UTILITIES	1,825,133	1,825,133	297,657.90	113,077.62	3,707.10	1,523,768.00	16.5%
43 OTHER, TELEPHONE	110,045	108,151	24,819.62	1,166.68	27,917.78	55,413.60	48.8%
44 OTHER, SEWER	258,400	287,191	23,457.15	7,857.68	69,444.34	194,289.51	32.3%
48 ASSESSMENTS	576,658	576,658	33,020.00	8,255.00	.00	543,638.00	5.7%
49 OTHER	1,500	1,500	.00	.00	.00	1,500.00	.0%
GRAND TOTAL	82,874,588	83,073,204	20,446,829.92	5,906,525.37	47,200,265.35	15,426,108.73	81.4%

** END OF REPORT - Generated by Clare Jeannotte **

*sped Tuition overrun per above <1,532,464>
Circuit breaker to apply 92-04 2,045,250*

*Adjusted 512,786
@ 10/31/16*

- Note ①

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
10/31/2016**

	Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 10/31/16
Operating							
LUNCH							
3201 LUNCH	805,700.12	0.00	439,565.65	369,153.38	676,132.39	1,230,168.12	(354,055.73)
SUPERINTENDENT							
3311 SUPERINTENDENT GIFTS	256.00		0.00	0.00	256.00	0.00	256.00
DISTRICTWIDE							
3353 DISTRICT WIDE GIFTS	1,669.47		0.00	1,669.47	0.00	0.00	0.00
CURRICULUM							
3318 PARENT INVOLVEMENT PROJECT	17,823.12		953.00	3,970.06	14,806.06	0.00	14,806.06
3323 CURRICULUM GIFT	2,079.51	0.00	900.00	647.70	2,331.81	0.00	2,331.81
3419 SCHOOL TO BUSINESS	(150.00)		150.00	0.00	0.00	0.00	0.00
FINANCE							
3401 SCHOOL CHOICE	115,691.18		73,907.00	44,915.40	144,682.78	217,059.60	(72,376.62)
3406 ADK	96,525.00	122,176.90	357,900.90	136,503.69	440,099.11	617,461.07	(177,361.96)
3016 CIRCUIT BREAKER	998,626.00		652,441.00	681,750.00	969,517.00	0.00	969,517.00
3501 INSURANCE REIMB	17,162.43		0.00	579.69	16,582.74	0.00	16,582.74
9901 TAILINGS	20,423.63		0.00	0.00	20,423.63		20,423.63
FACILITIES							
3322 ELM ST HOOPS	1,214.00		0.00	0.00	1,214.00	0.00	1,214.00
3328 NSTAR POWER DOWN PROJECT	10,535.88		0.00	0.00	10,535.88	0.00	10,535.88
3329 FRIENDS OF LOWER FIELDS	43,851.83		0.00	8,600.00	35,251.83	0.00	35,251.83
3330 LOWER FIELDS GIFT 2	0.00		0.00	0.00	0.00	0.00	0.00
3342 WEST ACTON BOARDWALK	11,072.50		0.00	0.00	11,072.50	0.00	11,072.50
3418 TRANSPORTATION	0.00		2,257.50	1,257.17	1,000.33	0.00	1,000.33
3332 DAMON PLAYGROUND	439.42		0.00	0.00	439.42	0.00	439.42
COMMUNITY EDUCATION							
3402 COMMUNITY ED	689,648.65	(196,292.15)	800,739.73	657,047.98	637,049.25	644,100.19	192,949.06
3403 USE OF FACILITIES	0.00		76,621.97	87,041.36	(10,419.41)	184,062.10	(194,481.51)
3404 DRIVERS' ED	243,505.49	0.00	42,604.55	76,319.44	209,790.60	49,968.81	159,821.79
PUPIL SERVICES/SPED							
3428 ODP REVOLVING	67,865.12		9,000.00	10,277.42	66,587.70	38,942.71	27,644.99
3429 AD INTEGRATED PRESCHOOL	115,085.45		100,430.60	39,951.98	175,564.07	143,681.71	31,882.36
3326 MCC BIG YELLOW SCHOOL BUS							
SENIOR HIGH	205.14		\$0.00	\$0.00	205.14	0.00	205.14
JUNIOR HIGH	0.00		\$0.00	\$0.00	0.00	0.00	0.00
BLANCHARD	0.00		\$0.00	\$0.00	0.00	0.00	0.00
CONANT	650.00		\$200.00	\$0.00	850.00	0.00	850.00
DOUGLAS	278.75		\$0.00	\$0.00	278.75	0.00	278.75
GATES	104.30		\$0.00	\$0.00	104.30	0.00	104.30
MCCARTHY TOWNE	0.00		\$0.00	\$0.00	0.00	0.00	0.00
MERRIAM	671.00		\$0.00	\$0.00	671.00	0.00	671.00
3416 LIBRARY REVOLVING							
SENIOR HIGH	3,580.54		0.00	1,303.00	2,277.54	0.00	2,277.54
JUNIOR HIGH	5,391.80		0.00	1,100.00	4,291.80	500.00	3,791.80
BLANCHARD	2,253.57		0.00	0.00	2,253.57	0.00	2,253.57
CONANT	1,524.96		0.00	0.00	1,524.96	0.00	1,524.96
DOUGLAS	1,108.07		0.00	0.00	1,108.07	0.00	1,108.07
GATES	3,825.70		0.00	1,439.60	2,386.10	0.00	2,386.10
MCCARTHY TOWNE	841.50		0.00	798.14	43.36	0.00	43.36
MERRIAM	819.89		0.00	19.41	800.48	0.00	800.48
SENIOR HIGH							
3301 ATHLETIC GIFTS	3,000.00		0.00	0.00	3,000.00	0.00	3,000.00
3303 ABSAF:SH ATHLETICS	50,000.00		0.00	0.00	50,000.00	0.00	50,000.00
3405 ATHLETIC REVG	0.00	0.00	156,275.83	64,355.82	91,920.01	25,730.11	66,189.90
3302 ABSAF:SH PERFORMING ARTS	9,282.22		0.00	0.00	9,282.22	0.00	9,282.22
3306 SENIOR HIGH GIFTS	8,530.97		331.78	0.00	8,862.75	0.00	8,862.75
3308 SH GIFT:PTSO	5,523.85		1,600.00	1,000.00	6,123.85	4,125.57	1,998.28
3309 SH GIFT:OTHER	11,519.29		92.63	188.73	11,423.19	609.27	10,813.92
3313 ABSAF:SH EXTRACURRICULAR	22,697.80		0.00	3,991.82	18,706.08	5,492.00	13,214.08
3315 UNITED WAY GIFT	994.95		0.00	0.00	994.95	0.00	994.95
3319 SH: COMMUNITY SERVICE GIFTS	4,372.84		0.00	0.00	4,372.84	0.00	4,372.84
3320 SH: SPECTRUM	98.77		0.00	0.00	98.77	0.00	98.77
3321 AB FRIENDS OF DRAMA	25.00		0.00	0.00	25.00	0.00	25.00

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
10/31/2016

	Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 10/31/16
Operating							
3412 LOST BOOKS-SENIOR HIGH	30,411.72		579.00	248.97	30,741.75	0.00	30,741.75
3413 PARKING-SENIOR HIGH	6,315.57		45,770.00	10,829.77	41,255.80	44,480.93	(3,225.13)
3414 SUMMER SCHOOL TUITION	171,127.50		6,454.80	91,543.38	86,038.92	9,827.61	76,211.31
3415 PERFORMING ARTS REV	3,059.20		11,755.00	6,753.36	8,060.84	10,681.66	(2,620.82)
3420 EMPORIUM REVOLVING	9,211.17		24,533.62	18,358.61	15,388.18	24,608.77	(9,220.59)
3423 SH: PROSCENIUM CIRCUS	29,990.54	0.00	21,730.00	9,478.54	42,242.00	6,825.00	35,417.00
3424 SH:COUNSELING/TESTING	17,633.12		18,961.00	3,329.61	33,264.51	7,994.83	25,269.68
3425 SH CHORUS	8,541.14	0.00	0.00	505.16	8,035.98	3,096.17	4,939.81
JUNIOR HIGH							
3305 JUNIOR HIGH GIFTS	14,217.19		1,500.00	8,034.16	9,683.03	130.00	9,553.03
3312 ABSAF:JH EXTRACURRICULAR	6,010.58	0.00	0.00	0.00	6,010.58	0.00	6,010.58
3314 JOHN LORING MEMORIAL GIFT	2,125.35		1.55	0.00	2,126.90	2,834.00	(707.10)
3317 EDFAAB GIFT - JH	274.38		0.00	0.00	274.38	0.00	274.38
3327 DRAGONFLY THEATER	27,119.14		1,100.00	3,649.24	24,569.90	3,103.56	21,466.34
3411 LOST BOOKS-JUNIOR HIGH	7,986.80		0.00	1,486.90	6,499.90	0.00	6,499.90
3421 JH STORE REVOLVING	1,370.89		10,952.00	10,802.95	1,519.94	0.00	1,519.94
3422 JH THEATER REVOLVING	4,444.87	0.00	2,900.00	154.00	7,190.87	0.00	7,190.87
BLANCHARD							
3348 BLANCHARD GIFTS	11,014.69		0.00	0.00	11,014.69	0.00	11,014.69
3408 BLANCHARD AM/PM XD	166,528.04		71,500.59	57,671.01	180,357.62	131,382.16	48,975.46
CONANT							
3334 CONANT PTO	3,937.49		0.00	822.13	3,115.36	22,916.37	(19,801.01)
3343 CONANT ENRICHMENT GIFT	73,934.46	24,597.70	0.00	0.00	98,532.16	0.00	98,532.16
3349 CONANT GIFTS	1,390.70		0.00	0.00	1,390.70	0.00	1,390.70
DOUGLAS							
3335 DOUGLAS PTO	2,179.12		0.00	6,568.50	(4,389.38)	31,063.89	(35,453.27)
3350 DOUGLAS GIFTS	701.74		0.00	0.00	701.74	0.00	701.74
3409 DOUG: DAWN/DUSK	64,862.41		69,349.44	67,915.81	66,296.04	142,547.25	(76,251.21)
GATES							
3336 GATES PTO	6,211.57		0.00	1,854.15	4,557.42	26,169.93	(21,612.51)
3339 GATES GIFTS	14,260.28		0.00	588.10	13,672.18	0.00	13,672.18
3344 GATES ENRICHMENT GIFT	49,262.61	26,895.47	0.00	0.00	76,158.08	0.00	76,158.08
MCCARTHY TOWNE							
3337 MCCARTHY PTO	12,800.28		0.00	13,224.93	(424.67)	59,927.86	(60,352.53)
3340 MCCARTHY TECHN	0.50		0.00	0.00	0.50	0.00	0.50
3345 MCT ENRICHMENT GIFT	64,976.48	22,622.08	0.00	0.00	87,598.56	0.00	87,598.56
3351 MCCARTHY TOWNE GIFTS	400.00		0.00	0.00	400.00	0.00	400.00
MERRIAM							
3338 MERRIAM PTO	9,831.39		0.00	17,819.37	(7,987.98)	71,763.74	(79,751.72)
3352 MERRIAM GIFTS	62.91		0.00	0.00	62.91	0.00	62.91
3410 MERRIAM AM/PM	130,447.87		64,920.21	36,015.79	159,352.29	98,084.47	61,267.62
Total Special Revenue and Revolving Funds	4,549,166.49	0.00	3,067,999.35	2,559,333.72	5,067,834.12	3,859,389.46	1,198,474.66

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
10/31/2016

Operating	Fund Balance 7/1/2016	Fund Balance Transfers	Receipts	Expenses	CASH BAL	Encumber	Balance as of 10/31/16
SCHOLARSHIPS							
5003 SCH:A B JAMBOREE	2,620.30	0.00	0.17	0.00	2,620.47	0.00	2,620.47
5004 SCH:KATHERINE KINSLEY	29,346.19	0.00	1.91	0.00	29,348.10	0.00	29,348.10
5005 SCH:JAMES E KINSLEY	37,763.85	0.00	2.45	0.00	37,766.30	0.00	37,766.30
5006 SCH:AMERICAN LEGION 284	50,950.90		3.31	1,000.00	49,954.21	0.00	49,954.21
5008 SCH:J PRENDIVILLE III	12,030.00		0.78	1,000.00	11,030.78	0.00	11,030.78
5009 SCH:M&P SMOLTEES	23,869.44		1.54	0.00	23,870.98	0.00	23,870.98
5010 SCH:J DEBAGGIS	2,960.18		0.19	0.00	2,960.37	0.00	2,960.37
5011 SCH:R J GREY	13,483.22		0.87	0.00	13,484.09	0.00	13,484.09
5012 SCH:CHARLES BATTIT	20,297.09		1.32	0.00	20,298.41	0.00	20,298.41
5013 SCH:J SCOTT	883.00	0.00	0.06	0.00	883.06	0.00	883.06
5014 SCHOLARSHIP:GENERAL	1,674.42	0.00	0.11	0.00	1,674.93	0.00	1,674.93
5015 FRED S KENNEDY SCHOLARSHIP	1,804.39	0.00	0.12	0.00	1,804.51	0.00	1,804.51
5016 CHS BRUSIE MEMORIAL SCHOLARSHIP	2,057.60		0.14	0.00	2,057.74	0.00	2,057.74
5017 THOMAS MEAGHER SCHOLARSHIP	4,883.18		0.31	0.00	4,883.49	0.00	4,883.49
5018 R & E MATUSOW SCHOLARSHIP	50,398.70	0.00	3.28	0.00	50,401.98	0.00	50,401.98
5020 SANDRA WILENSKY SCHOLARSHIP	1,617.65		0.11	0.00	1,617.78	0.00	1,617.78
5021 FREDERICK JOYCE MEMORIAL	2,019.38		0.14	0.00	2,019.52	0.00	2,019.52
5023 ALMA PARKHURST SCHOLARSHIP	16,923.92		1.11	0.00	16,925.03	0.00	16,925.03
5024 P HALL SCHOLARSHIP-Principal	10,073.78		0.84	0.00	10,074.62	0.00	10,074.62
5024 P HALL SCHOLARSHIP-Interest	3,125.90				3,125.90		3,125.90
STUDENT ACTIVITIES							
6001 STU ACTIVITY FUND-JH	24,267.70		22,562.30	0.00	46,830.00	0.00	46,830.00
6002 STU ACTIVITY FUND-SH	109,829.22	0.00	32,473.53	44,754.09	97,548.66	0.00	97,548.66
6003 STU ACTIVITY FUND-BL	19,345.13		10,367.51	654.00	29,058.64	0.00	29,058.64
Total Scholarship & Agency Funds	442,225.54	0.00	65,422.10	47,408.09	460,239.55	0.00	460,239.55
Total All funds	4,991,394.03	0.00	3,133,421.45	2,606,741.81	5,518,073.67	3,859,359.46	1,658,714.21

Acton Boxborough Regional Schools

FY'17 Grants
October 31, 2016

				FY'17	YTD	Enc	Total	Balance
				Budget				
3001 SPED IDEA # F240								
FY17								
Revenue								
3001R17	45401	3001R17 45401	REVENUE - FEDERAL - THRU STATE	1,232,975.00	123,297.00	0.00	123,297.00	1,109,678.00
Expense								
30011701	516011	30011701 516011	SH F240 AIDES/PARAS - SPED	277,355.00	45,947.68	222,074.93	268,022.61	9,332.39
30011702	516011	30011702 516011	JH F240 AIDES/PARAS - SPED	187,025.00	30,867.43	152,512.80	183,380.23	3,644.77
30011703	516011	30011703 516011	BL F240 AIDES/PARAS - SPED	122,063.00	19,779.36	99,512.94	119,292.30	2,770.70
30011704	516011	30011704 516011	CN F240 AIDES/PARAS - SPED	30,145.00	8,697.21	24,713.60	33,410.81	-3,265.81
30011705	516011	30011705 516011	DO F240 AIDES/PARAS - SPED	9,575.00	1,435.09	7,997.83	9,432.92	142.08
30011706	516011	30011706 516011	GA F240 AIDES/PARAS - SPED	115,620.00	17,424.27	83,912.73	101,337.00	14,283.00
30011707	516011	30011707 516011	MCT F240 AIDES/PARAS - SPED	157,800.00	7,705.89	123,652.48	131,358.37	26,441.63
30011708	516011	30011708 516011	ME F240 AIDES/PARAS - SPED	272,763.00	46,362.09	222,456.69	268,818.78	3,944.22
30011709	516011	30011709 516011	PRESCHOOL AIDES/PARAS - SPED	27,405.00	18,678.20	22,431.12	41,109.32	-13,704.32
30011710	515013	30011710 515013	BOOKKEEPER	33,224.00	0.00	0.00	0.00	33,224.00
3001			SPED IDEA 240	1,232,975.00	196,897.22	959,265.12	1,156,162.34	76,812.66
3002 TITLE I # F305								
FY17								
Revenue								
3002R17	45401	3002R17 45401	REVENUE - FEDERAL - THRU STATE	141,495.00	14,149.00	0.00	14,149.00	127,346.00
Expense								
30021701	514081	30021701 514081	TEACHER - GATES	22,403.00	3,015.76	18,956.22	21,971.98	431.02
30021702	514081	30021702 514081	TEACHER - BLANCHARD	21,401.00	3,292.48	18,108.57	21,401.05	-0.05
30021703	514081	30021703 514081	TEACHER - JH	28,985.00	4,459.20	24,525.48	28,984.68	0.32
30021704	516001	30021704 516001	JH AIDES/PARAPROFESSIONALS	44,383.00	11,107.78	51,560.41	62,668.19	-18,285.19
30021705	514002	30021705 514002	ADMINISTRATOR	5,000.00	1,032.00	0.00	1,032.00	3,968.00
30021706	543035	30021706 543035	OTHER INSTR MATERIAL	1,122.00	720.00	0.00	720.00	402.00
30021707	514700	30021707 514700	PD SUBSTITUTES	5,000.00	0.00	0.00	0.00	5,000.00
30021708	524009	30021708 524009	CONTRACTED SERVICES	6,200.00	0.00	3,200.00	3,200.00	3,000.00
30021709	570031	30021709 570031	MASS TEACHERS RETIREMENT	7,001.00	0.00	0.00	0.00	7,001.00
3002			TITLE I	141,495.00	23,627.22	116,350.68	139,977.90	1,517.10
3006 TITLE IIA IMPRVG ED QUAL # F180								
FY17								
Revenue								
3006R17	45401	3006R17 45401	REVENUE - FEDERAL - THRU STATE	59,794.00	5,979.00	0.00	5,979.00	53,815.00
Expense								
30061701	514011	30061701 514011	ADMINISTRATOR	5,000.00	1,032.00	0.00	1,032.00	3,968.00
30061702	524112	30061702 524112	PD - CURRICULUM FRAMEWORKS	8,250.00	8,250.00	0.00	8,250.00	0.00
30061702	524113	30061702 524113	PD - CONSULTANTS	8,000.00	0.00	0.00	0.00	8,000.00
30061703	514700	30061703 514700	PD SUBSTITUTES	31,500.00	6,185.00	0.00	6,185.00	25,315.00
30061704	543094	30061704 543094	TEXTBOOKS	6,594.00	0.00	0.00	0.00	6,594.00
30061705	570031	30061705 570031	MASS TEACHERS RETIREMENT	450.00	0.00	0.00	0.00	450.00
3006			TITLE IIA:IMPRVG ED QUAL	59,794.00	15,467.00	0.00	15,467.00	44,327.00
3021 TITLE III ELA # F180								
FY17								
Revenue								
3021R16	45401	3021R16 45401	REVENUE - FEDERAL - THRU STATE				0.00	0.00
3021R162	45401	3021R162 45401	FY16 CARRY FORWARD REVENUE	3,000.00	0.00	0.00	0.00	3,000.00
Expense								
30211603	514064	30211603 514064	FY16 TITLE III 180 ELA TEACHER				0.00	0.00
30211604	516001	30211604 516001	FY16 TITLE III 180 GRANT ELA AIDES / PARAS				0.00	0.00
30211605	524009	30211605 524009	FY16 TTL III 180 ELA GRANT CONTRACTED SERVICES				0.00	0.00
30211606	543035	30211606 543035	FY16 TITLE 3 180 ELA SUPPLIES				0.00	0.00
30211607	524006	30211607 524006	FY16 TITLE III 180 ELA TRAVEL				0.00	0.00
30211701	524009	30211701 524009	FY16 CARRY FORWARD CONTRACTED SERVICES	3,000.00	0.00	0.00	0.00	3,000.00
3021			TITLE III ELA	3,000.00	0.00	0.00	0.00	3,000.00
3101 ESSENTIAL SCHOOL HEALTH SERVICES # S240								
FY17								
Revenue								
3101R17	46000	3101R17 46000	REVENUE - STATE	69,700.00	0.00	0.00	0.00	69,700.00
Expense								
31011701	514044	31011701 514044	NURSE	44,904.00	6,173.18	38,731.02	44,904.20	-0.20
31011701	514705	31011701 514705	NURSE, SUBSTITUTE	11,000.00	425.00	0.00	425.00	10,575.00
31011701	514913	31011701 514913	STIPEND - R&D	1,200.00	0.00	0.00	0.00	1,200.00
31011702	524006	31011702 524006	CONF, TRAV, WORKSHOPS	2,800.00	200.00	0.00	200.00	2,600.00
31011702	524113	31011702 524113	WEB CONSULTANT	3,220.00	3,220.59	0.00	3,220.59	-0.59
31011702	524161	31011702 524161	CONTR SVCS - TECHNOLOGY	1,000.00	0.00	0.00	0.00	1,000.00
31011703	543064	31011703 543064	SUPPLIES - OFFICE	800.00	0.00	0.00	0.00	800.00
31011703	543087	31011703 543087	INSTR TECHNOLOGY	4,776.00	0.00	2,143.83	2,143.83	2,632.17
3101			ESSENTIAL SCHOOL HEALTH SVCS	69,700.00	10,018.77	40,874.85	50,893.62	18,806.38



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

Glenn A. Brand, Ed.D.
Superintendent of Schools

To: Acton-Boxborough Regional School Committee Members
From: Glenn A. Brand
Date: 09/30/2016
Re: FY18 Budget Planning Calendar

At this point in the year plans are underway to launch the developmental process of the district's operating budget for the 2017-18 (FY18) school year. There are two things that I would like to bring to your attention. The first includes an overview of the FY18 budget calendar and the second includes a beginning discussion around the budgetary guidelines in which next year's budget will be built.

I. FY18 Budget Calendar

The Budget Subcommittee has reviewed the budget calendar below which the administration is recommending for the coming year. I provide this to you for your review and consideration.

<i>ABRSD School Committee Meeting</i>	<i>Topic</i>
10/6/16	FY18 Budget Calendar & Guidelines
11/3/16	FY18 Enrollment Projections
11/17/16	FY18 Capital Requests Reviewed
12/1/16	Superintendent's FY18 Budget Presentation #1 Budget Drivers & Priorities; FY18 Revolving Budgets & Fees (All Day K; Pre-School; ODP, Athletic Department)
12/15/16	Superintendent's FY18 Budget Presentation #2 Superintendent's Preliminary Budget Request Overview of Significant Changes Revolving Budgets & Fees (School Lunch & Community Ed)
1/12/17	Superintendent's FY18 Budget Presentation #3 <i>Superintendent's Recommended Budget</i> Budget Line Item Detail Preliminary Assessment Department Presentation
1/21/17	Budget Saturday & Preliminary FY18 Budget Vote
2/2/17	Superintendent's Final FY18 Budget Recommendation
2/16/17	FY18 Public Budget Hearing & Final Vote

ii. FY18 Budget Guidelines

It is important that our community has a clear understanding around the guidelines that I and my leadership team will use in the development of the FY18 budget that will provide for the educational needs of the students in our school system. At your October 6th meeting, I intend to provide an overview of these guidelines which I am recommending for the FY18 budget process.

Office of the Superintendent

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: November 15, 2016
Re: Capital Planning Update

As you know, the District has been engaged in extensive work related to capital and infrastructure planning. This work is multifaceted and pertains to three broad areas:

1. *Short Term Capital Needs* – those items that we strive to address within the annual operating budget. To support this work, the plan is to increase the total financial commitment to support the operating budget by \$250,000 for each of the next few years.
2. *Medium Term Capital Needs* – those items that are included within the Capital Improvement Plan (C.I.P.) and that the District will need to address over time regardless of any future building/renovation project to support the long-term operation of our buildings.
3. *Long-Term Capital Needs* – this area of capital includes potential building/renovation projects.

I expand on these areas below, drawing attention to a number of additional resource documents that have been included herein.

A. Short Term Capital Needs

There are two areas that collectively fall into the 'bucket' of short-term capital needs:

i. Annual Capital Related Needs Determined By District Leaders

Each year there are a number of capital-related items that leaders across the district identify. These emerging capital requests might be considered more program based and/or represent the types of priorities that reach the financial threshold of capital projects that the administration believe is necessary to support the actual operation of our programs and services. They are generally not projects that Dore & Whittier studied as part of their investigation of our district.

Examples include technology, communication systems such as Public Address (PA) systems, or smaller projects within schools.

These are gathered annually as part of the budget process and the planning for FY18 is no exception. The administration has gathered these requests and is in the process of thoroughly reviewing them.

ii. High Priority Items Included Within the Capital Improvement Plan

The recent study of our buildings and infrastructure needs by Dore & Whittier culminated in a Capital Improvement Plan (C.I.P.) that included over 800 identified items. Work has begun 'behind-the-scenes' and with the Capital and School Needs Committee to review this list.

Please note that the cost estimates included as part of this plan reflect those of the consultants and the work of their cost-estimators. Possible reductions for projects where costs can be offset by grants, additional outside funding sources, reduction in 'soft costs' (i.e. project management costs that otherwise would have to be expended in the absence of having an in-house facilities leadership team) and/or in-house labor costs are all factors that still need to be analyzed.

Mr. Head has now prioritized this list of items according to those most critical to attend to in the very near future (see attached document entitled "Highest Priority Items from the C.I.P."). The items on this list are those capital projects that were identified as 'Priority One' projects in the C.I.P. and represent what we believe are the most pressing for the district to pursue as soon as possible and as soon as funding is available.

As I think about planning for FY18, these two broad areas will collectively contribute to our capital resource commitments for next year and will be limited by the total available funding within the appropriated budget.

B. Medium Term Capital Needs

As indicated, the C.I.P. identified over 800 individual items in a variety of categories. Since this report was received in January, 2016, Mr. Head has begun to review these items and has broken them down into a variety of categories as shown on the attached worksheet (see C.I.P. Summary Sheet).

These are items that are included within the C.I.P. and that the District will need to address over time regardless of any future building/renovation project(s) to support the long-term operation of our buildings. Depending upon the final determination of a future building/renovation project, this list will expand and also need to include a more comprehensive list of medium-to-longer term items that address deficiencies within those buildings that will not receive attention through a project.

Within this review process, Mr. Head has sorted through the items and identified those that we are considering 'solid' projects - projects that are necessary to maintain the long-term viability of our infrastructure. This list of solid projects has been associated with each building and can be seen in the summary sheet attached (see attached *Solid Projects Broken Down By Location*).

C. Long-Term Capital Needs

The long-term capital needs of the District are associated more with the large-scale potential building/renovation projects. Currently, these efforts include two primary activities:

i. Submission of Statements of Interest to the Massachusetts Building Authority

In the spring of 2016 the School Committee authorized me to submit three (3) Statement of Interests to the Massachusetts School Building Authority (MSBA). These applications represent the District's efforts to seek some form of potential financial partnership with the state's grant program to help offset costs associated with the tremendous repair and renovation necessary at the Douglas, Gates and Conant elementary schools. We received notification from the MSBA in September that they wanted to visit and tour the Douglas School as that was identified as our priority project.

ii. District Master Plan Study

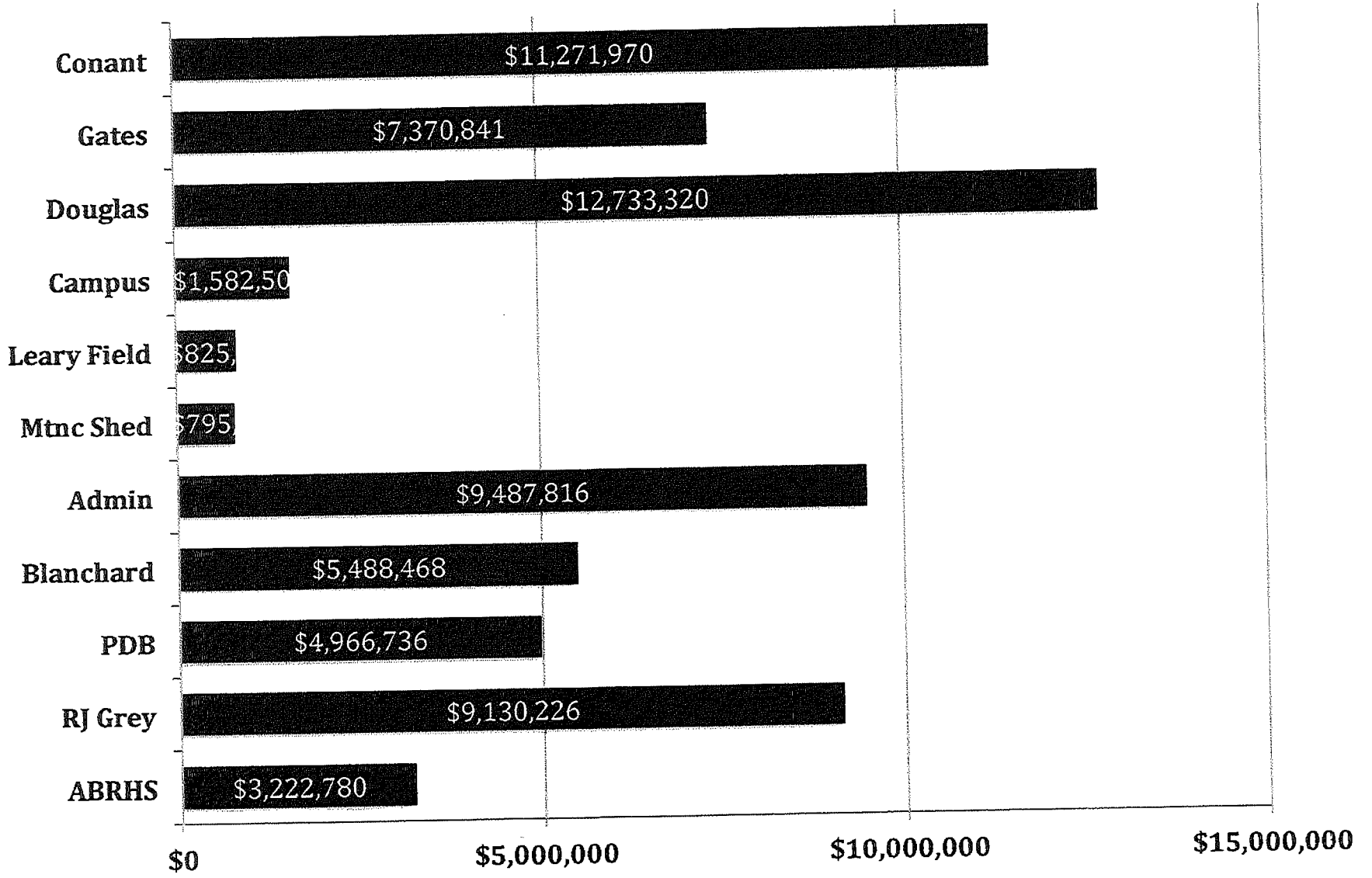
The District has been working closely with Dore & Whittier as they assist us in developing a District Master Plan Report. This report, expected to be delivered to the School Committee on December 8th of this year, outlines a number of building options that we may wish to consider further as we move forward.

ABRSD

CIP Summary Sheet

11/15/16

Category	Category Description	Number of individual items in category	Cost estimates of items in category
In-House	Projects placed in the In-house category are projects that we can tackle with our own expertise and labor. The cost for items in this category vary as it is dependent on the equipment and supply cost associated with the item making it difficult to estimate how much less expensive the project cost will be if done In-house. I believe it is safe to say that our cost to complete these items would be 35% - 45% less the cost.	90	\$1,938,930
Preventative Maintenance	Projects placed in this category are [projects that ABRSD currently budgets for in our operating expenses and are executed on an annual basis, quarterly basis, bi-annual basis, or as needed depending on the specific project.	41	\$1,384,421
Completed	Items in this category have been completed since the phase 1 report was completed.	18	\$656,633
Solid Projects	Projects in this category are the most relevant necessary projects presented on the CIP list. The project has high merit and the price estimates and descriptions seem to be of high quality after initial analysis	416	\$66,875,400
Pricing Concerns	Projects in this category may be relevant needed capital improvement projects but the pricing seems to be off based on our experience and therefor the totals in the CIP collectively can become skewed. Further price investigation is recommended on projects deemed necessary.	9	\$7,817,512
Exploratory	Projects in the exploratory category are generally just that and include "investigations" or "studies" into problems that may or may not exist. Usually associated with HazMat.	118	\$11,679,653
Needs Work	Projects in this category are not fully cooked. In most cases ABRSD and Dore and Whittier need to get together and discuss these projects so there is a clear understanding to the necessity, scope, and estimates.	58	\$10,772,932
Unnecessary	Projects in this category are projects that I do not think we will get to given the realities that face us annually. Largely nice to have rather than need to have items.	81	\$14,142,309
		831	\$115,267,790



Project	Description	Estimate	Notes
Blanchard Boiler and Pumps	Currently the boilers at Blanchard have two cracked sections caused by thermal shock and the associated circulator pumps lack Variable Frequency Drives. This project is a must do.	\$189,750	This project will receive rebates from the gas utility. We will also see a price off set using in house labor and state contract purchasing. Exact project budget will be available prior to budget Saturday.
Leary Field Turf	Turf at Leary Field was installed in 2004. This was one of the first installations in Massachusetts with an estimated life of 8 to 10 years. We have gotten (assuming spring season 2017 included) 13 years out of our original installation. Recent GMAX testing results present concerns around hardness of surface at 9 of the 10 locations tested. The remediation would be to add infill, unfortunately we can not add infill due to the lack of turf fiber which has been degraded by exposure to ultraviolet light.	\$450,000	Spoke with a contractor as well as Gale Engineering to verify cost and was given the following based on current bids from this summer. Turf \$4.00 per sq ft * 80,000 sq ft = \$320K add \$30k for disposal, add \$50k for incidental drainage and grade issues, add \$40k for professional services which would come to a project total = \$440,000.
Conant Heaving	Corner of the building is heaving causing the brick to crack and separate.	\$75,000	Price based on civil site engineer who evaluated the building for life safety. Local building inspector would like to see this project completed.
Administration Moves	Moving remaining Central Office employees from the Jr High into the Administration building.	\$35,000	Project would include associated moving cost as well as minor renovation where necessary.
Maintenance Shed Assessment	This project would evaluate the Maintenance Shed specifically by way of a site assessment, review programming, and create a very rough schematic design.	\$26,000	Official quote from architect

Project	Estimate	Project	Estimate
* Blanchard Boiler and Pumps	\$189,750	* Leary Field Turf	\$450,000
* Conant Heaving	\$75,000	* Maintenance Shed Assessment	\$26,000
PDB Hot water heater and piping / mixing valve	\$69,000	ABRHS Auditorium Ceiling and House Lights	\$419,017
Leary Field Lights	\$400,000	Blanchard Domestic Hot Water	\$43,125
PDB Brick sills re-point and flash	\$545,186	HS Pool HVAC	\$330,000
HS Pool Bleachers and Guardrails	\$138,375	Snow load and wood rot repair blanchard gym RJ Grey	\$61,055
RJ Grey Gym Floor	\$200,000	Campus Master Plan Improvements (sidewalks, signage, roads)	\$1,552,500
ADA Access Leary Field	\$220,000	RJ Grey HVAC Controls	\$86,250
Re-key all facilities enhance locking abilities	\$420,000	PDB chiller	\$427,500
Blanchard DDC Controls	\$555,000	Blanchard Concrete / Asphalt	\$203,895
Admin repave drives	\$82,800	Admin replace walks and front entrance area	\$103,500
Admin roof	\$1,293,750	Admin ADA Full	\$1,336,025

Items listed above total \$9,227,728

* These items are also included on the FY'18 project short list document

** Please note that this list purposefully does not include CIP projects from Conant (with the exception of securing the corner of the building as an immediate need), Douglas, or Gates. Projects associated with these buildings will be evaluated once there is a clearer understanding of the direction the District is going in as it relates to long term master planning.



Acton-Boxborough Regional School District
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8.1

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: November 9, 2016
Re: Calendar Survey and Recommendation

A joint teacher and School Committee calendar committee worked through the Spring and Fall of this year with the following goals:

1. Create and implement a survey for parents/guardians and staff to gather feedback about possible school calendar options. Since we were doing a widespread survey, we also included survey questions about the elementary school schedule. We will use those results to inform future discussions about schedules.
2. Review survey results and options for the 2017-2018 school calendar and make recommendations for the School Committee to consider when voting the new school calendar.
3. Review Acton Boxborough Education Association (ABEA) contract language related to the calendar (Article 9.2). If the preferred calendar for 2017-2018 does not match the current contract language, work with the ABEA to see if they will consider a one time side letter agreement to agree on the proposed calendar.

A summary of the survey results as well as the current contract language are attached. After reviewing, the calendar committee is bringing forth the two attached calendar options for 2017-2018. The committee is unanimously recommending Draft #1. This option has the two teacher days scheduled on Wednesday, August 30 and Thursday, August 31. The first day for students is Tuesday, September 5, the day after Labor Day. Grades 8, 10, 11, and 12 would start on Wednesday, September 6.

The ABEA contract states, "Teachers will not be scheduled to report more than two calendar days before the scheduled arrival of students." Working with the calendar subcommittee, the ABEA has agreed that Draft #1 is the preferred option and they have agreed to sign a side letter allowing us to have teachers start the week before students. We are pleased to say that this will resolve the issue we have had the last two years where students have started before Labor Day but they have only been scheduled for one or two days that week (as would happen with calendar Draft #2).

We are grateful for the collaborative effort between the teachers and the School Committee members who served on this committee.

Please let me know if you have any questions.

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

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2017-2018 DRAFT #1
Bold Underlined Dates = No School Days

Sept.	M	T	W	T	F
28	29	30	31	<u>1</u>	
<u>4</u>	<u>5</u>	6	7	8	
11	12	13	14	15	
18	19	20	<u>21</u>	22	
25	26	27	28	29	

Teachers' mtgs – Aug 30 & 31
 Schools Open – Sept 5
 Labor Day – Sept 1 & 4
 *K-12 Early Dis for Prof L
 Rosh Hashana – Sept 21
 School Days - 18

Jan.	M	T	W	T	F
<u>1</u>	2	3	4	5	
8	9	10	11	12	
<u>15</u>	16	17	18	19	
22	23	24	25	26	
29	30	31			

Schools Open - Jan 2
 JH Early Dis for Confs – Jan
 Martin Luther King Day - Jan 15

 School Days - 21

Oct.	M	T	W	T	F
2	3	4	5	6	
<u>9</u>	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

Columbus Day – Oct 9

 Elem Early Dis for Confs –
 School Days – 21

Feb.	M	T	W	T	F
				1	2
5	6	7	8	9	
12	13	14	15	16	
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	
26	27	28			

*K-12 Early Dis for Prof L. – Feb
 Presidents' Day - Feb 19
 Winter Recess - Feb 19-23
 School Days – 15

Nov.	M	T	W	T	F
			1	2	3
6	<u>7</u>	8	9	<u>10</u>	
13	14	15	16	17	
20	21	22	<u>23</u>	<u>24</u>	
27	28	29	30		

Prof. Day – Nov 7 (no school/students)
 Elem Early Dis for Confs –
 Veterans Day - Nov 11 due to Sat holiday
 Half Day – Nov 22
 Thanksgiving Recess - Nov 23&24
 School Days - 18

Mar.	M	T	W	T	F
				1	2
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	<u>30</u>	

HS Late Start **only for students NOT taking MCAS-**
 Good Friday – March 30
 School Days - 21

Dec.	M	T	W	T	F
					1
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	

*Elem Early Dis for Prof L. – Dec
 Jr High Early Dis for Confs –Dec
 Winter Recess - Dec. 25 – Jan 1
 School Days - 16

Apr.	M	T	W	T	F
2	3	4	5	6	
9	10	11	12	13	
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	
23	24	25	26	27	
30					

*K-12 Early Dis for Prof L. – Apr

 Patriots Day – Apr 16
 Spring Recess - Apr 16-20
 School Days - 16

 Note: See attached DESE list for some major religious holidays. Yom Kippur =9/30/17
 * Professional Learning for Staff Early Dismiss:

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>

Acton Town Meeting begins April X, 2018. Boxborough Meeting begins May X, 2018.

Acton-Boxborough Regional School Committee Meetings are held twice a month. See <http://www.abschools.org/school-committee> for more information.

May	M	T	W	T	F
		1	2	3	4
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
<u>28</u>	29	30	31		

HS Late Start **only for students NOT taking MCAS-**
 Memorial Day - May 28
 School Days - 22

June	M	T	W	T	F
					1
4	5	6	7	8	
11	12	13	14	15	
<u>18</u>	19	20	21	22	

Graduation – June 1
 Last day – June 18 (no snow days)
 (June 25 if 5 snow days used)
 School Days – 12
Total Days = 180

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2017-2018 DRAFT #1 B
Bold Underlined Dates = No School Days

Sept.	M	T	W	T	F
28	29	30	31	<u>1</u>	
<u>4</u>	<u>5</u>	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

Teachers' mtgs – Aug 30 & 31
 Schools Open – Sept 5
 Labor Day – Sept 1 & 4
 *K-12 Early Dis for Prof L
 School Days - 19

Jan.	M	T	W	T	F
<u>1</u>	2	3	4	5	
8	9	10	11	12	
<u>15</u>	16	17	18	19	
22	23	24	25	26	
29	30	31			

Schools Open - Jan 2
 JH Early Dis for Confs – Jan
 Martin Luther King Day - Jan 15
 School Days - 21

Oct.	M	T	W	T	F
2	3	4	5	6	
<u>9</u>	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

Columbus Day – Oct 9
 Elem Early Dis for Confs –
 School Days – 21

Feb.	M	T	W	T	F
				1	2
5	6	7	8	9	
12	13	14	15	16	
<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	
26	27	28			

*K-12 Early Dis for Prof L. – Feb
 Presidents' Day - Feb 19
 Winter Recess - Feb 19-23
 School Days – 15

Nov.	M	T	W	T	F
			1	2	3
6	<u>7</u>	8	9	<u>10</u>	
13	14	15	16	17	
20	21	22	<u>23</u>	<u>24</u>	
27	28	29	30		

Prof. Day – Nov 7 (no school/students)
 Elem Early Dis for Confs –
 Veterans Day - Nov 11 due to Sat holiday
 Half Day – Nov 22
 Thanksgiving Recess - Nov 23&24
 School Days - 18

Mar.	M	T	W	T	F
				1	2
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

HS Late Start **only for students NOT taking MCAS-**
 School Days - 22

Dec.	M	T	W	T	F
					1
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	

*Elem Early Dis for Prof L. – Dec
 Jr High Early Dis for Confs –Dec
 Winter Recess - Dec. 25 – Jan 1
 School Days - 16

Apr.	M	T	W	T	F
2	3	4	5	6	
9	10	11	12	13	
<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	
23	24	25	26	27	
30					

*K-12 Early Dis for Prof L. – Apr
 Patriots Day – Apr 16
 Spring Recess - Apr 16-20
 School Days - 16

Note: See attached DESE list for some major religious holidays.

* Professional Learning for Staff Early Dismiss:

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>

Acton Town Meeting begins April X, 2018. Boxborough Meeting begins May X, 2018.

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May	M	T	W	T	F
		1	2	3	4
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
<u>28</u>	29	30	31		

HS Late Start **only for students NOT taking MCAS-**
 Memorial Day - May 28
 School Days - 22

June	M	T	W	T	F
					1
4	5	6	7	8	
11	12	13	<u>14</u>	15	
18	19	20	21	22	

Graduation – June 1
 Last day – June 14 (no snow days)
 (June 21 if 5 snow days used)
 School Days – 10
Total Days = 180

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2017-2018 DRAFT #2
Bold Underlined Dates = No School Days

Sept.	M	T	W	T	F
	28	29	30	31	<u>1</u>
	<u>4</u>	5	6	7	8
	11	12	13	14	15
	18	19	20	<u>21</u>	22
	25	26	27	28	29

Teachers' mtgs – Aug 28 & 29
 Schools Open – Aug 30
 Labor Day – Sept 1 & 4
 *K-12 Early Dis for Prof L
 Rosh Hashana – Sept 21
 School Days - 20

Jan.	M	T	W	T	F
	<u>1</u>	2	3	4	5
	8	9	10	11	12
	<u>15</u>	16	17	18	19
	22	23	24	25	26
	29	30	31		

Schools Open - Jan 2
 JH Early Dis for Confs – Jan
 Martin Luther King Day - Jan 15

 School Days - 21

Oct.	M	T	W	T	F
	2	3	4	5	6
	<u>9</u>	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Columbus Day – Oct 9

 Elem Early Dis for Confs –
 School Days – 21

Feb.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
	26	27	28		

*K-12 Early Dis for Prof L. – Feb
 Presidents' Day - Feb 19
 Winter Recess - Feb 19-23
 School Days – 15

Nov.	M	T	W	T	F
			1	2	3
	6	<u>7</u>	8	9	<u>10</u>
	13	14	15	16	17
	20	21	22	<u>23</u>	<u>24</u>
	27	28	29	30	

Prof. Day – Nov 7 (no school/students)
 Elem Early Dis for Confs –
 Veterans Day - Nov 10 due to Sat holiday
 Half Day – Nov 22
 Thanksgiving Recess - Nov 23&24
 School Days - 18

Mar.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	<u>30</u>

HS Late Start **only for students NOT taking MCAS-**
 Good Friday – March 30
 School Days - 21

Dec.	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>

*Elem Early Dis for Prof L. – Dec
 Jr High Early Dis for Confs –Dec
 Winter Recess - Dec. 25 – Jan 1
 School Days - 16

Apr.	M	T	W	T	F
	2	3	4	5	6
	9	10	11	12	13
	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
	23	24	25	26	27
	30				

*K-12 Early Dis for Prof L. – Apr

 Patriots Day – Apr 16
 Spring Recess - Apr 16-20
 School Days - 16

Note: See attached DESE list for some major religious holidays. Yom Kippur =9/30/17
 * Professional Learning for Staff Early Dismiss:

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May	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	<u>28</u>	29	30	31	

HS Late Start **only for students NOT taking MCAS-**
 Memorial Day - May 28
 School Days - 22

June	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22

Graduation – June 1
 Last day – June 14 (no snow days)
 (June 21 if 5 snow days used)
 School Days – 10
Total Days = 180

OCTOBER through MAY = 150 Days + 20 in Sept = 170 Days

11/9/16

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2017-2018 DRAFT #2 B
Bold Underlined Dates = No School Days

Sept.	M	T	W	T	F
	28	29	30	31	<u>1</u>
	<u>4</u>	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

Teachers' mtgs – Aug 28 & 29
 Schools Open – Aug 30
 Labor Day – Sept 1 & 4
 *K-12 Early Dis for Prof L
 School Days - 21

Jan.	M	T	W	T	F
	<u>1</u>	2	3	4	5
	8	9	10	11	12
	<u>15</u>	16	17	18	19
	22	23	24	25	26
	29	30	31		

Schools Open - Jan 2
 JH Early Dis for Confs – Jan
 Martin Luther King Day - Jan 15
 School Days - 21

Oct.	M	T	W	T	F
	2	3	4	5	6
	<u>9</u>	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Columbus Day – Oct 9
 Elem Early Dis for Confs –
 School Days – 21

Feb.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>
	26	27	28		

*K-12 Early Dis for Prof L. – Feb
 Presidents' Day - Feb 19
 Winter Recess - Feb 19-23
 School Days – 15

Nov.	M	T	W	T	F
			1	2	3
	6	<u>7</u>	8	9	<u>10</u>
	13	14	15	16	17
	20	21	22	<u>23</u>	<u>24</u>
	27	28	29	30	

Prof. Day – Nov 7 (no school/students)
 Elem Early Dis for Confs –
 Veterans Day - Nov 10 due to Sat holiday
 Half Day – Nov 22
 Thanksgiving Recess - Nov 23&24
 School Days - 18

Mar.	M	T	W	T	F
				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

HS Late Start **only for students NOT taking MCAS-**
 School Days - 22

Dec.	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>

*Elem Early Dis for Prof L. – Dec
 Jr High Early Dis for Confs –Dec
 Winter Recess - Dec. 25 – Jan 1
 School Days - 16

Apr.	M	T	W	T	F
	2	3	4	5	6
	9	10	11	12	13
	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
	23	24	25	26	27
	30				

*K-12 Early Dis for Prof L. – Apr
 Patriots Day – Apr 16
 Spring Recess - Apr 16-20
 School Days - 16

Note: See attached DESE list for some major religious holidays.

* Professional Learning for Staff Early Dismiss:

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May	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	<u>28</u>	29	30	31	

HS Late Start **only for students NOT taking MCAS-**
 Memorial Day - May 28
 School Days - 22

June	M	T	W	T	F
					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22

Graduation – June 1
 Last day – June 12 (no snow days)
 (June 19 if 5 snow days used)
 School Days – 8
Total Days = 180

OCTOBER through MAY = 151 Days + 21 in Sept = 172 Days

11/14/16

**Calendar and School Schedule Survey
Spring 2016**

Question	Elem Teachers		Support Staff		Elementary Parents		JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	All Parents	All Parents	
Would you prefer school to start before or after Labor Day?							
Before Labor Day	36%	39%	42%	22%	20%	22%	
After Labor Day	10%	11%	17%	31%	31%	32%	
After Labor Day when LD is 9/1-3, before when LD is 9/4-7	53%	50%	42%	48%	49%	46%	
Preferred Start							
Two days week before students (as long as after 8/25)	32%	34%	51%				
Two days same week students start	68%	66%	50%				
If school starts before Labor Day, should the Friday before Labor Day be a no school day?							
	Elem Teachers		Support Staff		Elementary Parents		JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	All Parents	All Parents	
Yes	80%	76%	73%	51%	53%	56%	
No	20%	24%	27%	49%	47%	44%	
Should the schools continue to close school on Rosh Hashanah, Yom Kippur and Good Friday?							
	Elem Teachers		Support Staff		Elementary Parents		JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	All Parents	All Parents	
Yes	47%	50%	40%	38%	38%	41%	
No	53%	50%	60%	62%	62%	59%	

If we have school on Rosh Hashanah and Yom Kippur, would you request those days off/keep your child out of school?

	Elem Teachers		Support Staff		Elementary Parents	JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	Parents	Parents
Yes	7%	9%	3%	9%	8%	11%
No	93%	91%	97%	91%	92%	89%

If we have school on Good Friday, would you request that day off/keep your child out of school?

	Elem Teachers		Support Staff		Elementary Parents	JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	Parents	Parents
Yes	34%	29%	22%	12%	14%	12%
No	66%	71%	78%	88%	86%	88%

If we have 1/2 day on Good Friday, would you request that day off/keep your child out of school?

	Elem Teachers		Support Staff		Elementary Parents	JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	Parents	Parents
Yes	22%	17%	15%	9%	11%	10%
No	78%	83%	85%	91%	89%	90%

Q 10. Which vaca schedule do you prefer?

	Elem Teachers		Support Staff		Elementary Parents	JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	Parents	Parents
current (Feb/Apr)	80%	77%	49%	47%	46%	49%
1 week in March, 3 day weekends in Feb/Apr	17%	19%	47%	49%	51%	48%
Other	4%	6%	5%	6%	7%	7%

Q 11. Which elem. schedule do you prefer?

	Elem Teachers		Support Staff		Elementary Parents	JH/HS Parents
	All Teachers	All Teachers	All Parents	All Parents	Parents	Parents
early	86%	61%	80%	58%	72%	
late	13%	10%	10%	14%	14%	
n/a	1%	29%	10%	30%	16%	

Q 12. Would you prefer a fixed schedule?	Elem		Support		Elementary	JH/HS
	Teachers	All Teachers	Staff	All Parents	Parents	Parents
yes if on early schedule	61%	44%	48%	37%	47%	
yes if on late schedule	7%	5%	4%	7%	7%	
yes regardless of schedule	17%	13%	21%	14%	14%	
no prefer to alternate	19%	14%	21%	15%	19%	
n/a	1%	28%	9%	30%	17%	

Q 13. Early release frequency	Elem		Support		Elementary	JH/HS
	Teachers	All Teachers	Staff	All Parents	Parents	Parents
Keep 2/month & extend day by 5 min	40%	28%	26%	25%	29%	
Early release every week	50%	37%	44%	20%	23%	
Early release 1x/month	13%	10%	22%	32%	36%	
n/a	1%	27%	9%	27%	16%	

Q 14. Early release day	Elem		Support		Elementary	JH/HS
	Teachers	All Teachers	Staff	All Parents	Parents	Parents
Wednesday	42%	29%	27%	22%	25%	
Thursday	64%	46%	62%	41%	46%	
n/a	1%	29%	12%	40%	33%	

9.2 The work year of teachers shall be one hundred and eighty-three (183) days or three (3) days longer than the minimum school year required by the State Board of Education, whichever is greater. The school year shall begin not earlier than the first Tuesday after Labor Day and terminate no later than June 30, except when Labor Day falls on September 3 through September 7, when school may begin on the last Monday in August. In the event that school begins prior to Labor Day, schools will be closed on the Friday preceding Labor Day. Teachers will not be scheduled to report more than two calendar days before the scheduled arrival of students. School will not be in session for one week in February, which contains President's Day, nor one week in April, which contains Patriot's Day, except for emergencies due to building schedules.

The school year shall include all days on which pupils are in attendance in accordance with the rules and regulations of the State Board of Education and orientation day(s) and professional learning day(s). New teachers may be required to attend two additional orientation days. When a teacher has completed his or her responsibilities at the end of a school year and he or she has "checked out" with the appropriate Principal, such teacher need not delay departure until other teachers have checked out.

At the discretion of the School Committee, one additional day or two evening conference nights may be added to the schedule. If added, teachers will be compensated at a rate equivalent to 1/183 of Masters Step 1. The decision will be made when the School Committee determines the next year's school calendar. If an additional day is scheduled, it will be of equal length to a normal school day. If two nights are scheduled, no night session will be longer than three and one half hours (3.5 hrs.) in length and will end no later than 9:00 pm.

Massachusetts Legal Holidays

Holiday	2016	2017	2018
New Year's Day January First	Jan. 1, Fri.	Jan. 1, Sun. (3)	Jan. 1, Mon.
Martin Luther King, Jr. Day Third Monday in January	Jan. 18, Mon.	Jan. 16, Mon.	Jan. 15, Mon.
Washington's Birthday Third Monday in February	Feb. 15, Mon.	Feb. 20, Mon.	Feb. 19, Mon.
Patriots' Day Third Monday in April	Apr. 18, Mon.	Apr. 17, Mon.	Apr. 16, Mon.
Memorial Day Last Monday in May** (1)	May 30, Mon. (1)	May 29, Mon. (1)	May 28, Mon. (1)
Independence Day July 4th**	July 4, Mon.	July 4, Tues.	July 4, Wed.
Labor Day First Monday in September**	Sept. 5, Mon.	Sept. 4, Mon.	Sept. 3, Mon.
Columbus Day Second Monday in October* (Restrictions until 12 noon) (2)	Oct. 10, Mon. (2)	Oct. 9, Mon. (2)	Oct. 8, Mon. (2)
Veterans' Day November 11th* (Restrictions until 1pm) (2)	Nov. 11, Fri. (2)	Nov. 11, Sat. (2) (3)	Nov. 11, Sun. (2) (3)
Thanksgiving Day Customarily the fourth Thursday in November* (1)	Nov. 24, Thurs. (1)	Nov. 23, Thurs. (1)	Nov. 22, Thurs. (1)
Christmas Day December 25th* (1)	Dec. 25, Sun. (1)(3)	Dec. 25, Mon. (1)	Dec. 25, Tues. (1)

* - Full restrictions apply for ALL commerce

** - Restrictions apply except to retail

- (1) Liquor Stores must be closed for Memorial, Thanksgiving, and Christmas Days.
- (2) Many companies operate all day on these holidays, pending obtaining a local permit.
- (3) All holidays falling on Sunday must be observed on Monday, under state law. Saturday holidays are observed on Saturday.

*Rosh Hashana = Sept 21 (Thurs)
Yom Kippur = Sept 30 (Sat.)
Good Friday = Mar 30*

Above is a list of all legal holidays observed in Massachusetts. State, county, and municipal offices are closed on the days listed above. Federal offices are only closed on holidays which the federal government recognizes (i.e. New Year's Day, Martin Luther King, Jr. Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving and Christmas). The term "federal holiday" is not applicable to individual states and the private sector since each state has jurisdiction over its holidays.

In Massachusetts certain holidays are subject to laws which restrict the type of work that may be performed as well as the kind of business and commercial activities that may remain open. Only those holidays followed by asterisks (*) have certain restrictions. On holidays not followed by asterisks, business and commercial activities may operate as usual.

Please note: Only retail establishments may open during the summer holidays of Memorial Day, Independence Day, and Labor Day. Retail establishments which operate on New Year's Day, Columbus Day after 12:00 p.m., or on November 11th after 1:00 p.m. are required to pay their employees time and one-half regardless of the number of employees on their payroll. Retail establishments which operate on the summer holidays of Memorial Day, Independence Day, and Labor Day must pay time and one-half if at least eight employees are on the payroll in the week the holiday falls (Sunday to Saturday).

For further information on holiday laws, contact Citizen Information Service:

Secretary of the Commonwealth
Citizen Information Service
One Ashburton Place, Room 1611
Boston, MA 02108-1512

Telephone: 617-727-7030
Toll-Free: 1-800-392-6090
TTY: 617-878-3889
Fax: 617-742-4528
Email: cis@sec.state.ma.us

U.S. OFFICE OF PERSONNEL MANAGEMENT

SNOW & DISMISSAL PROCEDURES FEDERAL HOLIDAYS

2017

2017 Holiday Schedule

Date	Holiday
Monday, January 2*	New Year's Day
Monday, January 16	Birthday of Martin Luther King, Jr.
Monday, February 20**	Washington's Birthday
Monday, May 29	Memorial Day
Tuesday, July 4	Independence Day
Monday, September 4	Labor Day
Monday, October 9	Columbus Day
Friday, November 10***	Veterans Day
Thursday, November 23	Thanksgiving Day
Monday, December 25	Christmas Day

*January 1, 2017 (the legal public holiday for New Year's Day), falls on a Sunday. For most Federal employees, Monday, January 2, will be treated as a holiday for pay and leave purposes. (See section 3(a) of Executive order 11582, February 11, 1971.)

Note:

Inauguration Day, January 20, 2017, falls on a Friday. An employee who works in the District of Columbia, Montgomery or Prince George's Counties in Maryland, Arlington or Fairfax Counties in Virginia, or the cities of Alexandria or Fairfax in Virginia, and who is regularly scheduled to perform nonovertime work on Inauguration Day, is entitled to a holiday. (See 5 U.S.C. 6103(c).) There is no in-lieu-of holiday for employees who are not regularly scheduled to work on Inauguration Day./p>

** This holiday is designated as "Washington's Birthday" in section 6103(a) of title 5 of the United States Code, which is the law that specifies holidays for Federal employees. Though other institutions such as state and local governments and private businesses may use other names, it is our policy to always refer to holidays by the names designated in the law.

*** November 11, 2017 (the legal public holiday for Veterans Day), falls on a Saturday. For most Federal employees, Friday, November 10, will be treated as a holiday for pay and leave purposes. (See 5 U.S.C. 6103(b).)



The Acton-Boxborough Regional School District

Community Presentation
of the

District Master Plan Study Report

Thursday, December 8, 2016
(Please note new date)

7:30 p.m. – 9:00 p.m.
R.J. Grey Junior High School Library

The Acton-Boxborough Regional School District has been conducting an intensive year-long study of our facilities and capital/educational needs with the assistance of Dore & Whittier, Inc. After extensive data gathering, community outreach and careful analysis of our current needs, this work will be presented as the District Master Plan Study Report. Outlining a range of possible future building and renovation options, this Report will give our Administration, our School Committee and our Acton and Boxborough communities significant opportunities to consider in the upcoming months as we plan for educating our young people.

All members of our Acton and Boxborough communities are encouraged to attend this informational session.

For more information, go to the “About Us” page on the school district website and click on “School Capital and Space Planning”:

<http://www.abschools.org/district/school-capital-and-space-planning>.



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

Glenn A. Brand, Ed.D.
Superintendent of Schools

To: All Acton and Boxborough Community Members
From: Glenn Brand, Ed.D.
Date: 10/1/16
RE: Community Presentation of the School District Master Plan Study Report on 11/9/16

As many of you are aware, the Acton-Boxborough Regional School District has spent the last 16 months intently focused on completing a thorough analysis of the capital and infrastructure needs of our nine buildings and over 1 million square feet of space.

This intensive study has been focused in two parts:

- i. To better understand the current capital needs of our existing buildings in their current configuration; and
- ii. To explore new building and renovation options that hold the potential to improve the educational space in the district, realize the overall capital and infrastructure improvements that have been identified, and seek ways to maximize the value of future investments.

This work will result in *The District Master Plan Study Report* to be completed in early November.

The District Master Plan will:

- Identify deferred maintenance needs for the next 10 – 20 years
- Identify demographic trends for the next 10 – 20 year window
- Explore different options for grade configurations in the district
- Explore varying configurations with alternative numbers of school buildings within the district
- Include a range of possible building and renovation options for further consideration by the School Committee and, in turn, by the citizens of our two towns
- Provide information about cost estimates for all of the options included

The District Master Plan will not:

- Recommend whether the district should or should not maintain the current number of schools that we currently operate
- Make any final recommendations about closing a school(s)
- Identify which specific option(s) are believed to be best for our community
- Commit the district to move forward and implement any specific plan or option

On **Wednesday, November 9th**, all members of our Acton and Boxborough communities are invited to a presentation of the *District Master Plan Study Report*. The meeting will be in the RJ Grey Junior High Auditorium at 7:00 p.m. For additional information, please visit the school website at: <http://www.abschools.org/district/school-capital-and-space-planning>.

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



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

9.2

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

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

TO: Glenn Brand, Superintendent of Schools
FROM: Deborah Bookis, Assistant Superintendent of Teaching and Learning
RE: Research on Grade Configuration
DATE: October 13, 2016

At the September 22, 2016 Capital Planning Working Group session, a few members requested research on grade configuration. Enclosed is a listing of research by grade spans, as well as two reports by other districts that also summarize their own research review; I've highlighted their findings below each district name. Additionally, I've included the summary of comments from the Visioning Sessions provided by Dore and Whittier.

Grade Configuration Research
9-29-16
Grades 6-8

[Do Top Dogs Rule in Middle School? Evidence on Bullying, Safety, and Belonging](http://aer.sagepub.com/content/early/2016/07/07/0002831216657177.full.pdf+html?ijkey=5rYuHMOFCG3nc&keytype=ref&siteid=spaer)

<http://aer.sagepub.com/content/early/2016/07/07/0002831216657177.full.pdf+html?ijkey=5rYuHMOFCG3nc&keytype=ref&siteid=spaer>

[The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School](http://www.edweek.org/media/gradeconfiguration-13structure.pdf)

<http://www.edweek.org/media/gradeconfiguration-13structure.pdf>

[Grade Configuration Among Middle School Students Isn't the Problem \(cites research\)](http://www.nytimes.com/roomfordebate/2012/06/18/the-middle-school-conundrum/grade-configuration-among-middle-school-students-isnt-the-problem)

<http://www.nytimes.com/roomfordebate/2012/06/18/the-middle-school-conundrum/grade-configuration-among-middle-school-students-isnt-the-problem>

[What Does the Research Say About Middle School Grade Configuration \(Grade 6-8\)](https://www.relcentral.org/what-does-the-research-say-about-middle-school-grade-configuration-grade-6-8-2/)

<https://www.relcentral.org/what-does-the-research-say-about-middle-school-grade-configuration-grade-6-8-2/>

[How Can Middle Schools Best Organize to Help Young Adolescents Thrive?](https://ww2.kqed.org/mindshift/2016/10/10/how-can-middle-schools-best-organize-to-help-young-adolescents-thrive/)

<https://ww2.kqed.org/mindshift/2016/10/10/how-can-middle-schools-best-organize-to-help-young-adolescents-thrive/>

Grades PreK-K

[Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now](http://ero.sagepub.com/content/2/3/2332858416655766.full.pdf+html)

<http://ero.sagepub.com/content/2/3/2332858416655766.full.pdf+html>

[The Primary Years Agenda: Strategies to Guide District Action](http://pdk.sagepub.com/content/96/3/63.full)

<http://pdk.sagepub.com/content/96/3/63.full>

[Ready or Not, Here Come the Preschoolers!](http://pdk.sagepub.com/content/92/3/32.full)

<http://pdk.sagepub.com/content/92/3/32.full>

Grades K-12

[Grade Configuration: Who Goes Where?](http://www.nmusd.us/district/cm_zone/grade_configuration.pdf)

http://www.nmusd.us/district/cm_zone/grade_configuration.pdf

Other District Reports

[Wayland Public Schools](http://www.wayland.k12.ma.us/UserFiles/Servers/Server_1036352/File/Superintendent/Building%20Use%20Task%20Force/Elementary%20Grade%20Configuration%20Final%20Report.pdf) (highlights below) **Link may not work – please copy and paste the url below.**

http://www.wayland.k12.ma.us/UserFiles/Servers/Server_1036352/File/Superintendent/Building%20Use%20Task%20Force/Elementary%20Grade%20Configuration%20Final%20Report.pdf

Grade Configuration Research 9-29-16

- *The research indicated that decisions to change grade configurations at any level is typically driven by enrollment, building options, and budget, rather than as a means to improve student achievement.*
- *The factors that a school district should consider during grade configuration changes include the demographics/population of community, preferred school size, site availability, impact on transportation costs, length of bus ride, desired number of transitions, and parent involvement.*
- *There's relatively limited research on elementary school grade configurations in peer-reviewed journals.*

Weston Public Schools (highlight below)

- *We have reviewed educational literature and learned that grade configuration options are wide ranging, that their implementation is influenced by community values, available facilities and budget constraints, and that there is no universal, optimal solution.*

Summary from Visioning Sessions

Participants were asked to place dots between grade levels where they believed the natural developmental breaks occur in students

Pk-K= 11

K-1= 31

1-2= 3

2-3= 12

3-4= 2

4-5= 6

5-6= 38

6-7= 26

7-8= 1

8-9= 55

9-10= 6

This data suggests that the ideal grade configuration in AB would be PK-K; 1-5; 6-8; 9-12

We also surveyed visioning participants about their preferred grade configuration. 40 attendees participated in the survey.

PreK-K	49%
K-6 Elementary	23%
K-5 Elem & 6-8 Middle	6%
PreK-K and 6-8 Middle	23%

Some benefits of grade configurations include:

PK-K

- An early childhood center would allow for early intervention and collaboration around practices for PK, K, and possibly a transition class.
- Teachers and the school district would get to know students and their needs before they are placed in a specific elementary school program
- Parents would get to know the district before they select an elementary school

Grade Configuration Research

9-29-16

- Would allow more developmentally appropriate educational practices, classroom design and playgrounds for early childhood.
- We could schedule as many All Day Kindergarten and Half Day Kindergarten classes as requested
- We could have more intense support for English Language Learners, Speech and Language, OT/PT for younger children
- Preschool and Kindergarten teachers from across the district could collaborate
- Remove stigma of retention in Kindergarten
- Students from across both towns could get to know each other before they go to the individual elementary schools and then they come back together at the Jr. High
- Would allow continued school choice for grades 1-6

6-8

- A 6-8 middle school would allow teachers and administrators to get to know students better, provide longer adjustment times for students, and increase and change expectations based on 6-8 MA standards.
- 6th graders' needs feel different than elementary needs
- K-6 is a large developmental span – 1-6 is a more manageable developmental span
- Keeping grade 6 at the elementary schools keeps the 6th grade students younger and allows for closer care
- K-6 or 1-6 is better because it allows AB to keep the community of grade level students smaller, provide for differentiation, and meet the needs of individual students in a better way.
- There are benefits to grade 6 in elementary schools but standards shift and make delivering curriculum harder on the elementary schedule.
- 6th graders are mostly ready for more autonomy and responsibility
- Minimize the number of transitions
- Teacher licensing affects what grades you can teach
- Keep kids at the younger groupings longer
- Jr. High is meant to adjust kids and be prepared for HS. 2 years is the right amount of time; 3 years is excessive.
- Starting JH at 6th grade increases stress and starts the process of grades and levels even sooner making it worse for high school students
- Need 2 years of HS before 11th grade because there is so much pressure during junior year that starting students in 10th grade would leave students unprepared
- 6th graders seem to fit in elementary schools at the start of the year but shift to a jr. high mentality half way through the year.

Office of the Superintendent

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Re: District Master Plan Working Group
Date: November 15, 2016

During the winter and spring of 2016, the District pursued two important endeavors as it relates to our capital and infrastructure improvement efforts:

- i) Contracted Dore & Whittier to complete a District Master Plan that would outline a range of new building and renovation options for the district;
- ii) Applied to the Massachusetts School Building Authority (MSBA) and submitted three (3) Statement of Interests for the Douglas, Gates and Conant Elementary Schools, expressing our desire to seek financial assistance through the program to help improve the physical conditions of these buildings.

The Master Plan report will be delivered to the School Committee later this month or early in December and, as indicated, will include a range of possible options that have been developed through the collective input and guidance of multiple stakeholders who served on both the Visioning Committee and the Working Group.

Following our submission, the District was contacted by the MSBA to visit Douglas Elementary School as this school was designated as our priority project. This designation was made out of necessity as it relates to the requirements of the MSBA application process. It is our opinion that all three elementary schools are in essentially the same physical condition and are all priorities. It is my understanding that the District will receive notification in February, 2017 as to whether or not we are invited into the MSBA Eligibility Period (or Module I of the MSBA process - see MSBA for further information).

Next Steps

Upon receipt of the Master Plan Report, the Committee will be responsible for reviewing the options contained within the Report. Evaluating these options will be important and timely, should

the District be invited into the MSBA process. If invited in, it is our understanding that the District would have until approximately April of 2017 to notify the MSBA as to which construction and renovation options included in the report have no support for further consideration and those which have greater interest by stakeholders.

It is my recommendation that this review be completed through the work of an official subcommittee of the Acton-Boxborough Regional School Committee.

Charge to the Subcommittee

I recommend that the School Committee establish a subcommittee for the purpose of reviewing the District Master Plan and providing recommendations for the Committee to consider as it relates to which of the various options should be pursued. It is also my recommendation that this subcommittee be called the *District Master Plan Review Committee (DMPRC)* and will:

- Review current literature related to middle school grade configuration as well as Early Childhood settings;
- Review the District Master Plan report and develop a synthesis of the findings and various options to share with the community;
- Gather input from parents/guardians, teachers and community members.

This process should:

- Thoroughly review the various options provided;
- Establish a concise summary of the options, the respective implications, financial costs etc. to be shared with stakeholders;
- Design and implement a targeted outreach effort that gathers feedback from constituents regarding the various options proposed;
- Develop a final report to the Committee that, based upon the feedback and analysis of the various factors to consider, makes specific recommendations to the School Committee.

Proposed Committee Members:

I recommend the following as the composition of the DMPRC:

Chair, School Committee Member (1)
Additional School Committee Members (3)
Parents/Guardians (3)
Community Members (2)

Ex-Officio Members

The following individuals could serve as ex-officio members:

Deputy Superintendent (1)
Assistant Superintendent for Teaching & Learning (1)
Director of Facilities & Transportation(1)
Elementary Principal/Assistant Principal (2)
Junior High Principal/Assistant Principal (1)
Elementary Teachers (2)

It should be noted that if the District is invited into the MSBA process in February we will have to create a 'Building Committee' by definition according to the terms of the MSBA building process. As a point of reference, I have attached an outline of the required members to this document so that the Committee is aware of the potential need for either an additional/and or newly created committee.

Proposed Timeline:

November 17, 2016

School Committee receives DMPRC proposal from the Superintendent

December 1, 2016

School Committee approves the creation of the DMPRC and solicits volunteers

December 2 – 10

Outreach to solicit volunteers

December 15

School Committee Votes to Approve Subcommittee Members

January – March 2017

DMPRC develops an action plan, reviews research and gathers feedback

March 2, 2017

Report on findings and recommendations made to the School Committee

[PLEASE PRINT ON CITY, TOWN, OR DISTRICT LETTERHEAD]

Date _____

_____, MSBA Project Coordinator
 Massachusetts School Building Authority
 40 Broad Street, Fifth Floor
 Boston, Massachusetts 02109

Dear _____:

In accordance with 963 CMR 2.00, attached for your review and approval is the membership of the School Building Committee for [insert here] School located in the Town of XXX/City of XXX/XXX Regional School District. The Committee was formed in accordance with the provisions of all applicable statutes, local charters, by-laws and agreements of the Town of XXX/City of XXX/XXX Regional School District. Committee Members include the following:

(Please provide name, title, address and phone number of each member, **and indicate who the Chair of the School Building Committee is**. Also, please indicate whether the member has voting power. Some categories may have more than one name. All members must be included)

Designation	Name and Title	Address	Email Address and Phone Number	Voting Member ?
SBC member who is MCPPO certified*				
Local Chief Executive Officer				
Administrator or Manager**				
School Committee Member (minimum of one)				
Superintendent of Schools				
Local Official responsible for Building Maintenance				
Representative of Office authorized by law to construct school buildings				
School Principal				

Member knowledgeable in educational mission and function of facility				
Local budget official or member of local finance Committee				
Members of community with architecture, engineering and/or construction experience				
Other: Please provide brief background info/expertise				

Listed below is the past performance of the school building committee, the building committee (temporary or permanent), or any other committee responsible for oversight, management, or administration of the construction of public buildings and its individual members:

After approval of this committee by the Authority, the (City, Town or Regional School District) will notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee.

Sincerely,

Authorized Signature for the City, Town, or Regional School District

Approved by MSBA

Date

* Please attach the certification from the Office of the Inspector General demonstrating completion of the MCPPO Program.

** "Administrator or Manager" refers to a Town Administrator, Town Manager, or to an equivalent position.

SCHOOL COMMITTEE

MSBA officials visit Douglas Elementary School

By Molly Loughman
mloughman@wickedlocal.com

100 being considered by the agency.

\$120 million in repairs

Last year, the district hired the firm of Dore and Whittier to help begin the process of addressing long-delayed capital needs by documenting the current condition of the nine school buildings and other facilities, as well as addressing educational space planning needs in the future. The study included recommendations for each building, including a total cost estimate of \$120 million of items to repair, fix or

replace and also to provide a basis for the district's future capital improvement plan.

Since the spring, the School Committee has been encouraging public input regarding issues and resolution options affecting the schools through the current composition of a 10-20 year Master Plan.

Following School Committee approval of plans last April, the district submitted three applications to the MSBA for financial support to address infrastructure needs at Douglas, Gates and Conant elementary schools. Douglas was

deemed a priority project and last week, the MSBA visited Douglas.

The district's application is one of 89 submitted to the MSBA this year, Acton-Boxborough Regional School District (ABRSD) Superintendent Glenn Brand said.

"The MBSBA is looking closely at 40 applications and breaking that down further, are visiting 29 schools," Brand said.

The MSBA anticipates that they'll be notifying schools in February on their status, he added. Either the district will be invited into the program or it won't.

Douglas visit crucial

During their evaluation, the MSBA plans to learn about the buildings and the impact on programming - which is why an in-person visit is crucial, he said.

School Committee Chair

Mary Brolin said the MSBA complemented ABRSD's thorough application.

"(During the tour, the MSBA) was so engaged, I felt like they really know who we are and what our need is. Our need my not be great enough to make it in this round, but I feel it's a really fair process and we've done the work we need to do," said Brolin.

If ABRSD is invited into the MSBA process, it has until April before the district must figure out a way to further evaluate and review various options included in the district's master plan for new buildings. The School Committee will not need to select an option, however members will have to identify options that are not significant, said Brand.

"So there's a little bit of time to work with," said Brand.

The first part of the study was completed last spring, and documented in great detail the physical condition of all of the buildings and finding significant needs at three of the four districts elementary schools in particular.

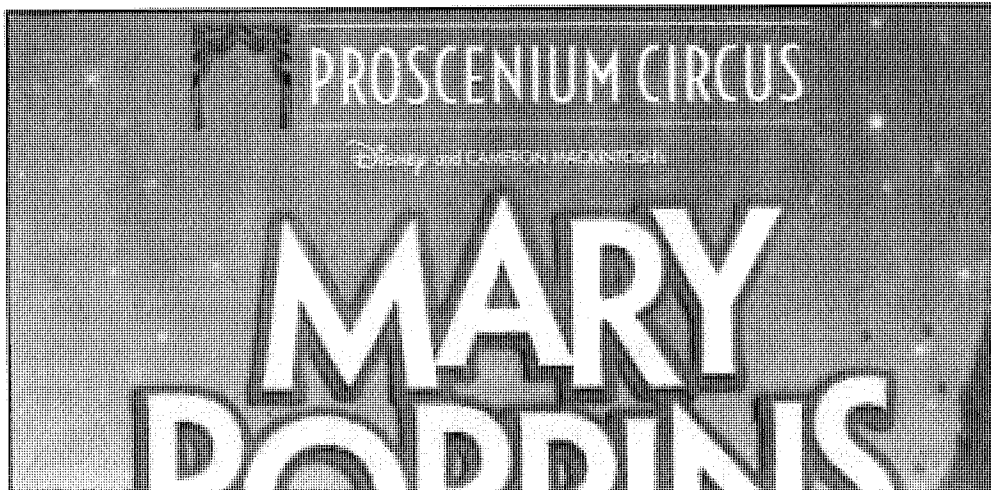
Phase 2 included identifying future space planning needs and analyzing the educational programming of the buildings.

The final district master plan options will be presented at a community meeting at 7 p.m. on Wednesday, Nov. 9, in the R.J. Grey Junior High School auditorium. A public preview of the Master Plan presentation was delivered during the Oct. 6 School Committee meeting.

—Follow Molly Loughman on Twitter @MloughmanWL.

There's good news and bad news for Acton-Boxborough schools officials as they chase a limited pot of state money to help rebuild the district's aging schools.

Officials from the Massachusetts School Building Authority (MSBA) visited Douglas Elementary School last week, raising hopes that the agency might fund upgrades at the building. However, schools officials learned that the district's application is one of nearly



DISCOVERY MUSEUM

Gray to speak at Belmont



EDUCATION

School District master plan: a breakdown

By Molly Loughman

mloughman@wickedlocal.com

THE STUDY Last year, the Acton-Boxborough Regional School District (ABRSD) hired the firm of Dore & Whittier to help begin the process of addressing long-delayed capital needs. The firm documented current building and facility conditions; and addressed future educational space planning needs. The first part of the study, completed last spring, documented in great detail the physical condition the buildings, finding significant needs at three of the four districts elementary schools. Phase 2 included identifying future space planning needs and analyzing the educational programming of the buildings. The study included recommendations for each building, including a total cost estimate of \$120 million of repairs, fixes and replacements. Since the spring, the School Committee has been encouraging public input regarding issues and resolution options affecting the schools through the current composition of a 10-20 year Master Plan through three visioning sessions,

each attracting around 80 people. A public preview of the Master Plan presentation was delivered during the Oct. 6 School Committee meeting. **POTENTIAL FUNDING** Following School Committee approval of plans last April, the district submitted three applications for financial support to the quasi-independent government authority created to reform the process of funding capital improvement projects for schools, the Massachusetts School Building Authority (MSBA). The goal: address infrastructure needs at Douglas, Gates and Conant elementary schools. Douglas was deemed a priority project and last month, MSBA representatives visited Douglas. The district's application for the grant, capable of providing millions of dollars towards a project, is one of 89 submitted to the MSBA this year. The MSBA is looking closely at 40 applications and is breaking that down further by visiting 29 schools. If ABRSD is invited into the MSBA process, the district has until April before the district must figure out a way to further evaluate and review various options included in the district's

master plan for new buildings. The plan includes half a dozens options for plans to build new schools and/or to reconstruct current ones. The Gates property was deemed the best property for building because it has the fewest wetlands restrictions. The School Committee will not need to select an option, however members will have to identify options that are not significant. **SUPERINTENDENT SAYS,** "We know there are tens of millions of dollars that have been identified that are in fact liabilities that we need to attend to. And so by the end of this school year, the commitment has been to not just identify those things that make up a short to medium-term list, but also funding strategies because we know we can't possible tackle all of those within our regular operating budget. We don't even commit \$1 million to capital every year." **MOVING FORWARD** The final district master plan options to be presented at a community meeting has been rescheduled from Nov. 9 to Thursday, Dec. 8, in the R.J. Grey Junior High School auditorium. The MSBA anticipates that they'll be

notifying schools in February on their status. Either the district will be invited into the program or it won't. If ABRSD is considered, the MSBA would conduct a study to gauge the district's enrollment/enrollment projections during an "Eligibility Period." Town Meetings vote would be required to fund the owner's project manager and schematic design. If the district is not accepted in, it must still formulate a way to address capital needs. The project process with MSBA could take 6-7 years, from start to finish. Follow Molly Loughman on Twitter @MloughmanWL.



Acton-Boxborough Regional High School. WICKED LOCAL PHOTO/BILL FONDA

TOWN

From Page A2

of the mid-18th century Qing Dynasty. It features Chinese

Services are bringing a free program to the Acton-Boxborough community in support of individuals who are caring for a chronically ill family member or friend

to provide family caregivers with the skills they need to take care of themselves as they care for others and help reduce stress, improve self-confidence, balance

Transforming Houses to Homes

- Hardware & Paint
- Building Materials
- Windows & Doors
- Custom Millwork
- Decking & Railing

Revision 11/17/16

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the “Agreement”), dated as of November ____, 2016, is entered into among (i) the Acton-Boxborough Regional School District, a regional school district created under M.G.L. c. 71, §§ 15, *et seq.*, having its principal office at 16 Charter Road, Acton MA 01720 (the “ABRSD”), and (ii) Acton-Boxborough Youth Lacrosse, Inc. (“ABYL”), a non-profit corporation organized under the Laws of the Commonwealth of Massachusetts and operating in and around the towns of Acton and Boxborough, Massachusetts.

BACKGROUND

A. ABYL is a non-profit youth sports organization operating in an around the towns of Acton and Boxborough, Massachusetts.

B. ABYL is contemplating making a gift to ABRSD. ABYL is under no obligation to make any gift to ABRSD.

C. The contemplated gift is the funding, design, construction, maintenance and repair of a bounce-back wall adjacent to the Lower Fields at Acton-Boxborough Regional High School (the “Project”).

D. In connection with the contemplated gift, ABYL is exploring the feasibility of funding the design, construction, maintenance and repair of the Project.

E. In the event ABYL, in its sole discretion, determines that the Project is feasible, including ABYL’s ability to raise necessary funds, secure applicable insurance, licenses and permits, and retain the services of an acceptable Designer/Builder for the Project, ABYL may agree to fund the design, construction, maintenance and repair of a the Project, and ABRSD will agree to accept such gift from ABYL.

F. In the event ABYL makes the contemplated gift to ABRSD, the purpose of this Agreement is to set forth (1) the understanding among ABRSD and ABYL regarding the design, construction, maintenance, and repair of the Project during the term of this Agreement, all of which shall be performed at the sole cost and expense of ABYL, (2) the obligations and liabilities of ABRSD and ABYL under this Agreement, and (3) the specific exclusion of ABYL’s board members, directors, officers, employees, coaches, agents, volunteers, successors and permitted assigns from any and all obligations and/or liabilities under this Agreement.

For good and valuable consideration, the receipt and sufficiency of which are acknowledged by ABRSD and ABYL, ABRSD and ABYL agree as follows:

1. Scope of Agreement. ABRSD agrees that ABYL’s board members, directors, officers, employees, coaches, agents and volunteers are not parties to this Agreement. ABRSD further agrees that ABYL’s board members, directors, officers, employees, coaches,

agents, and volunteers have no obligations under this Agreement. ABRSD further agrees that ABYL's board members, directors, officers, employees, coaches, agents, and volunteers have no liability under this Agreement for any reason whatsoever.

2. Scope of Work. ABYL, at its sole cost and expense, will engage one or more individuals and/or entities to design and build the Project (hereinafter "Designer/Builder"). The Designer/Builder, the plans and specifications for the Project, the schedule for construction and the location of the Project shall all be subject to the prior written approval of ABYL and ABRSD. ABYL shall be responsible for ensuring that any excavated materials are removed from ABRSD's property and properly disposed of in accordance with law.
3. Term/Commencement of the Project. The term of this Agreement shall commence on the date this Agreement is fully executed (the "Commencement Date") and shall expire on fifteenth anniversary of the Commencement Date. ABYL shall not commence the work on the Project until ABYL provides ABRSD with proof reasonably satisfactory to ABRSD that ABYL has secured the necessary funds (and commitments from the Design/Builder and other contractors) necessary to perform ABYL's obligations under this Agreement.
4. Licenses, Permits and Inspections. ABYL, at its sole cost and expense, shall be responsible for obtaining all (i) applicable licenses and permits necessary in connection with the design and construction of the Project and (ii) final inspections upon completion of the construction of the Project. ABRSD shall cooperate in the licensing, permitting and inspection processes. In the event ABYL is unable to obtain applicable licenses, permits and/or inspections, ABYL in its sole discretion may decide to terminate this Agreement and restore the site to the condition the site was in prior to the commencement of the work on the Project.
5. Maintenance and Repair. From the date of completion of the construction of the Project through the expiration of this Agreement, ABYL, at its sole cost and expense, shall be responsible for normal maintenance and repair of the Project. In the event anything more than normal maintenance and repair is necessary prior to the fifth anniversary of the completion date, ABYL in its sole discretion may decide to terminate this Agreement and restore the site to the condition the site was in prior to the commencement of the work on the Project. Under no circumstances shall ABYL be responsible for full replacement of the Project at any time during the term of this Agreement, provided that if any defects appear in the Project, ABYL, at its sole cost and expense, shall either repair such defects or restore the site to the condition the site was in prior to the commencement of the work on the Project.
6. Indemnity. To the fullest extent permitted by law, ABYL shall indemnify, defend and hold harmless ABRSD and its officials, administrators and employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from the performance of the work on the Project or from any

claims of any person related to work on, or costs of, the designing, construction, maintenance and/or repair of the Project, provided that any such claim, damage, loss or expense (i) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than work on the Project itself) including the loss of use resulting therefrom, and (ii) is caused in whole or in part by any negligent act or omission of ABYL, any designer, contractor, subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. For the purposes of this paragraph, ABRSD agrees that this indemnification is limited to ABYL, a non-profit youth sports program operating in and around the towns of Acton and Boxborough, Massachusetts. ABRSD further agrees that ABYL's board members, directors, officers, employees, coaches, agents, and volunteers are not parties to this agreement and that ABRSD will not seek indemnification from any of ABYL's board members, directors, officers, employees, coaches, agents, and volunteers for any reason whatsoever.

7. Insurance. ABYL shall ensure that all Designer/Builders, contractors and subcontractors performing work on the Project shall have insurance coverages in effect at the earlier of the time of executing and delivering the contract or commencing work on the Project and until final completion is achieved and shall deliver to ABRSD insurance certificates documenting that such party has the insurance coverages required by ABRSD, which certificate of insurance shall further provide that (i) such insurance coverage shall not be canceled or materially amended without at least thirty (30) days prior written notice to ABRSD, (ii) for liability insurance coverages provide that ABRSD is named in such insurance coverage as an additional insured and (iii) cover the actions of the design/builders, contractors and subcontractors on the Project. Such insurance is to be in amounts and in a form and written by companies reasonably satisfactory to ABRSD and such companies must be qualified to do business in Massachusetts.
8. Meetings. ABYL and the selected and approved Design/Builder shall meet with ABRSD as needed throughout the Project.
9. Termination. If either ABYL or ABRSD defaults in the performance of any term, provision or condition hereof and the same is not corrected within thirty (30) days after notice of such default is given to such defaulting party by the other then such defaulting party shall be considered in "Default" under this Agreement.
 - a. Remedies of ABRSD Default. If ABRSD is in Default then at any time thereafter ABYL may terminate this Agreement and bring a legal action to recover its damages in connection with such Default (including, without limitation, any enforcement costs and attorneys' fees).
 - b. Remedies for ABYL Default. If ABYL is in Default then at any time thereafter ABRSD may terminate this Agreement and bring a legal action to recover its damages in connection with such Default (including, without limitation, any enforcement costs, attorneys' fees, and any costs of removing any partially

completed construction work on the Project) by providing ABYL with written notice of such election. In addition, if ABYL is in Default prior to the completion of the construction of the Project, then ABRSD may require ABYL, at ABYL's sole cost and expense, to restore the site to the condition the site was in prior to the commencement of the work on the Project.

Miscellaneous

(a) Assignment. Other than as expressly provided herein, no party hereto may assign this Agreement or delegate its rights or obligations hereunder without the prior written consent of all other parties hereto. Subject to the foregoing, this Agreement inures to the benefit of, and is binding upon, the successors and permitted assigns of the parties hereto.

(b) GOVERNING LAW. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL IN ALL RESPECTS BE GOVERNED BY, AND CONSTRUED IN ACCORDANCE WITH, THE LAWS OF THE COMMONWEALTH OF MASSACHUSETTS, INCLUDING ALL MATTERS OF CONSTRUCTION, VALIDITY AND PERFORMANCE.

(c) Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and shall not be modified, amended or altered in any manner and no term or provision may be waived except by a document in writing executed by all other parties hereto.

(d) Counterparts. This Agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all parties, notwithstanding that all parties are not signatories to the same counterpart.

(e) Independent Contractor. ABYL is an independent contractor and is not an agent, partner, joint venturer or representative of ABRSD and has no authority to act for or legally bind ABRSD in any manner.

(f) Notices. All notices, consents, approvals, demands, and requests which are required or permitted to be given by either party to the other under this Agreement must be in writing and sent by certified mail to the applicable mailing address first set forth above and/or set forth below.

Gerald Eaton
Treasurer, Acton Boxborough Youth Lacrosse, Inc.
8 Settlement Way
Acton, Massachusetts 01720

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed under seal as of the day and year first above written.

ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT

Signature

Print Name

Title

[ACTON-BOXBOROUGH YOUTH LACROSSE]

Signature

Print Name

Title

Acton-Boxborough Athletics

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

TO: Glenn A. Brand, Superintendent
FROM: Steve Martin, ABRSD Athletic Director
RE: Gifts from Booster Clubs
DATE: 11/10/16

I would like to respectfully ask for the School Committee's vote at their meeting on November 17, 2016 to accept two generous gifts from our Booster Clubs:

\$1,375. for a 0.25 Assistant Soccer Coach

\$4,478. for a 1.0 Assistant Football Coach

We are very grateful for the ongoing support of our Acton and Boxborough communities, and our Booster Clubs in particular. Please don't hesitate to contact me if you have any questions.

Thank you.



12.
Acton-Boxborough Regional School District
16 Charter Road, Acton, MA 01720
ph: 978-264-4700 fax: 978-264-3340
www.abschools.org

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

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

TO: Glenn Brand, Superintendent of Schools
FROM: Deborah Bookis, Assistant Superintendent of Teaching and Learning
Dawn Bentley, Assistant Superintendent for Student Services
RE: Gift from Danny's Place Youth Services and Acton-Boxborough United Way
DATE: November 10, 2016

Danny's Place Youth Services and Acton-Boxborough United Way have graciously offered to donate \$500 each to assist with the funding of the recent Family Learning Series presentation, *Mental Health: Keeping Our Kids Safe*. This was a very valuable evening for our families, and we were happy to see the Junior High Auditorium full for the presentation. We are so fortunate to have local community organizations like Danny's Place Youth Services and Acton-Boxborough United Way to partner with us on this important work.

We respectfully ask that the Acton-Boxborough Regional School Committee vote to accept these generous gifts from Danny's Place Youth Services and Acton-Boxborough United Way.

Thank you.

Acton-Boxborough Regional School District
Acton-Boxborough Regional High School

OVERNIGHT, INTERNATIONAL and/or OUT-OF-STATE FIELD TRIP REQUEST
(Submit for Superintendent and School Committee approval)

- The first step in this process is to meet with department leader and Dean to go over initial planning details.
- Please file request form at least 4 weeks in advance of 1-3 day trips.
- Please file request form at least 3 months in advance of advance trips longer than 3 days and/or trips with per student cost greater than \$500.
- Please attach an itinerary, if available.

Please TYPE or use COMPUTER FORM

Name of teacher(s): Patricia Garrison

of students going: 22 # of chaperones (gender(s)): 6 at least 4 women 2 men

Names of chaperones: Bev + Mike Zambarano; Pam Nelson, Kathy and Gill Watt; Patricia Garrison (teacher); Lisa Robb

Date(s) of trip: 12/26/16 - 12/31/16 School time involved: NONE - all vacation time

Purpose of trip/destination and connection to curriculum (if applicable):
The annual Quebec Training Ski Camp Mt. Ste. Ann, Quebec.

Have you taken this trip before? Yes - many times

Are there any special arrangements required (such as extra insurance, ADA accommodations)? If so, explain.
Cost per Student: (Please describe how the cost is determined.): 450.00 cost on condos ski coaches food

Who will pay for the trip? students/parents

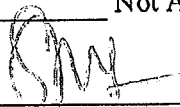
Has any fundraising been done? No If so, please describe?

Are any parents driving? Yes If so, have appropriate insurance forms been filled out? Yes

Have you followed the procedure outlined in Policy IJOA? (See ABRSD School Committee Policies.) Yes

Other comments:

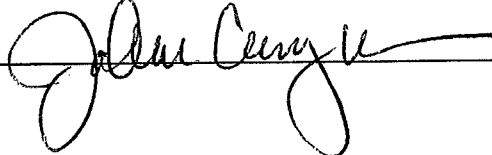
Approved Not Approved

Department Leader:  Date: 10/3/16

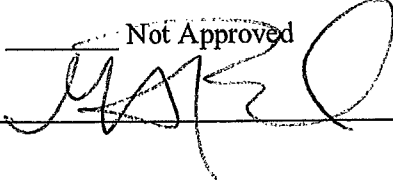
Approved Not Approved

Dean of Students:  Date: 11/2/16

Approved Not Approved

Principal:  Date: 11/2/16

Approved Not Approved

Superintendent:  Date: 11/7/16

Approved Not Approved

School Committee: _____ Date: _____

AB Nordic Ski Team
QUEBEC TRAINING CAMP 2016 Mt. Ste. Anne, Quebec

Information

AB Nordic Ski Team has been training at Mt. Ste. Anne for many years. Every December vacation, the day after Christmas, we all pack the vans/cars and drive to Quebec for a great training camp that starts on Dec. 26 and ends on Dec. 31. Four condos are rented each winter. Adult chaperones supervise each condo with specific guidelines needed for skier safety. (already have the Zambarano family chaperoning!)

The schedule is packed for optimal training, and we have mandatory nap/sleep times. Skiers are not able to go away from the group without a chaperone. The weather is almost always colder than in Massachusetts, so you need to be prepared for the Quebec cold. We eat well...no soda and not much juice. This year, I'll add some nutritional information about sugar :) We don't allow electronic games...we all get together to have good fun playing word games or card games. The camp is good skiing/training, good eating, and meeting other serious racers from Canada and the U.S. It includes a visit to Quebec City to the visit to The Museum of Civilization or the Museum of French Americans. We also eat at a French restaurant. Old Quebec City is especially beautiful during this time of year! The skiers have a great time even though they are exhausted upon their return.

The most important aspect of the training program is that it prepares you for your first races of the season at the beginning of January. Without this training camp, you are expecting your bodies to perform at race pace when you are not really ready. We ski A LOT each day and this is a perfect beginning to a ski season, unless you can get in consistent skiing earlier than this date. It is always better to train like this than not to train.

A schedule will be emailed later. This will give you more detailed information. The cost will be approximately \$450 per person. This includes rental of the condos, transportation to and from Quebec, and some food for the skiers. If this presents a problem, please see me.

A check is needed to have a firm place for the trip.

Needed: passports and signed authorization forms that I will explain in our meeting prior to leaving.

Questions: Email or phone pgxcnordic@gmail.com

Cell: 978-844-3695

Coach Pat Garrison

2016 Mt. Ste. Anne Ski Camp

Leave electronic games and at home and no smart phone usage in condos. Bring passports and authorization forms.

Prior to leaving, you must wax your skis...use blue wax. Every morning, we will have instruction/drills. The afternoon is the time to practice the new techniques.

Nap – Every day. Lights Out – 10 pm every night.

Sunday, Dec. 25

You may drop off your equipment at my house during the day, if you like. Pack up and be ready for an early departure.

Monday, Dec. 26

7:00 am – meet at Coach's house... 115 Box Mill Rd, Boxborough

11:30 am – early lunch in St. Johnsbury, Vt.

4:00 pm – arrive at Mt. Ste. Anne chalet

Eat dinner at chalet

Meeting with Coach Pat at the boys condo every night for a review of the day and plan for next day.

Bring swim suits...go swimming in indoor pool.

Tuesday, Dec. 27

7:30 am – eat breakfast and get ready to ski.

8:30 am – skate ski at Mt Ste. Anne. We will purchase the group ticket at front gate. (bring own money for this...\$80 cash). Marcel's group will meet him.

Group warm-up before skiing. Follow veterans of Quebec.

12 noon – return to chalet, eat lunch and mandatory 1 hr. nap. Watch video

1:30 – return to ski another 2 hours.

5:00 – pool and sauna

6:30 – dinner

8:00 pm – meeting with Coach Pat and Mark

Wednesday, December 28

7:30 am – eat breakfast and get ready to ski

Group warm-up

9:00 am –Skate technique.

12:00 – lunch at chalet; nap; video

1:30 - return to ski; nice 2 hour slow classic/ or skate ski

4:00-5:00 – pool and sauna

6:30 – dinner

Wax if needed.

Thursday, December 29

Group warmup

10:00 am Time Trial 5 km- filmed

1:00 - leave for the city; stopping at Chutes Montmorency on way to Quebec City. Bring money for Chutes (\$11 or \$12) gondola and dinner... at least \$70.

If skiers are interested, we can visit a museum or two, rather than Chutes.

Friday, December 30

Group warm up

9:00 am Skate or classic ski

Lunch/ nap/video

1:30 - Ski in the afternoon.

Dinner and swim.

Clean condos while packing.

Saturday, December 31

8:00 am – leave for Acton and Boxborough

12 noon – stop at diner in Vermont for lunch (Lyndonville or St. Johnsbury)



BOXBOROUGH BOARD OF SELECTMEN
 29 Middle Road, Boxborough, Massachusetts 01719
 Phone: (978) 264-1712 · Fax: (978) 264-3127
www.boxborough-ma.gov

Leslie R. Fox, Chair Susan M. Bak, Clerk Vincent M. Amoroso Richard M. Barrett Robert T. Stemple

TO: Mary Brolin, Chair, ABRSC
 Brigid Bieber, Boxborough member, ABRSC
 Kathleen Neville, Boxborough member, ABRSC
 Maria Neyland, Boxborough member, ABRSC

FROM: Les Fox, Chair, Board of Selectmen

RE: Designation of Vocational Education Preferred Schools

CC: Glenn Brand, ABRSD Superintendent
 Andrew Shen, Principal, RJ Grey Junior High School
 Deborah Bookis, ABRSD Assistant Superintendent

DATE: November 10, 2016

With the withdrawal of Boxborough from the Minuteman Regional Vocational School District, we have the opportunity to provide Boxborough students with options for pursuing vocational education. Information regarding educational opportunities that would be available to Boxborough students upon withdrawal from the Minuteman District was provided by the Board of Selectmen (BoS) and the Vocational Education Advisory Committee (VEAC) at several open meetings, a forum specifically held to provide information to the Boxborough community about the upcoming special town meeting and at the February 24, 2016 Special Town Meeting. The availability of these options was discussed and cited by both the BoS and VEAC in their rationale for the positions taken on the special town meeting article to withdraw from the District.

As families are beginning to explore vocational education opportunities with their children, the junior high staff is being asked about available options and the process for moving forward. It is important to provide parents and students with a clear and timely notice of the preferred school option. We discussed the importance of designating preferred options at the selectmen's meeting on the 7th; as noted, the town will be responsible for providing transportation to those schools that have been designated as "preferred schools", or to an out-of-district vocational program under the Chapter 74 Non-resident Program.

We have been advised by Jeff Wulfson, Deputy Commissioner of the Massachusetts Department of Elementary and Secondary Education (DESE), that the designation of a "preferred school" should be approved by the town's school committee, which, in the case of Boxborough, is the A-B Regional School Committee (ABRSC). Commissioner Wulfson further commented that it is appropriate for the BoS to make a recommendation to the school committee, but that DESE seeks the school committee's approval because they have primary responsibility for informing students and helping them apply to voc-tech schools.

On November 7, 2016, the Board of Selectmen voted (4-1), Selectman Barrett dissenting, to designate Assabet Valley Regional Vocational Technical High School, Minuteman Regional Vocational Technical High School, and Nashoba Valley Regional Vocational Technical High School as preferred options for vocational education for Boxborough students commencing the 2017-2018 school year, and further, to ask the ABRSC to vote to provide information and support the application process for Boxborough students for these three designated schools.

The Board of Selectmen respectfully requests that the ABRSC to take up this matter at their meeting on November 17.

Thank you for your consideration.

Selina S. Shaw, Town Administrator
sshaw@boxborough-ma.gov

HEAD INJURY MANAGEMENT POLICY

First Reading 11/3/16

The purpose of this policy is to provide information and standardized procedures for Acton-Boxborough staff, families and students dealing with diagnosed or suspected head injuries. These procedures will include measures addressing prevention, training, management and return to activity decisions. Our policy and procedures must address sports-related head injuries occurring in extracurricular athletic and marching band activities, but will also be applied to all head injuries in students regardless of causation or source.

Head injuries and concussions can have serious consequences for students, including long-term health and educational issues. Proper management of such incidents can help maximize recovery. Early recognition of a head injury/concussion is essential to safe management and to the ultimate goal of a return to normal physical and academic functioning.

Every season, the District shall collect and review health history information for every student who participates in athletic and marching band activities. Seasonally updated health history information is collected and reviewed for every student participating in athletic activities.

Concussion training is required and documented annually for athletic staff, school nurses, and for students participating in school athletic and marching band activities, including marching band, and their parents. Information on the dangers of opiate use and misuses shall be distributed to all students prior to commencement of their athletic seasons, in conjunction with the District's annual head injury safety program.

Suspected concussions that occur during school activities are reported immediately to families for referral to a provider. Care and management of head injuries in the school setting requires collaboration between families, school nurses, coaches, athletic trainer if available, primary care physicians, consulting athletic and school physicians, athletic director, marching band director, administrators and counselors.

Review and revision of this policy and procedures shall occur as needed, but at a minimum of every two years.

LEGAL REFERENCE: M.G.L. c. 111, section 222

Reviewed and Approved: 2/2/12, 5/22/14, X/XX/16

STAFF ETHICS/CONFLICT OF INTEREST

FILE: GBEA

The School Committee expects members of the District's professional staff to be familiar with the code of ethics and conflict of interest laws that apply to their profession and to adhere to it in their relationships with students, parents, coworkers and officials of the school system.

The conduct of employees where a possible conflict of interest exists is regulated by Chapter 268A of the Massachusetts General Laws. The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job or after hours.

It is incumbent upon the employees to be familiar with the conflict of interest laws. All employees of the District, as required by state law, shall complete an online ethics and conflict of interest training within 30 days of the date on which they commence employment, and every 2 years thereafter.

Questions regarding the laws and how they are applied should be directed to the Massachusetts State Ethics Commission.

District employees may not engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.

District employees may not participate in any particular matter in which he/she or a member of his/her immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. Employees also may not participate in any particular matter in which a business organization from which he/she has a financial benefit is doing business with the School District.

District employees may not accept individual gifts valued at \$50 or more or group/class gifts valued at \$150 or more. Gifts from individuals and groups are outlined in detail in policy GBEB.

Employees will not engage in work of any type where information concerning students, families, or the district originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Employees may need to file Massachusetts Ethics Commission disclosure forms for accepting gifts, having travel expenses paid for by a third party or fieldtrip fees, etc. Employees should become familiar with the disclosure forms posted on the Massachusetts Ethics website www.mass.gov/ethics/disclosureforms.

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.
Policy GBEB

STAFF ETHICS / CONFLICT OF INTEREST

The School Committees expect members of the districts' professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

No employee of the Districts will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

**DISCLOSURE UNDER G.L. c. 268A, § 23(b)(3) OF A GIFT WORTH LESS THAN \$ 50
AS REQUIRED BY 930 CMR 5.07**

PUBLIC EMPLOYEE INFORMATION	
Name of public employee:	
Title/ Position:	
Agency/ Department:	
Agency address:	
Office Phone	
Office E-mail	
Put an X beside the relevant statement about a six-month period.	<p>I have accepted a gift from a person or organization who is not a lobbyist. The gift is worth less than \$50. I am filing this disclosure because</p> <p><input type="checkbox"/> I received the gift because I hold a public position or because I have taken action in my official position or performed official duties in relation to the giver; and</p> <p><input type="checkbox"/> I expect to perform my official duties in relation to the giver in the future.</p> <p>My purpose in filing the disclosure is to dispel the appearance that the person or organization who gave me the gift can unduly enjoy my favor or improperly influence me when I perform my official duties.</p>
GIFT WORTH LESS THAN \$50	
Name of person or organization that gave you the gift	
Date when you accepted the gift	
Description of the gift	
Value of the gift	
Circumstances under which you received the gift	

OFFICIAL ACTION IN RELATION TO THE GIVER	
As a public employee, what have you done in relation to the giver in the past?	Describe, e.g., matters that previously came before you that involved the giver or the type of service you previously have provided in relation to the giver.
Describe what you expect to do as a public employee in relation to the giver in the future.	Describe, e.g., a matter that will come before you that involves the giver or the type of service you expect to provide in relation to the giver.
Date when you expect to take action as a public employee in relation to the giver.	Is a matter scheduled? Do you perform duties in relation to the giver on an ongoing basis?
If you cannot confirm this statement, you should recuse yourself.	WRITE AN X TO CONFIRM THE STATEMENT BELOW. <input type="checkbox"/> Taking into account the facts that I have disclosed about the gift, I feel that I can perform my official duties objectively and fairly in relation to the giver.
Employee signature:	
Date:	

Attach additional pages if necessary.

Not elected to your public position – file with your appointing authority.

Elected state or county employees – file with the State Ethics Commission.

Members of the General Court – file with the House or Senate clerk or the State Ethics Commission.

Elected municipal employee – file with the City Clerk or Town Clerk.

Elected regional school committee member – file with the clerk or secretary of the committee.



The Official Website of the State Ethics Commission

State Ethics Commission

Home > Education & Training Resources > Educational Materials > Explanations of the Conflict of Interest Law > Public School Teacher FAQs on the Conflict Law

Public School Teacher FAQs on the Conflict of Interest Law

Public school teachers – teachers who work for school districts, regional schools, and charter schools – are subject to the conflict of interest law, G.L. c. 268A. This information sheet answers some questions about the law frequently asked by teachers. The following topics are covered:

- teacher gifts;
- school field trips where a chaperone teacher's expenses are paid;
- accepting payment of travel expenses;
- teacher political activity relating to town budget overrides;
- tutoring;
- second jobs, such as coaching, and summer jobs with the same town or district;
- running for school committee; and
- receiving services from students in vocational programs, such as automobile oil changes.

Teacher Gifts

Question: My students' parents want to give me an end-of-the-year gift. May I accept it?

Answer: It depends on the value of the gift. Public employees, including teachers, are prohibited by §§ 3 and 23(b)(2) of the conflict of interest law from accepting gifts worth \$50 or more that are given to them because of the position they hold, or because of some action they could take or have taken in their position. Teachers and other public employees may accept gifts that are worth less than \$50, but they have to disclose in writing the fact that they have done so if, based on the circumstances, a reasonable person would think that the teacher might unduly show favor to the giver or the giver's child because of the gift. G.L. c. 268A, § 23(b)(3). Therefore, whether you may accept the gift depends on its value, and whether you must disclose a gift you are allowed to accept depends on the circumstances.

A teacher who is offered an end-of-the-year gift worth \$50 or more should not accept it, unless it is a permissible class gift. The Commission created an exemption in its regulations at 930 CMR 5.08(14) to permit class gifts to teachers in certain circumstances. Under the exemption, the parents and students of a class, acting together, may give a gift worth up to \$150 to a teacher, provided that the gift is identified only as being from the class, and the names of the givers and the amounts given are not identified to the teacher. A single class gift worth up to \$150, or several class gifts during the school year with a total value up to \$150, may be given. A teacher may not accept any other gift from someone who has contributed to a class gift. Therefore, if an individual gift is offered, before accepting it, the teacher must confirm that the giver did not contribute to the class gift.

A gift given to a teacher to use solely in the classroom or to buy classroom supplies is not considered a gift to the teacher personally, and is, therefore, not subject to the \$50 limit on personal gifts to teachers. Parents may give gifts to the classroom or the school in accordance with the rules of the school district. A teacher who receives such a gift must keep receipts documenting that the money was used for classroom supplies.

Question: I've been told that I cannot even accept a plate of holiday cookies from a student without filling out paperwork. Is that correct?

Answer: No, it is not correct. A teacher who is offered an end of the year gift worth less than \$50 by someone who did not contribute to a class gift may accept it, after confirming by asking that the giver did not contribute to the class gift. A gift worth less than \$50 must be disclosed in writing if, based on the circumstances, a reasonable person would think that the teacher might unduly show favor to the giver or the giver's child because of the gift. G.L. c. 268A, § 23(b)(3). A gift without retail value, such as a plate of cookies or other homemade food items, hand-picked flowers, handmade gifts, or other items worth less than \$10, need not be disclosed, because a reasonable person would not think that a teacher would unduly show favor to the giver. A gift that might create such an appearance of a conflict – for example, a \$40 bottle of wine given to a teacher who is going to write a college recommendation for a student – must be disclosed, in writing, to the teacher's appointing authority. A teacher who accepts a gift worth less than \$50 from a student or parent during the school year must file a disclosure if she will continue to teach the student during the rest of the year and the gift is valuable enough that it might create an appearance that she would unduly favor the student. The form that should be used for such a disclosure is form no. 8 at the following link: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>

If a teacher gets a gift after the school year has ended and grades have been reported, and the gift is one that she may accept because the giver did not contribute to the class gift and the item given is worth less than \$50, she need not file a disclosure unless she expects to perform official duties in relation to the student again, because if she will not have further contact with the student, there will be no appearance that she might unduly favor the student.

School Trips Where Chaperone Teacher's Expenses are Paid

Question: My school traditionally sponsors a trip to Mexico for students studying Spanish. I have been asked to organize this year's trip, and to accompany the students as a chaperone. The parents of the students who go on the trip will pay my travel expenses. May I do this?

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Answer: Yes, provided that you fill out two disclosure forms, give them to your appointing authority, and obtain prior written approval of what you wish to do. One form must be done before you begin planning the trip, and the other must be done before you travel.

A field trip situation where a teacher chaperone's travel expenses will be paid for by her employing district (or by the teacher herself) does not raise issues under the conflict of interest law. However, when a teacher chaperone's expenses will be paid by anyone else – an outside provider such as a travel agent or company, or rents – issues arise under §§ 6 or 19 and 23(b)(2) of the conflict of interest law.

Sections 6 and 19 of the law prohibit teachers from participating in any matter in which they have a personal financial interest. A teacher who arranges a trip to Mexico knowing that the parents of students traveling on the trip will pay her travel expenses has a personal financial interest in the matter. However, there is an exemption that allows a public employee to participate in a matter in which she has a financial interest if she makes a prior written disclosure to her appointing authority about her financial interest and receives prior written authorization. Before beginning to plan a field trip that will involve paid-for travel, the teacher should fill out a disclosure form and obtain prior written approval. Charter school teachers should use form no. 1a from the disclosure forms for state employees. These forms are available at <http://www.mass.gov/ethics/disclosure-forms/state-employee-disclosure-forms/>. Teachers employed by a school district should use form no. 1c from the disclosure forms for municipal employees. These forms are available here: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>.

Section 23(b)(2) prohibits public employees from accepting gifts of \$50 or more that are given because of their official position. A teacher whose travel expenses of \$50 or more are paid because she is the teacher chaperone violates this provision, unless, before taking the trip, she disclosed details about her trip in writing and obtained a written determination from her appointing authority that her acceptance of the payment of her travel expenses by someone else serves a legitimate public purpose. The required form is form no. 11a at this link: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>

In summary, a teacher planning a field trip that will involve someone other than the teacher herself, or the school district, paying her travel expenses of \$50 or more, has 2 forms to fill out and to have approved by her appointing authority: (1) the § 6 or 19 form before she begins to plan the trip, and (2) the travel disclosure form, before she travels.

Payment of Teacher's Travel Expenses

Question: I have been invited to attend a conference and the conference organizer has offered to pay my travel expenses. May I accept?

Answer: There is no issue under the conflict of interest law where a teacher's district pays her travel expenses. Payment of a teacher's travel expenses of \$50 or more by anyone else is prohibited by § 23(b)(2) of the conflict of interest law, G.L. c. 268A, because it is a gift given to the teacher because of her position. However, the Commission has created a number of exemptions to this prohibition to cover situations when acceptance of such a gift serves a public interest. In some situations, a written disclosure must be made prior to travelling.

Teachers and other public employees may accept payment of travel expenses by another domestic public agency without making a disclosure. For example, there would be no issue under the conflict of interest law with teachers accepting payment of expenses by the U.S. Department of Education to attend a conference in Washington, D.C. No disclosure is required. The regulation creating this exemption is 930 CMR 5.08(2)(c).

Teachers and other public employees are also permitted to accept payment of travel expenses in connection with attendance at an educational program in Massachusetts involving professional or other continuing education. This exemption requires that the teacher accepting payment of travel expenses have a good faith belief that his attendance will serve a public interest which outweighs any special benefit to him. No disclosure is required. The regulation creating this exemption is 930 CMR 5.08(2)(e).

If a non-public entity offers to pay for out-of-state travel by a teacher, the teacher may accept only if she first fills out a disclosure form giving details of the anticipated travel, and her appointing authority concludes, in writing and in advance, that the proposed travel will serve a legitimate public purpose. The regulation creating this exemption is 930 CMR 5.08(2)(d). The required disclosure form is form no. 11a, which is available at: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>

Teacher Political Activity Relating to Town Budget Overrides

Question: My town is going to consider a tax limit override ballot question. May I serve on or assist a ballot question committee?

Answer: Yes, provided that you do so without pay, do not fundraise, and do not act as the agent for the campaign in any matter involving your town (such as filing required campaign finance reports). You may, outside of school and on your own time, distribute campaign literature, make get-out-the vote telephone calls, conduct campaign polls and research, drive voters to the polls, and display or hold signs as long as you do not do so on town time or by using town resources.

Teachers and other public employees have most of the same rights as other citizens to engage in private political activity. A teacher may engage in private political activity using his own or other private resources, and when he is acting for himself and not as an agent or representative of anyone else. However, a public employee may not use his public position to engage in political activity. Section 23(b)(2)(i) of the conflict of interest law prohibits the use of one's public position to engage in political activity, because a public employee who does so is using his official position to secure for himself or others (such as a candidate or a ballot question committee) unwarranted privileges of substantial value (\$50 or more) not properly available to similarly situated persons.

The campaign finance law, G.L. c. 55, restricts the ability of public employees to engage in political fundraising. The campaign finance law is enforced by the Office of Campaign and Political Finance ("OCPF"), which can answer questions about fundraising. You can call OCPF at (617) 979-8300.

Question: The school committee in my city has stated that it strongly supports a tax limit override ballot question. May I send home a letter in my students' backpacks urging parents to vote in support of the override?

Answer: No, you may not. While in general, it is permissible to notify the public that an election will be held on a certain date and encourage all voters to vote, resources may not be used to notify only a subset of voters (such as parents of school children) in order to influence the outcome of the vote or meeting. Notifying only the parents of school children about a ballot question whether to fund a new public school, and not notifying other homeowners who do not currently have a child attending school in the district, would be prohibited, because it would not be neutral.

Tutoring

Question: The parents of a child who attends school in my district, but is not one of my students, have approached me and asked whether I would be willing to tutor their son. I do not advertise my services in any way; they heard about me by word of mouth from the parents of other students I have tutored. The school has not found that the tutoring services are necessary. The parents would pay me per hour and I would go to their home to provide the tutoring, using my own materials, not school materials. May I do this?

Answer: Yes, you may. The facts you have described do not raise any concern under the conflict of interest law.

The conflict of interest law places some restrictions on teachers tutoring students in their own districts, but does not forbid it. The following are the types of situations that may violate the law, as explained further below:

- A teacher recommends that one of her own students receive private tutoring, and then is paid to do the tutoring.
- A teacher privately tutors her current students.
- A teacher conducts a private tutoring business after hours in his public school classroom.
- A teacher is paid by her own district in a second job to provide tutoring.
- A teacher is paid to provide services that the district has found to be necessary for a child, for instance under an IEP.
- A teacher tells one of his students that he is available for private instruction over the summer.

Providing Tutoring You Recommended: A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job. This would be a conflict of interest, because the teacher has a financial interest in providing those services. This restriction is imposed by § 6 (charter school teachers), and § 19 (school district teachers).

Privately Tutoring Current Students: A teacher may not tutor students who are currently in her class. Even if the teacher does not recommend that her current student receive private tutoring, the teacher should not tutor her current students as this raises issues under § 23(b)(3), the appearance of a conflict section, § 23(b)(2), the use of position section, and § 19, the financial interest section.

Using School Resources for Private Tutoring: A teacher cannot use his position to get unwarranted privileges for himself, or to give them to anyone else. This restriction is imposed by § 23(b)(2). For example, a teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. A school cannot send home brochures for a particular tutoring service with the children. The only exception to this is that a district may, if it chooses, create a policy permitting the use of its resources in specified circumstances by anyone (teachers or non-teachers) who meets its objective and reasonable criteria. For example, a district could create a policy under which it will list on its website any provider of private tutoring services that meets stated criteria. Any such listing, however, should include a disclaimer that the district is not endorsing any private tutoring service.

Being Paid for by the District: Apart from their primary employment (which is viewed as a contract for conflict of interest purposes), teachers and other public employees are not allowed to have a financial interest in a contract with an agency at their same level of government, unless an exemption applies. This means that a teacher cannot have a second paid position with her school district or her charter school unless there is an applicable exemption, because the second paid position is a financial interest in a municipal or state contract. This restriction is imposed by § 7 (charter school teachers) and § 20 (school district teachers). These sections make it impossible for full-time teachers to tutor in their own district if the district is going to pay for the tutoring (as may be the case, for example, with SES services). A district that wishes to be able to pay its teachers directly to perform tutoring must include a provision in the teachers' collective bargaining agreement providing a set amount of extra pay for tutoring by teachers that will be included in the teachers' regular paychecks. This solves the problem because then teachers only have a financial interest in one contract (that is, their primary employment, which is governed by the collective bargaining agreement). This part of the law applies less restrictively to some part-time employees.

Tutoring Required by District: Teachers and other public employees may not be paid by or act for others in matters that are of direct and substantial interest to their public employers. Where a district has determined that a particular child needs tutoring, that is a matter of direct and substantial interest to the district. Consequently, a teacher who works for the district cannot be paid privately to provide that tutoring. For example, if tutoring is required as part of an IEP, a teacher in the district may not accept payment from the student's family to provide that tutoring. The teacher is likewise prohibited from communicating with his own school or district on behalf of a private tutoring program. This restriction is imposed by §§ 4 and 17. These provisions apply less restrictively to some part-time employees. A district paying its own teachers directly to provide tutoring pursuant to a collective bargaining agreement by including tutoring-related compensation in their regular paychecks does not create a problem under this section, because the employees are not being paid by someone other than their employer.

Approaching Students or Parents for Work: Teachers and other public employees may not initiate private business relationships with persons under their authority pursuant to § 23(b)(2). This means that a teacher may not approach a student, or the student's parents, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parents or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to do a written disclosure. The form to be used for this disclosure is form B, which is available at: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>

School District Policies Prohibiting Private Tutoring: A school district may adopt policies that are more restrictive than the conflict of interest law. For example, a school district may choose to adopt a policy prohibiting teachers from privately tutoring any students in the same school in which they teach or in the same school district in which they work. In that situation, the tutoring would be prohibited, even if it doing so would otherwise be permissible under the conflict of interest law.

In sum, a teacher who is approached by parents of a student in his district but who is not one of his own students, and is asked to tutor their child, for payment by the parents, and using no public resources in connection with that tutoring, may do so. Teachers, however, should avoid tutoring in any of the situations described here that would raise issues under the conflict of interest law or district policy.

Second Jobs (Coaching) and Summer Jobs with the Same District, Town or State

Question: I am a full-time math teacher at the high school. I've been asked to coach the girls' basketball team. The district would pay me a stipend of \$3,000 for doing so. May I?

Answer: The only way that you can coach while a teacher and comply with the conflict of interest law is if the collective bargaining agreement for teachers in your district includes a provision authorizing teachers to be paid for coaching, and the additional payment is included in your regular paycheck. You cannot have a second paid arrangement with the district for which you are paid separately.

A teacher may not have a financial interest in a contract with an agency at his same level of government, unless an exemption applies. This means that a teacher cannot have a second paid position with her school district or her charter school unless there is an applicable exemption, because having that second paid position would give the teacher a prohibited financial interest in a municipal or state contract. This restriction is imposed by §§ 7 and 20. A district that wishes to be able to pay its teachers extra to perform services in addition to teaching, such as coaching, should include a provision in the teachers' collective bargaining agreement providing a set amount of extra pay for such services, to be included in regular paychecks. This solves the problem, because then the teachers only have a financial interest in one contract, that is, their primary employment, which is governed by the collective bargaining agreement. This part of the law applies less restrictively to some part-time employees.

Question: I am a full-time teacher in a school district, working from September through June. I would like to take a summer job during July and August working for the recreation department in the town where I teach. May I do so?

Answer: A teacher may not have a financial interest in a contract with an agency of the town in which he works under §§ 7 and 20, which includes a second job in the same town, unless an exemption applies. You may only take this summer job if you can satisfy the requirements of the § 20(b) exemption. This will require that the town gave public notice of the availability of the recreation department job; that you do not work more than 500 hours in the recreation department job; that the head of the recreation department certifies that no one from the recreation department is available to do the job; and that the board of selectmen (or town council) approves the exemption. You will also have to file a written disclosure with the town clerk establishing that these requirements are met. A form for that disclosure for school district teachers is form no. 2c, which is available at: <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/>.

Running for School Committee

Question: May I run for school committee in the town where I teach?

Answer: Yes, but you will have to give up your teaching job if elected. G.L. c. 71, § 52 provides that school committee members may not be teachers in their own districts. This restriction also applies to per diem substitute teachers.

Receiving Services from Students in Vocational Programs

Question: The students in the auto shop program at the school where I work offer an automobile oil change service that is very competitive in price with what local businesses charge for the same service. May I take advantage of this service?

Answer: Yes, provided that the auto shop program offers the same service, at the same price, to the public. In general, a teacher may not have a financial interest in a contract with his school, which includes purchasing services from the school. However, an exemption from that rule permits teachers and other public employees to enter into any fee-based contractual relationship that is readily available to the public at a set price. The regulation that creates this exemption is 930 CMR 6.16.

Summary of the Conflict of Interest Law for Municipal Employees

This summary of the conflict of interest law, General Laws chapter 268A, is intended to help municipal employees understand how that law applies to them. This summary is not a substitute for legal advice, nor does it mention every aspect of the law that may apply in a particular situation. Municipal employees can obtain free confidential advice about the conflict of interest law from the Commission's Legal Division at our website, phone number, and address above. Municipal counsel may also provide advice.

The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job, after hours, and after leaving public service, as described below. The sections referenced below are sections of G.L. c. 268A.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to \$10,000 (\$25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally.

I. Are you a municipal employee for conflict of interest law purposes?

You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law. An employee of a private firm can also be a municipal employee, if the private firm has a contract with the city or town and the employee is a "key employee" under the contract, meaning the town has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with municipal employees, such as offering bribes or illegal gifts.

II. On-the-job restrictions.

(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)

A bribe is anything of value corruptly received by a municipal employee in exchange for the employee being influenced in his official actions. Giving, offering, receiving, or asking for a bribe is illegal.

Bribes are more serious than illegal gifts because they involve corrupt intent. In other words, the municipal employee intends to sell his office by agreeing to do or not do some official act, and the giver intends to influence him to do so. Bribes of any value are illegal.

(b) Gifts and gratuities. Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. (See Sections 3, 23(b)(2), and 26)

Municipal employees may not accept gifts and gratuities valued at \$50 or more given to influence their official actions or because of their official position. Accepting a gift intended to reward past official action or to bring about future official action is illegal, as is giving such gifts. Accepting a gift given to you because of the municipal position you hold is also illegal. Meals, entertainment event tickets, golf, gift baskets, and payment of travel expenses can all be illegal gifts if given in connection with official action or position, as can anything worth \$50 or more. A number of smaller gifts together worth \$50 or more may also violate these sections.

Example of violation: A town administrator accepts reduced rental payments from developers.

Example of violation: A developer offers a ski trip to a school district employee who oversees the developer's work for the school district.

Regulatory exemptions. There are situations in which a municipal employee's receipt of a gift does not present a genuine risk of a conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving and

receiving gifts in these situations. One commonly used exemption permits municipal employees to accept payment of travel-related expenses when doing so advances a public purpose. Another commonly used exemption permits municipal employees to accept payment of costs involved in attendance at educational and training programs. Other exemptions are listed on the Commission's website.

Example where there is no violation: A fire truck manufacturer offers to pay the travel expenses of a fire chief to a trade show where the chief can examine various kinds of fire-fighting equipment that the town may purchase. The chief fills out a disclosure form and obtains prior approval from his appointing authority.

Example where there is no violation: A town treasurer attends a two-day annual school featuring multiple substantive seminars on issues relevant to treasurers. The annual school is paid for in part by banks that do business with town treasurers. The treasurer is only required to make a disclosure if one of the sponsoring banks has official business before her in the six months before or after the annual school.

(c) Misuse of position. Using your official position to get something you are not entitled to, or to get someone else something they are not entitled to, is prohibited. Causing someone else to do these things is also prohibited. (See Sections 23(b)(2) and 26)

A municipal employee may not use her official position to get something worth \$50 or more that would not be properly available to other similarly situated individuals. Similarly, a municipal employee may not use her official position to get something worth \$50 or more for someone else that would not be properly available to other similarly situated individuals. Causing someone else to do these things is also prohibited.

Example of violation: A full-time town employee writes a novel on work time, using her office computer, and directing her secretary to proofread the draft.

Example of violation: A city councilor directs subordinates to drive the councilor's wife to and from the grocery store.

Example of violation: A mayor avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his municipal I.D.

(d) Self-dealing and nepotism. Participating as a municipal employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited. (See Section 19)

A municipal employee may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or a business organization of which he is a director, officer, trustee, or employee has a financial interest. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

Example of violation: A school committee member's wife is a teacher in the town's public schools. The school committee member votes on the budget line item for teachers' salaries.

Example of violation: A member of a town affordable housing committee is also the director of a non-profit housing development corporation. The non-profit makes an application to the committee, and the member/director participates in the discussion.

Example: A planning board member lives next door to property where a developer plans to construct a new building. Because the planning board member owns abutting property, he is presumed to have a financial interest in the matter. He cannot participate unless he provides the State Ethics Commission with an opinion from a qualified independent appraiser that the new construction will not affect his financial interest.

In many cases, where not otherwise required to participate, a municipal employee may comply with the law by simply not participating in the particular matter in which she has a financial interest. She need not give a reason for not participating.

There are several exemptions to this section of the law. An appointed municipal employee may file a written disclosure about the financial interest with his appointing authority, and seek permission to participate notwithstanding the conflict. The appointing authority may grant written permission if she determines that the financial interest in question is not so substantial that it is likely to affect the integrity of his services to the municipality. Participating without disclosing the financial interest is a violation. Elected employees cannot use the disclosure procedure because they have no appointing authority.

Example where there is no violation: An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

There is also an exemption for both appointed and elected employees where the employee's task is to address a matter of general policy and the employee's financial interest is shared with a substantial portion (generally 10% or more) of the town's population, such as, for instance, a financial interest in real estate tax rates or municipal utility rates.

Regulatory exemptions. In addition to the statutory exemptions just mentioned, the Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure. There is an exemption permitting town clerks to perform election-related functions even when they, or their immediate family members, are on the ballot, because clerks' election-related functions are extensively regulated by other laws. There is also an exemption permitting a person serving as a member of a municipal board pursuant to a legal requirement that the board have members with a specified affiliation to participate fully in determinations of general policy by the board, even if the entity with which he is affiliated has a financial interest in the matter. Other exemptions are listed in the Commission's regulations, available on the Commission's website.

Example where there is no violation: A municipal Shellfish Advisory Board has been created to provide advice to the Board of Selectmen on policy issues related to shellfishing. The Advisory Board is required to have members who are currently commercial fishermen. A board member who is a commercial fisherman may participate in determinations of general policy in which he has a financial interest common to all commercial fishermen, but may not participate in determinations in which he alone has a financial interest, such as the extension of his own individual permits or leases.

(e) False claims. Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited. (See Sections 23(b)(4) and 26)

A municipal employee may not present a false or fraudulent claim to his employer for any payment or benefit worth \$50 or more, or cause another person to do so.

Example of violation: A public works director directs his secretary to fill out time sheets to show him as present at work on days when he was skiing.

(f) Appearance of conflict. Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. (See Section 23(b)(3))

A municipal employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone or that she can be improperly influenced. Section 23(b)(3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

Example where there is no violation: A developer who is the cousin of the chair of the conservation commission has filed an application with the commission. A reasonable person could conclude that the chair might favor her cousin. The chair files a written disclosure with her appointing authority explaining her relationship with her cousin prior

to the meeting at which the application will be considered. There is no violation of Sec. 23(b)(3).

(g) Confidential information. Improperly disclosing or personally using confidential information obtained through your job is prohibited. (See Section 23(c))

Municipal employees may not improperly disclose confidential information, or make personal use of non-public information they acquired in the course of their official duties to further their personal interests.

III. After-hours restrictions.

(a) Taking a second paid job that conflicts with the duties of your municipal job is prohibited. (See Section 23(b)(1))

A municipal employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her municipal job.

Example: A police officer may not work as a paid private security guard in the town where he serves because the demands of his private employment would conflict with his duties as a police officer.

(b) Divided loyalties. Receiving pay from anyone other than the city or town to work on a matter involving the city or town is prohibited. Acting as agent or attorney for anyone other than the city or town in a matter involving the city or town is also prohibited whether or not you are paid. (See Sec. 17)

Because cities and towns are entitled to the undivided loyalty of their employees, a municipal employee may not be paid by other people and organizations in relation to a matter if the city or town has an interest in the matter. In addition, a municipal employee may not act on behalf of other people and organizations or act as an attorney for other people and organizations in which the town has an interest. Acting as agent includes contacting the municipality in person, by phone, or in writing; acting as a liaison; providing documents to the city or town; and serving as spokesman.

A municipal employee may always represent his own personal interests, even before his own municipal agency or board, on the same terms and conditions that other similarly situated members of the public would be allowed to do so. A municipal employee may also apply for building and related permits on behalf of someone else and be paid for doing so, unless he works for the permitting agency, or an agency which regulates the permitting agency.

Example of violation: A full-time health agent submits a septic system plan that she has prepared for a private client to the town's board of health.

Example of violation: A planning board member represents a private client before the board of selectmen on a request that town meeting consider rezoning the client's property.

While many municipal employees earn their livelihood in municipal jobs, some municipal employees volunteer their time to provide services to the town or receive small stipends. Others, such as a private attorney who provides legal services to a town as needed, may serve in a position in which they may have other personal or private employment during normal working hours. In recognition of the need not to unduly restrict the ability of town volunteers and part-time employees to earn a living, the law is less restrictive for "special" municipal employees than for other municipal employees.

The status of "special" municipal employee has to be assigned to a municipal position by vote of the board of selectmen, city council, or similar body. A position is eligible to be designated as "special" if it is unpaid, or if it is part-time and the employee is allowed to have another job during normal working hours, or if the employee was not paid for working more than 800 hours during the preceding 365 days. It is the position that is designated as "special" and not the person or persons holding the position. Selectmen in towns of 10,000 or fewer are automatically "special"; selectman in larger towns cannot be "specials."

If a municipal position has been designated as "special," an employee holding that position may be paid by others, act on behalf of others, and act as attorney for others with respect to matters before municipal boards other than his own, provided that he has not officially participated in the matter, and the matter is not now, and has not within the past year been, under his official responsibility.

Example: A school committee member who has been designated as a special municipal employee appears before the board of health on behalf of a client of his private law practice, on a matter that he has not participated in or had responsibility for as a school committee member. There is no conflict. However, he may not appear before the school committee, or the school department, on behalf of a client because he has official responsibility for any matter that comes before the school committee. This is still the case even if he has recused himself from participating in the matter in his official capacity.

Example: A member who sits as an alternate on the conservation commission is a special municipal employee. Under town by-laws, he only has official responsibility for matters assigned to him. He may represent a resident who wants to file an application with the conservation commission as long as the matter is not assigned to him and he will not participate in it.

(c) Inside track. Being paid by your city or town, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 20)

A municipal employee generally may not have a financial interest in a municipal contract, including a second municipal job. A municipal employee is also generally prohibited from having an indirect financial interest in a contract that the city or town has with someone else. This provision is intended to prevent municipal employees from having an “inside track” to further financial opportunities.

Example of violation: Legal counsel to the town housing authority becomes the acting executive director of the authority, and is paid in both positions.

Example of violation: A selectman buys a surplus truck from the town DPW.

Example of violation: A full-time secretary for the board of health wants to have a second paid job working part-time for the town library. She will violate Section 20 unless she can meet the requirements of an exemption.

Example of violation: A city councilor wants to work for a non-profit that receives funding under a contract with her city. Unless she can satisfy the requirements of an exemption under Section 20, she cannot take the job.

There are numerous exemptions. A municipal employee may hold multiple unpaid or elected positions. Some exemptions apply only to special municipal employees. Specific exemptions may cover serving as an unpaid volunteer in a second town position, housing-related benefits, public safety positions, certain elected positions, small towns, and other specific situations. Please call the Ethics Commission's Legal Division for advice about a specific situation.

IV. After you leave municipal employment. (See Section 18)

(a) Forever ban. After you leave your municipal job, you may never work for anyone other than the municipality on a matter that you worked on as a municipal employee.

If you participated in a matter as a municipal employee, you cannot ever be paid to work on that same matter for anyone other than the municipality, nor may you act for someone else, whether paid or not. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to their former municipal employer. The restriction does not prohibit former municipal employees from using the expertise acquired in government service in their subsequent private activities.

Example of violation: A former school department employee works for a contractor under a contract that she helped to draft and oversee for the school department.

(b) One year cooling-off period. For one year after you leave your municipal job you may not participate in any matter over which you had official responsibility during your last two years of public service.

Former municipal employees are barred for one year after they leave municipal employment from personally appearing before any agency of the municipality in connection with matters that were under their authority in their prior municipal positions during the two years before they left.

Example: An assistant town manager negotiates a three-year contract with a company. The town manager who supervised the assistant, and had official responsibility for the contract but did not participate in negotiating it, leaves her job to work for the

company to which the contract was awarded. The former manager may not call or write the town in connection with the company's work on the contract for one year after leaving the town.

A former municipal employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.

(c) Partners. Your partners will be subject to restrictions while you serve as a municipal employee and after your municipal service ends.

Partners of municipal employees and former municipal employees are also subject to restrictions under the conflict of interest law. If a municipal employee participated in a matter, or if he has official responsibility for a matter, then his partner may not act on behalf of anyone other than the municipality or provide services as an attorney to anyone but the city or town in relation to the matter.

Example: While serving on a city's historic district commission, an architect reviewed an application to get landmark status for a building. His partners at his architecture firm may not prepare and sign plans for the owner of the building or otherwise act on the owner's behalf in relation to the application for landmark status. In addition, because the architect has official responsibility as a commissioner for every matter that comes before the commission, his partners may not communicate with the commission or otherwise act on behalf of any client on any matter that comes before the commission during the time that the architect serves on the commission.

Example: A former town counsel joins a law firm as a partner. Because she litigated a lawsuit for the town, her new partners cannot represent any private clients in the lawsuit for one year after her job with the town ended.

* * * * *

This summary is not intended to be legal advice and, because it is a summary, it does not mention every provision of the conflict law that may apply in a particular situation. Our website, <http://www.mass.gov/ethics>, contains further information about how the law applies in many situations. You can also contact the Commission's Legal Division via

our website, by telephone, or by letter. Our contact information is at the top of this document.

Version 6: Revised May 10, 2013

ACKNOWLEDGMENT OF RECEIPT

I, _____, an employee at _____,
(first and last name) *(name of municipal dept.)*

hereby acknowledge that I received a copy of the summary of the conflict of interest law for municipal employees, revised May 10, 2013, on _____.
(date)

Municipal employees should complete the acknowledgment of receipt and return it to the individual who provided them with a copy of the summary. Alternatively, municipal employees may send an e-mail acknowledging receipt of the summary to the individual who provided them with a copy of it.

GIFTS TO AND SOLICITATIONS BY STAFF

First Reading 11/3/16

State Ethics Laws limit the gifts that staff, teachers and coaches are allowed to accept. We do not want staff, teachers or coaches to be put into a position where they cannot or should not accept gifts of value from well-intended, grateful families.

When families, students and others wish to express personal appreciation to a teacher or other staff member, including coaches, the School Committee urges them to find modes of expression that do not involve personal gifts.

Individual Gifts: Gifts from individual families to staff may not exceed \$50 in value for the school year. Public school employees are required to disclose gifts received from individual students, parents, and guardians that are not class gifts.

Group Gifts to Staff: A public school department employee is allowed to accept a personal gift or several gifts during the school year, from a class or a team under certain conditions:

- Gifts with a total value of up to \$150, if the gift is identified only as being from the class/team, and the identity of givers and amounts given are not identified to the recipient, are acceptable.
- Group gifts are exempt from disclosure because the givers are not identified to the recipient.
- Under no circumstances should a group gift to a staff member exceed \$150 total per school year.

Gifts to the Classroom or the School: Parents may also give gifts to the classroom or the school in accordance with the rules of the school district. In keep with this policy, no employee of the School District will accept a personal gift from a business concern supplying, or with an interest in supplying, goods, materials, equipment or services to the school system. This restriction does not relate to the acceptance of gifts for the school system, nor to the acceptance of small and clearly identifiable advertising and promotional materials.

Solicitations: In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and are gratified when school employees give them their support. However, the direct solicitation of funds by staff members or students must be held at a minimum.

The solicitation of funds for the United Way will be permitted on an annual basis.

LEGAL REF: M.G.L. 268A; 930 CMR 5.07, et al.

CROSS REFS: KHA, Public Solicitations in the Schools
JP, Student Donations and Gifts

Revised: 9/6/12 Approved: 3/20/14

 **ABRSC Update**
Fall 2016 

Acton-Boxborough Regional School Committee





 **Acton-Boxborough**
Regional School Committee 

<u>Acton Members</u>	<u>Boxborough Members</u>
Amy Krishnamurthy Acton Vice-Chair	Mary Brolin, Chair
Diane Baum	Katie Neville, Boxborough Vice- Chair
Maya Minkin	Brigid Bieber
Paul Murphy	Maria Neyland
Deanne O’Sullivan	
Kristina Rychlik	
Eileen Zhang	






School Committee Goals

- Encourage community engagement to inform School Committee decision-making and help community understand issues and rationale behind decisions
- Support Superintendent with policy and budget work regarding organizational structure of our schools
- Create, support and promote an FY '18 budget that supports needs of all students, and plan longer range to support long-range capital and operational plans



Superintendent's and District's Goals

- Create Superintendent's Staff Council
- Implement Massachusetts Tiered System of Support (MTSS)
- Assess the climate and culture of our schools
- Address School Space and Capital Planning
- Report on possible change in school start times
- Create Elementary School Funding Report



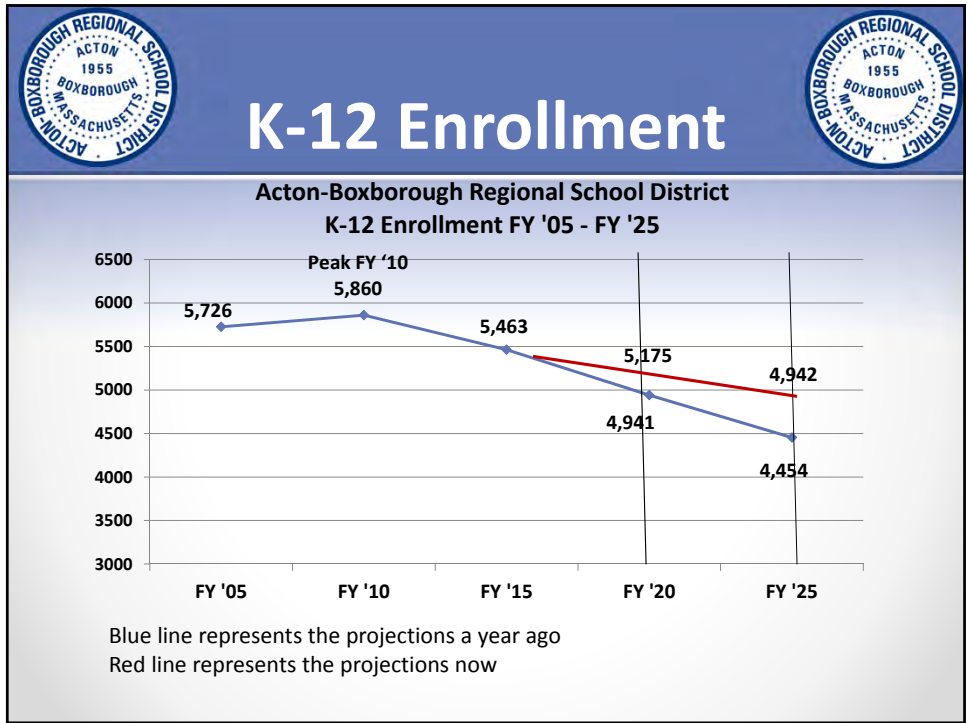
District Priorities

- Student health and wellness
 - Mental Health
 - Student Stress – The Well Balanced Student
- Challenge Success
 - Partnership with Dr. Denise Pope, Stanford University
 - Survey 6-12th graders; compared to 80K students across the country
 - Three High Leverage Areas
 - School Schedule
 - Homework and workload
 - Parent communication and engagement




Crisis Response

- Good Grief Protocol, Dr. Maria Trozzi
- Dr. Robert Evans
- Student Supports
- Community Outreach
 - AB United Way
 - Danny's Place Youth Services
 - Clergy
 - Riverside




**Enrollment Highlights
Economically Disadvantaged**

	FY '11	FY '12	FY '13	FY '14	FY '15	FY '16	FY '17
	%	%	%	%	%	%	%
Elementary K-6	2.60	4.04	3.36	5.86	6.08	7.49	9.94
Secondary 7-12	2.51	3.78	4.01	4.43	6.26	5.90	7.78
Overall K-12	2.55	3.90	3.72	5.07	6.17	6.69	8.85





Enrollment Highlights

English Language Learners Enrollment



	FY '10	FY '11	FY '12	FY '13	FY '14	FY '15	FY '16	FY '17
	#	#	#	#	#	#	#	#
ELL Students	85	104	123	144	162	187	222	238


- 
- ## Capital Planning Process
- 
- Phase 1 2015-2016 – Capital Improvement Plan (CIP)
 - Full review of all facilities capital and maintenance needs
 - Will guide district’s capital improvements over the next several years
 - Phase 2 2015-2016 – Master Plan (Building Projects)
 - Extensive Educational Visioning Process – 80 participants
 - Final Report December 2016
 - Developed six possible options
 - Community Forum **December 8 - 7:30 pm** Jr. High Library




Capital Planning Approach




<p>Short Term</p> <p>Operating Budget Plan to increase by \$250k each year</p>	<p>Medium Term</p> <p>Implement CIP over time Discuss funding options over the next few months</p>	<p>Long Term</p> <p>Building Project(s) MSBA Statement of Interest</p>
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Master Plan Implementation



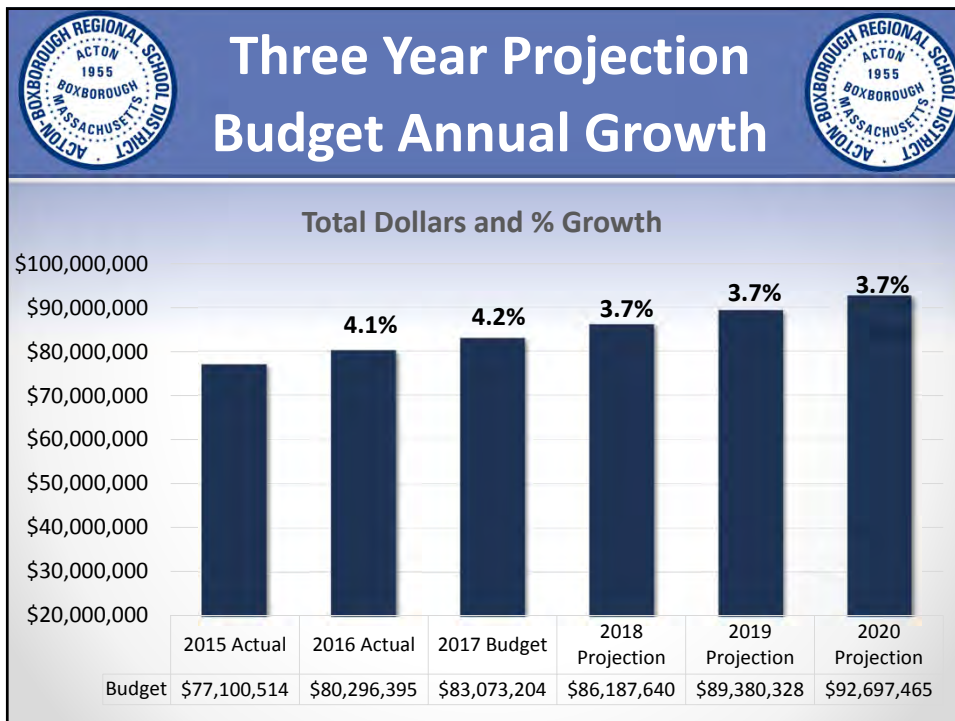
- Massachusetts School Building Authority (MSBA)
 - Submitted statement of interest to MSBA
 - Identified Douglas, Gates and Conant as possible priorities
 - MSBA toured Douglas September 2016
 - The District will be notified in Feb if accepted into program
 - If accepted, have until Nov 2017 to approve design funds
- Project Options
 - Six options with three grade level configuration options
K-6 (current); PreK-K and 1-6; 6-8 Middle School
 - Community feedback over next few months to narrow options
 - Community presentation December 8 - 7:30 pm Jr High Library





Three Year Projection Budget Drivers





- Salaries and other compensation – 3.2%
- Fringe benefit and related costs – 7%
- Special education tuition and transportation – 3%
- Capital outlay and debt service – 8%



FY18 Budget Timeline

ABRSC MEETING	TOPIC
11/17/16	FY18 Capital Overview
12/1/16	Superintendent's FY18 Budget Presentation #1 Budget Drivers and Priorities Revolving Accounts and Fees (All Day K; Pre-School; ODP; Athletic Department)
12/17/16	Superintendent's FY18 Budget Presentation #2 Preliminary Budget Request Revolving Accounts (School Lunch; Community Education)
1/12/17	Superintendent's FY18 Budget Presentation #3 Detailed Line Item Budget
1/21/17	Budget Saturday & Preliminary FY18 Budget Vote
2/2/17	Superintendent's Final FY18 Budget Recommendation
2/16/17	FY18 Public Budget Hearing

Questions?

Thank You!

TOWN OF ACTON

Acton Leadership Group

November 10, 2016

7:15 AM

Room 204

Acton Town Hall

Agenda Topics

- | | | |
|----|--|--------------------------------|
| 1. | Approval of Minutes from October 13, 2016, 2016 | All |
| 2. | Update on FY 17 Revenues and Ependitures | Steve Ledoux
Glenn Brand |
| 3. | Review of Spreadsheet/ Revenue Projection FY 18 | Steve Barrett
Marie Altieri |
| 4. | Review and Discussion of Finance Committee Point of View | Margaret Busse |
| 5. | Update on Minuteman Tech | Janet Adachi |
| 6. | Public Comment | |
| 7. | Adjourn | |

Next Meeting December 8, 2016

Town of Acton Multi-Year Financial Model

Prepared by the Board of Selectmen, School Committee, and Finance Committee

Summary	Tax Recap FY15	Tax Recap FY16	Projection FY17	Projection FY18	Projection FY19
Municipal Funding Sources:					
Tax Levy (excluding debt exclusion)	\$ 70,450,000	\$ 73,348,000	\$ 76,623,952	\$ 80,446,675	\$ 83,355,342
State Aid	\$ 1,194,000	\$ 1,476,000	\$ 1,528,090	\$ 1,614,543	\$ 1,614,543
Local Receipts	\$ 4,702,000	\$ 4,800,000	\$ 4,840,366	\$ 4,935,066	\$ 4,935,066
Debt Exclusion	\$ 2,868,000	\$ 2,835,000	\$ 2,817,959	\$ 2,768,612	\$ 2,538,007
SBAB Reimbursement	\$ 923,000	\$ 923,000	\$ 923,000	\$ 923,000	\$ 923,000
Add: Town Reserves	\$ 1,652,145	\$ 2,641,000	\$ 2,467,969	\$ 1,600,000	\$ 1,300,000
Acton Total Funding Sources	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	\$ 92,287,896	\$ 94,665,958
Allocation to Budgets					
Municipal Spending	\$ 31,341,000	\$ 31,955,000	\$ 32,656,604	\$ 33,799,585	\$ 34,982,571
Percent change year-to-year		2.0%	2.20%	3.50%	3.50%
ABRSD Assessment	\$ 49,690,145	\$ 53,171,000	\$ 55,547,097	\$ 58,157,810	\$ 60,891,227
Percent change year-to-year		7.0%	4.47%	4.70%	4.70%
Minuteman Assessment	\$ 758,000	\$ 897,000	\$ 997,655	\$ 1,097,655	\$ 1,197,655
Percent change year-to-year		18.3%	11.22%	10.02%	9.11%
Total Acton Spending	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	\$ 93,055,051	\$ 97,071,453
Net Position	#REF!	\$ (0)	\$ 0	\$ (767,154)	\$ (2,405,495)

Table 6 Data	Regional Actual	Table 6	FY17 ABRSD Revenues	FY18 ABRSD Revenues	FY19 ABRSD Revenues
ABRSD Funding Sources:					
State Aid Ch.70	\$ 14,254,476	\$ 14,393,376	\$ 14,531,276	\$ 14,833,821	\$ 14,971,546
Transportation	\$ 1,353,855	\$ 1,266,283	\$ 1,190,000	\$ 1,345,826	\$ 1,386,201
Regional Bonus Aid	\$ 136,900	\$ 111,200	\$ 74,000	\$ 49,000	\$ 24,000
Other Revenue	\$ 25,810	\$ 34,287	\$ 27,683	\$ 25,004	\$ 25,004
Excess & Deficiency	\$ 300,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Total	\$ 16,071,041	\$ 16,005,146	\$ 16,022,959	\$ 16,453,651	\$ 16,606,751

Additional OPEB Contribution	\$ 1,100,000	\$ 1,249,000	\$ 1,400,000	\$ 1,500,000	\$ 1,500,000
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Town of Acton - Tax Impact	FY15	FY16	FY17	FY18	FY19
Total Valuation ('000s)	\$ 3,905,857	\$ 3,981,512	\$ 4,005,892	\$ 4,126,068	\$ 4,249,851
Tax Rate	\$ 19.05	\$ 19.23	\$ 19.34	\$ 20.05	\$ 20.49
SF Value	\$ 531,639	\$ 539,896	\$ 556,093	\$ 561,654	\$ 567,270
% Change in SF Value	5.2%	2.0%			
SF Tax Bill	\$ 10,127	\$ 10,384	\$ 10,752	\$ 11,259	\$ 11,623
% Change in SF Tax Bill	3.0%	2.5%	3.55%	4.71%	3.23%
\$ Change in SF Tax Bill	\$ 294	\$ 371	\$ 515	\$ 507	\$ 364

Same as
10/13/16 ALG

Town of Acton Multi-Year Financial Model

Prepared by the Board of Selectmen, School Committee, and Finance Committee

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Acton Total Funding Sources	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	91,302,896	94,665,958
Allocation to Budgets					
Municipal Spending	\$ 31,341,000	\$ 31,955,000	\$ 32,656,604	\$ 33,734,272	\$ 34,914,971
Percent change year-to-year		2.0%	2.20%	3.30%	3.50%
ABRSD Assessment	\$ 49,690,145	\$ 53,171,000	\$ 55,547,097	\$ 57,680,105	\$ 60,391,070
Percent change year-to-year		7.0%	4.47%	3.84%	4.70%
Minuteman Assessment	\$ 758,000	\$ 897,000	\$ 997,655	\$ 1,097,655	\$ 1,197,655
Percent change year-to-year		18.3%	11.22%	10.02%	9.11%
Total Acton Spending	\$ 81,789,145	\$ 86,023,000	\$ 89,201,356	\$ 92,512,032	\$ 96,503,697
Net Position	#REF!	\$ (0)	\$ 0	\$ (1,209,136)	\$ (1,837,738)

Table 6 Data	Regional Actual	Table 6	FY17 ABRSD Revenues	FY18 ABRSD Revenues	FY19 ABRSD Revenues
ABRSD Funding Sources:					
State Aid Ch.70	\$ 14,254,476	\$ 14,393,376	\$ 14,531,276	14,833,821	14,971,546
Transportation	\$ 1,353,855	\$ 1,266,283	\$ 1,190,000	1,345,826	1,386,201
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Other Revenue	\$ 25,810	\$ 34,287	\$ 27,683	25,004	25,004
Excess & Deficiency	\$ 300,000	\$ 200,000	\$ 200,000	200,000	200,000
Total	\$ 16,071,041	\$ 16,005,146	\$ 16,022,959	\$ 16,453,651	\$ 16,606,751

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SF Value	\$ 531,639	\$ 539,896	\$ 556,093	\$ 561,654	\$ 567,270
% Change in SF Value	5.2%	2.0%			-
SF Tax Bill	\$ 10,127	\$ 10,384	\$ 10,752	\$ 11,127	\$ 11,822
% Change in SF Tax Bill	3.0%	2.5%	3.55%	3.49%	4.44%
\$ Change in SF Tax Bill	\$ 294	\$ 371	\$ 515	\$ 375	\$ 495

*Changed to equal Acton
Finance Comm's POV*



Finance Committee
Point-of-View for FY18
[DRAFT]

Fall 2016

Agenda

- **Town financial status**
- Concerns
- Recommendations
 - New Finance Committee reserve policy
 - Recommendations for FY18
 - Key conclusions

The Town's Financial Status Is Solid

- Standard & Poor's rated Acton AAA
 - Very strong economy
 - Strong management, with good financial policies and practices
 - Strong budgetary performance, repeated operating surpluses
 - Very strong budgetary flexibility
 - Very strong liquidity
 - Very strong debt and contingent liability position, value
 - Current debt to be fully retired by 2030

Economic Indicators

- Median family income is \$149,882, 40% higher than Middlesex County and 73% higher than the state median
- Median value of owner occupied housing unit is \$502,000, 24% above Middlesex County and 53% above the statewide number
- Unemployment is down to 3.2% from 4.5% in 2012, 1.4% points better than the state
- Acton has largely recovered from the Great Recession

Continuing Budget Surpluses

Fiscal Year	Town of Acton		Surplus/(Deficit)	
	Revenue	Expenditure	Actual	Budget
2016 P		\$ 86,023,000		
2015	\$ 83,337,915	\$ 81,817,479	\$ 1,520,436	-2,290,000
2014	\$ 85,794,512	\$ 83,826,570	\$ 1,967,942	-1,838,000
2013	\$ 83,248,530	\$ 80,051,768	\$ 3,196,762	-1,701,000
2012	\$ 79,767,576	\$ 78,502,308	\$ 1,265,268	-2,001,000
2011	\$ 77,725,090	\$ 75,314,070	\$ 2,411,020	-2,219,000
Average				
Ann. % Change				
2011-2016	1.8%	2.8%		
Source Mass Department of Revenue				
Includes Acton's share of School Revenues and Expenditures				

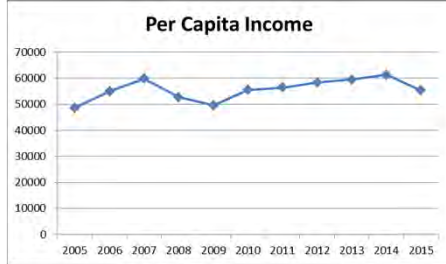
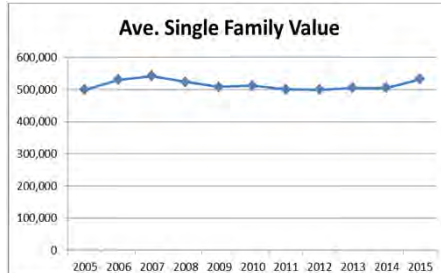
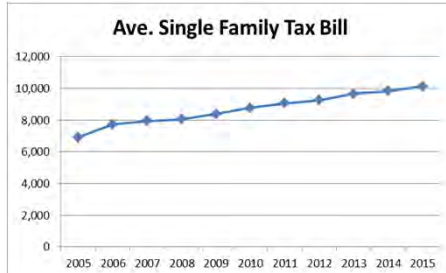
- Although the Town often uses substantial reserves to plug deficits in forecasted operating budgets, it frequently closes out the year with substantial surpluses.
- This is due in part from state regulations which do not allow for a completely accurate revenue forecast

2016 Tax Rate: A Comparison

Measure	Acton	Boxborough
Rate:	\$ 19.23	\$16.36
Single family average tax bill:	\$10,382	\$8,981
1 year change in avg tax bill:	3%	2%
10 year average change in avg tax bill:	34%	23%

Source: Bizjournal.com/boston

Tax Bills Growing Faster than Home Values or Income



- Tax bills have increased 4.7% per year from 2005-2015
- Home values have only increased 0.6 % per year
- Per capita Income has increased only 1.4% per year

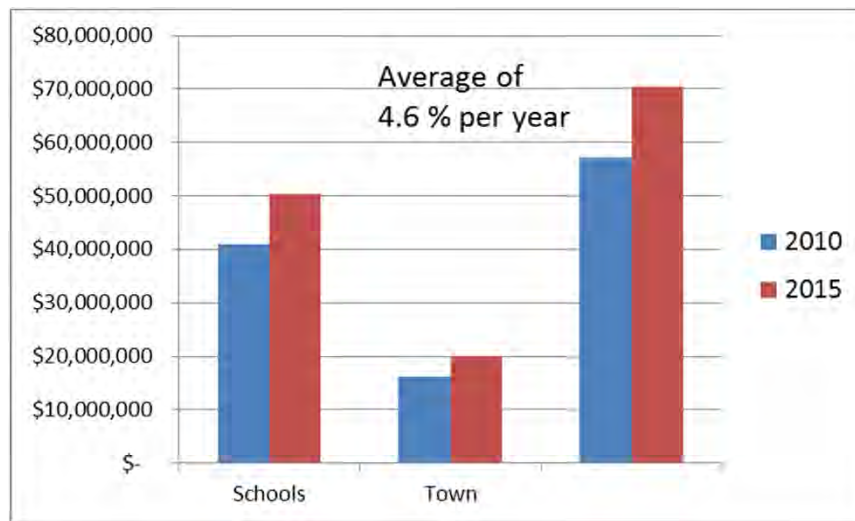
Agenda

- Town financial status
- **Concerns**
- Recommendations
 - New Finance Committee reserve policy
 - Recommendations for FY18
 - Key conclusions

Concerns

- Compensation growth in excess of 4% is not sustainable
 - With Prop 2 ½ limiting the largest source of revenue, excise and new growth cannot consistently cover this rate or increase.
- State aid is unlikely to increase more than 1%
- Capital and facilities in need of attention
 - Now
 - Needed health & safety repairs and upgrades to existing facilities should be addressed immediately, from BOTH third-party surveys of our infrastructure
 - Intermediate term
 - Repairs to buildings that will remain, without triggering code-mandating changes
 - Long term
 - Replacement of elementary school(s) – addresses large % of our shortfall per Dore & Whittier, and eases overcrowding
 - New fire station

2010 -2015 Compensation Growth



Salaries and Fringes (excluding OPEB) for Town plus Acton % of ABRSD

State Aid is Unlikely to Increase

- “In FY15, there were approximately \$1.188 billion in one-time revenues and savings used to balance the Commonwealth’s budget, up from approximately \$754 million in FY14 one-time solutions”
 - Comptroller of the Commonwealth Statutory Basis Financial Report For the Fiscal Year Ended June 30, 2015.
- “State budget cuts from Governor Charlie Baker are probably coming soon to Massachusetts. The Department of Revenue announced Tuesday that state revenue grew only one-half of 1 percent from August 2015 to August 2016 — a surprisingly tiny amount”
 - By [Joshua Miller](#) GLOBE STAFF SEPTEMBER 06, 2016

Our School Buildings Need Investment

- In their report in February of 2016, school district consulting architects, Dore & Whittier concluded:
 - \$4.4 million is needed for “Health Safety and Welfare,” repairs spanning all of the district’s elementary schools
 - Total identified investment exceeds \$100 million

Our Town Buildings Need Investment

- In their report to the Town in June of 2015, LLB Architects concluded:
 - \$2.1 million is needed in “Critical immediate repairs” for town facilities
 - Total identified investment was in excess of \$16 million

Agenda

- Town financial status
- Concerns
- **Recommendations**
 - New Finance Committee reserve policy
 - Recommendations for FY18
 - Key conclusions

Finance Committee Reserve Policy

- The Finance Committee believes that it is prudent to set both upper and lower thresholds on the reserves in order to
 - Maintain Town’s strong financial standing
 - Balance the focus on municipal vs school budgets
 - Spend down the Town’s reserves for one-time items such as capital or other Town priorities, or refund them to taxpayers
- To that end we recommend
 - The lower threshold be 5% of *municipal spending*
 - The upper threshold be 3% of *total Acton spending*, including the school assessments

Recommendations for FY18

- Operating budgets should increase by no more than the 3.3% increase in total revenue including new growth and excise
- There is no need for an operating override but property taxes should increase by no more than the 2.5%
- There is no need to use previously untaxed levy capacity to increase taxes by more than 2.5%
- Near term capital needs must be addressed
 - Prioritized lists for the Town and for the Schools need to be developed as soon as possible
- Funding for OPEB should continue at present levels (Acton’s OPEB funding is a strength compared to other towns)
- Reserves-
 - For FY18 only we recommend allocating \$1.6 million in free cash to budgeted spending (this is consistent with what was agreed in ALG Spring 2017)
 - After allowing for that amount, any reserves in excess of the upper threshold (as outlined in the reserve policy) should be used to address near term capital needs

Key Conclusions

- Near term
 - There is no need for a proposition 2.5% override this year
 - If the capital repairs are not funded from reserves a near term capital override may be necessary
- Longer Term
 - Given the magnitude of capital needed for facilities one or more capital overrides may be needed in the next 2-5 years

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

TO: Acton-Boxborough Regional School Committee
FROM: Glenn A. Brand, Ed. D.
DATE: November 15, 2016
RE: Minuteman Regional Vocational Technical School (MMT)'s Middle School Program

I spoke with Dr. Ed. Boquillon, Superintendent of Minuteman Regional Vocational Technical School on 11/15/16. This conversation was in reference to the attached draft memorandum of agreement that is being proposed to clarify the relationship between the Acton-Boxborough Regional School District and the Minuteman Regional Vocational Technical School's (MMT) middle school program offered at the RJ Grey Junior High School.

Of note:

- i. Commitment to the Program - this agreement was drawn up at my request to underscore the commitment that our District has of continuing to offer the program to all students in the District, even after the withdrawal of the Town of Boxborough from Minuteman Regional Vocational Technical School after June 30, 2017.
- ii. Assessment - currently the District does not receive any billing or invoice from MMT relative to the middle school program. The costs of this program are sent directly to the two towns. Effective for the 2017-18 school year, the adjustment would be to bill the District directly for this program and, in turn, that this increase to the overall budget would be assessed to Acton and Boxborough according to the split outlined in our agreement.
- iii. Timeline - I asked Dr. Boquillon to adjust the timeline and change the date to December 31, 2016, at which time we would receive the annual program budget. This will be reflected as a change in a future revision to the proposed document.
- iv. Current Middle School Program Costs - Dr. Boquillon stated that the current approximate annual cost of the middle school program at the RJ Grey Junior High is \$176,000. He indicated that there is not anticipated to be any change in the budget planning for next year.
- v. Next Steps - it is Dr. Boquillon's intention to discuss this agreement at his School Committee's meeting on November 15, 2016. There is no vote or action being sought. The intention would be to have his Committee take action at their next scheduled meeting on December 13, 2016.

It is my intention to have this as a discussion item at your regularly scheduled School Committee on November 27, 2016.

Intergovernmental Agreement
Between the Minuteman Regional Vocational Technical School District Committee
And the Acton-Boxborough Regional School Committee

This Intergovernmental Agreement is entered into between the Minuteman Regional Vocational Technical School District Committee (“Minuteman RSC” or “Minuteman”) and the Acton-Boxborough Regional School Committee (“Acton-Boxborough RSC” or “Acton-Boxborough”).

WHEREAS, the Minuteman RSC is the School Committee established pursuant to Massachusetts law for the Minuteman Regional Vocational Technical School District (“Minuteman”), a Regional Vocational School District presently comprised of 16 member towns, including both the Towns of Acton and Boxborough, and;

WHEREAS, the Acton-Boxborough RSC is the School Committee established pursuant to Massachusetts law for the Acton-Boxborough Regional School District, a K-12 school district comprised of the Towns of Acton and Boxborough, and;

WHEREAS, the Town of Boxborough has taken all necessary steps to effectuate its withdrawal from Minuteman, and said withdrawal will be effective July 1, 2017, after which date Boxborough will no longer be a member of Minuteman, and;

WHEREAS, the Acton-Boxborough RSC and the Minuteman RSC desire to enter into an agreement, to provide for the continued provision by Minuteman of a science and technology outreach program for 7th and 8th grade students at the RJ Grey Middle School in Acton, a school operated by the Acton-Boxborough RSC, and the terms on which said program will be provided by Minuteman and billed to Acton-Boxborough;

NOW THEREFORE, the Parties hereto hereby agree as follows:

1. All students in the 7th and 8th grade enrolled at the RJ Grey Middle School will participate in an introduction to engineering program, which shall be provided by Minuteman. Minuteman will provide the teaching staff, supplies, equipment and other resources as required to support one such program at the 7th grade level and one such program at the 8th grade level. Minuteman will be responsible for all curriculum development, preparation and instruction for the program. Acton-Boxborough will provide a suitable program space to accommodate programs in both grade levels.
2. Minuteman will prepare an annual program budget identifying the costs of the program, including but not limited to, teacher salaries and benefit costs, supplies, equipment, and other course-related costs, and will provide said annual program budget to Acton-Boxborough by January 31 of the preceding school year. Minuteman will keep accurate and comprehensive records of services performed and costs incurred in the operation of the program, and will issue an invoice to Acton-Boxborough by October 1 of each school year for the costs of the program, based upon the annual program budget.
3. This Agreement will have an initial term of July 1, 2017 to June 30, 2018, and shall thereafter renew annually for an additional one-year term unless, prior to October 1 of a given year, either School Committee votes to terminate the agreement. In the event that either School Committee

so votes to terminate the agreement prior to October 1, and written notice of said vote is delivered to the other party by October 15, this Agreement will terminate effective the following June 30. It is understood that either party may terminate this agreement in the aforementioned manner for any reason.

For the Acton-Boxborough Regional
School Committee:

For the Minuteman Regional
School Committee:

Date: _____

Date: _____

Superintendent's Safety Task Force 2016-2017

Goals of the Task Force:

- Review current policies, practices and procedures throughout all of our eight schools and our preschool.
- Establish recommendations to improve or enhance our safety and emergency readiness.
- Ensure that there is consistency across all of our schools and programs around safety and emergency planning.

Membership:

- Superintendent Glenn Brand
- Director of Facilities JD Head
- Director of Community Education Erin Bettez
- Security Manager Paul Lesage
- School Principals/Assistant Principals
 - Damian Sugrue
 - Lynne Newman
 - Matt McDowell
 - Juliana Schneider
 - James Marcotte
 - Peter Cavanaugh
- School Resource Officers
 - Keith Campbell
 - Michael Eracleo
- School Nursing
 - Diann Oster
 - Victoria Reiersen
 - Elizabeth Mazzone
- Faculty/Staff
 - Maribeth Higgins
 - Anne Dempsey
 - Allison Larson
 - Nancy Capalbo
 - Brendan Hearn
- School Committee Members
 - Amy Krishnamurthy
 - Maya Minkin
 - Maria Neyland

Meeting Dates:

- Wednesday, November 2
- Wednesday, January 18
- Wednesday, March 1
- Wednesday, May 3
- Thursday, June 8 Report Delivered to School Committee

Superintendent's Wellness Task Force 2016-2017

Task Force Areas of Focus:

- School Culture & Climate Assessment
- Wellness Policy Review & Recommendations

Membership:

School Nurses <ul style="list-style-type: none"> • Diana McNicholas (co-chair) • Diane Spring (co-chair) 	Community Youth Services <ul style="list-style-type: none"> • Erin Bettez • Elise Jacobson
School Administrators <ul style="list-style-type: none"> • Chris Whitbeck • Abigail Dressler • Beth Baker 	Parents/Guardians <ul style="list-style-type: none"> • Liz Walker • Monica Biswas • Ross Wolfson • Paula Grieco • Laura Stein
Physical Education/Health <ul style="list-style-type: none"> • Rob Guilmette • Shane Lazar 	School Committee Member <ul style="list-style-type: none"> • Kathleen Neville
School Nutrition <ul style="list-style-type: none"> • Kirsten Nelson 	School Physician <ul style="list-style-type: none"> • Chris Cooper
Teachers <ul style="list-style-type: none"> • Anne Littlefield • Carol Watson • Heather Stouch 	Students <ul style="list-style-type: none"> • Yesha Shah • Caterina de Rege • Isabella Joseph

Meeting Dates:

- Wednesday, November 9
- Wednesday, December 14
- Wednesday, March 15
- Wednesday, April 26
- Thursday, May 18 (Report Delivered to the School Committee)



17.2

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

Deborah E. Bookis
Assistant Superintendent for Teaching and Learning

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

November 7, 2016

Dear Commissioner Chester,

It is our understanding that Massachusetts is implementing a next generation assessment in the spring of 2017, commonly known now as MCAS 2.0. While we can appreciate the need to consider a new assessment, we have some concerns related to the composition of the new assessment tool – especially in light of the communication from ESE to districts and families, the current research regarding MCAS and PARCC, and other factors affecting the implementation of the new assessment.

In November 2015 the Massachusetts Board of Elementary and Secondary Education voted to “move forward with a MA specific assessment that will include new material and elements of both MCAS and PARCC while maintaining MA control. The new assessment is the next-generation MCAS.”¹ In the February 2016 PowerPoint presentation by Jass Stewart, Special Assistant to the Chief of Staff, a graphic depicting MCAS 2.0 test item composition showed a Venn diagram in which a third of test items would come from PARCC, a third from MCAS, and a third from new test items.² In that same month, on February 9, ESE released a MCAS 2.0 Communications Workgroup memo in which Rob O’Donnell, ESE Senior Policy Analyst, states, “ESE projects that 60% to 80% of the items will be from the PARCC assessment.”³

These are contradictory reports from ESE, but not surprising to the many district leaders and educators who realized that ESE’s timeline to truly create a *new MCAS* with original and field-tested items was too ambitious. Thus, given that constraint, what we are really using is the PARCC assessment with a small percentage of former MCAS questions and calling it MCAS 2.0. This process did not feel transparent to our district, nor to our community, and we are frustrated with both the communication and the composition of the new test. How much of the spring 2017 assessment will be comprised of PARCC? Of the Legacy MCAS? Of new material and elements? What is DESE’s timeline for decreasing the 60-80% use of PARCC items?

In 2015, the Massachusetts Executive Office of Education commissioned a study to determine how well MCAS and PARCC assess college readiness. On October 5, 2015, Mathematica Policy Research reported their key findings:

- Both the MCAS and the PARCC predict college readiness: The validity of scores on PARCC assessments in predicting college grades is similar to the validity of scores on the MCAS.
- Scores on both the MCAS and PARCC provide similarly strong predictions about which students need remedial coursework in college.
- In math, meeting the PARCC standard for college readiness predicts a higher level of college performance than meeting the MCAS standard for proficiency, while in English language arts the two standards are similar.

¹ MA Department of Elementary and Secondary Education, 2016 Back to School Update: Next Generation MCAS and Updating our Learning Standards (Malden, MA: MA DESE), 6.

² Jass Stewart, *An Overview of the MCAS 2.0 Developmental Process* (Malden, MA: MA DESE, February 2016), 6.

³ MA Department of Elementary and Secondary Education, *MCAS 2.0 Communications Workgroup*, (Malden, MA: MA DESE, February 9, 2016) 3.

- In math, students who achieve the college-ready standard on PARCC are also less likely to need remediation than students who achieve the proficient standard on MCAS, while in English language arts the two standards are not statistically distinguishable. 4

Furthermore, in their *Education Next* article, “Testing College Readiness,” the study’s authors state:

... because the underlying scores on the MCAS and PARCC assessments are equally predictive, Massachusetts policymakers had more than one option to align high-school mathematics-test standards with college readiness: one possibility would have been to adopt the PARCC exam, but another option would have been to continue using the MCAS test while simply setting a higher score threshold for college readiness. Either of these options would have achieved the goal of ensuring that the state’s high-school assessments provide better information about college readiness to students, parents, educators, and policymakers.⁵

We are left wondering how, if at all, this study was factored into ESE’s decision to continue with MCAS 2.0. This leads to our concerns with capacity, change and cost.

The last several years have brought a never-ending cascade of change to districts and educators. A few of these include:

- New Frameworks in Mathematics, English Language Arts and now Science Technology and Engineering (STE)
- New Educator Evaluation Process with yearly implementation steps (observations, district determined measures and impact ratings, and surveys) ongoing training, rubric calibration, and contract language negotiation
- New Professional License Recertification Guidelines
- RETELL initiative including the SEI Endorsement course
- New district reporting requirements
- Changes to Entitlement Grant writing and reporting
- Upcoming Every Child Succeeds Act (ESSA) requirements

This list is not exhaustive, but it does represent the many fronts on which district and educator capacity has been stretched. If the research states that we do not need to fundamentally change our state assessment to determine if our students are college and career ready, then in light of all the other changes mandated by ESE, what is the rationale for making the shift?

While we can also appreciate the phasing in of computer-based assessment, this is again a change without a clear explanation or rationale. Was not a goal of PARCC to provide educators with timely turnaround of assessments they could then use with their students? Districts who participated in the spring 2016 PARCC computer-based assessments received their results at the same time MCAS was reported, rendering them just as effective as previous reporting.

Lastly, the cost of creating a new assessment must be factored into any decision about what is needed AND what is best for MA students. In your February 19, 2016, memo to the Board of Elementary and Secondary Education, you state, “The Governor’s fiscal year 2017 budget also

⁴ Ira Nicols-Barrer, Kate Place, Erin Dillon, and Brian P. Gill, *Predictive Validity of MCAS and PARCC: Comparing 10th Grade MCAS Tests to PARCC Integrated Math II, Algebra II, and 10th Grade English Language Arts Tests*, (Cambridge MA: Mathematica Policy Research, October 5, 2016), 1.

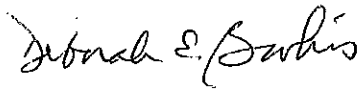
⁵ Ira Nicols-Barrer, Kate Place, Erin Dillon, and Brian P. Gill, “Testing College Readiness,” *Education Next* 16, no. 3 (Summer 2016): 6.

included a \$5.6 million increase for this appropriation, in anticipation of a new testing contract for the Next-Generation MCAS.”⁶ In this current reality of trying to meet the needs of our students and adapt to never ending mandates and changes, \$5.6 million across the state could have been spent on supporting families and children, helping to ensure that all students come to school healthy and ready to learn. We are deeply disappointed that instead, this money is being spent to create a new test that is not necessary.

To help us further understand the decisions made by ESE and to be able to effectively communicate with our constituent groups, it would be helpful to have your responses to the questions posed throughout this letter:

- How much of the spring 2017 assessment will be comprised of PARCC?
- How much of the spring 2017 assessment will be comprised of the Legacy MCAS?
- How much of the spring 2017 assessment will be comprised of new material and elements?
- What is DESE’s timeline for decreasing the 60-80% use of PARCC items?
- How, if at all, was the Mathematica study factored into ESE’s decision to continue with MCAS 2.0? If so, what is the rationale for making the shift?
- Was not a goal of PARCC to provide educators with timely turnaround of assessments they could then use with their students?

Sincerely,



Deborah Bookis
Assistant Superintendent
for Teaching and Learning



Karen Sonner
ABEA President



Glenn Brand
Superintendent of Schools



Michael Balulescu
ABEA Vice President

Mary Brolin
School Committee Chair

⁶ Mitchell Chester, Commissioner Memo to the MA Board of Elementary and Secondary Education (Malden, MA: MA DESE, February 19, 2016).

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

Grade	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy			Total	Merriam				Incaming	Total	#Sec.	Avg. Size				
	46				36				29	17		21	19		43	20			42	21												
GR.1/2	ADK	14 AM			ADK	22 AM		ADK	AM			ADK	AM		ADK	AM			ADK	AM												
K	19	20	14	60	19	18	22	59	23	23	46	21	19	40	21	21	20	62	21	21	21	63	0	330	12	27.5						
Rm	216/217	218/217	226	18	1	2	3	0	2	1	1	4	2	1	111	112	110	2	131	132	135	0		22								
Gr. 1	10	21	20	52	20	20	40	40	20	20	19	59	19	19	20	58	58	58	19	19	20	59	0	326	16	20.4						
Rm	215	213	211	2	5	4	1	1	5	4	3	1	3	5	6	2	2	2	310	311	312	0	223	224	234	1	7					
Gr. 2	10	20	21	52	23	22	45	45	23	23	23	69	23	23	22	68	68	67	23	22	22	67	0	370	16	23.1						
Rm	215/217	227	219	13	6	7	1	1	7	6	8	5	7	8	10	1	1	1	301	302	303	2	133	231	334	1	23					
Gr. 3	23	22	45	45	24	23	25	72	24	24	24	72	25	25	50	50	70	70	23	24	23	70	21	20	21	22	84	0	393	17	23.1	
Rm	25	229	231	4	9	10	17	2	9	10	11	0	20	9	0	0	2	2	313	314	315	2	100	233	322	323	2	10				
Gr. 4	19	23	22	64	21	23	22	88	22	23	23	68	23	22	45	45	72	72	25	24	23	72	24	25	24	73	0	410	18	22.8		
Rm	245	243	247	9	8	20	19	0	12	13	14	0	15	19	2	2	3	3	213	214	215	3	230	330	331	0	14					
Gr. 5	24	22	24	70	24	22	22	68	23	23	22	68	24	23	24	71	71	69	23	22	24	69	23	23	23	69	0	415	18	23.1		
Rm	118	130	128	7	16	15	14	2	19	20	21	1	11	17	18	0	0	0	210	211	212	4	235	321	324	0	14					
Gr. 6	23	23	24	70	25	25	25	75	25	24	25	74	25	25	24	74	74	75	26	24	25	75	26	24	25	25	100	0	468	19	24.6	
Rm	110	112	108	10	13	12	11	2	15	16	17	1	12	13	14	1	1	1	113	114	115	2	232	332	333	335	0	16				
				63				8				9			7			15				4					106					
Total	20 Sec.	Average	21.7	413	20 Sec.	Average	22.4	447	20 Sec.	Average	22.8	456	18 Sec.	Average	22.6	406	21 Sec.	Average	22.5	473	23 Sec.	Average	22.5	517	0	2712	116	23.38				

63 Acton residents attend Boxborough
43 Boxborough residents attend school in Acton

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for October, 2016
 Date: 11/3/2016

There were 26 discipline referrals to the administration during the month of October, 2016. This total is up from 22 last year. 11 students were suspended this month, while nine students were suspended during October, 2015.

Suspensions for October, 2016

Referral	2012	2013	2014	2015	2016
Abusive Language		1			
Alcohol Use				5	1
Assault				2	
Disruptive/Uncooperative Behav	2			1	
Drug Paraphernalia					1
Drug Possession					1
Fighting					5
Harassment	2				2
Insubordination					
Other					
Leaving School Grounds	1				
Physical Aggression					
Stealing			2		
Tardy to Class					
Threatening				1	1
Truancy Issues		1	1		
Vandalism			1		
Weapons Possession	1				
Totals	6	2	4	9	11

A list of all infractions for the month of October, 2016 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for October, 2016

Referral	2012	2013	2014	2015	2016
Abusive/Obscene Language	1	2		1	
Alcohol Use				5	1
Assault				2	
Bullying				2	
C.H. Alcohol	1	1	3		
C.H. Drugs		1			
Disrespectful				1	1
Disruptive/Uncooperative	4			1	2
Drug Paraphernalia					1
Drug Possession					1
Fighting					5
Forgery				2	
Harassment	5	1			6
Leaving School Grounds	13	6	4		
Noncompliance of School Rules	1	1			
Other	2	2		2	2
Out of school issue	14	8			
Parking Violations		1			
Physical Aggression		1			
Sexual Harassment	1				
Stealing			2		
Tardy to class	9		2		
Threatening				1	1
Truancy	13	5	5	5	6
Vandalism			1		
Weapons Possession	1				
Totals	65	29	17	22	26

R.J. Grey Junior High School

To: Dr. Glenn Brand
 From: Allison Warren and James Marcotte
 Re: Discipline Report for October 2016
 Date: November 2, 2016

There were 14 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of October.

	<u>Oct-12</u>	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>
<i>Total Discipline Referrals Reported</i>	10	18	28	14	14

	<u>Oct-12</u>	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>
Total Suspensions	0	3	1	0	0
Fighting					
Harassment (non-sexual)					
Inappropriate/disruptive/disrespectful behavior					
Physical aggression		1			
Sexual harassment			1		
Stealing					
Truancy Issues					
Threatening Physical Attack					
Non-compliance with school rules		2			

	<u>Oct-12</u>	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>
Total Other Infractions	10	15	28	14	14
Abusive language/profanity					
Academic Integrity					
Bus discipline	3	1	1		8
Class/school truancies	2				
Disruptive behavior (classroom, cafeteria, hallway)	1	11	12	8	1
Harassment (non-sexual)/bullying/teasing			1	1	
Non-compliance with school rules		2	6	2	2
Other					
Physical aggression			1	1	
Sexual harassment					
Tardy to class			1		

Threatening					
Uncooperative/disrespectful behavior	4	1	5	2	3
Vandalism					

The referrals/concerns generally were quickly resolved and no further intervention was required.

**MONTHLY REPORTING OF
EMERGENT BILINGUAL STUDENT POPULATION BY SCHOOL**
Acton-Boxborough Regional School District
November 1, 2016

Category	Total as of 10/1/2016	Additions	Subtractions	Total as of 11/1/2016
ABRHS	17	0	0	17
Blanchard	12	+2	0	14
Conant	59	+1	0	60
Douglas	31	+1	0	32
Gates	41	0	-1	40
McCarthy-Towne	35	0	-2	33
Merriam	27	0	-1	26
RJG JHS	16	+1	0	17
TOTAL	238	+5	-4	239

Office of the Superintendent
Acton-Boxborough Regional Schools
16 Charter Road
Acton, MA 01720
978-264-4700 x 3206
www.abschools.org

TO: All Schools
FROM: Superintendent Glenn Brand
DATE: November 17, 2016
RE: **Dismissal Schedule for November 23, 2016**

On Wednesday, November 23, the day before Thanksgiving, dismissal times for the schools will be as follows:

Junior High:	10:40 a.m.
Senior High:	10:45 a.m.
Blanchard/Douglas/Gates	12:20 p.m.
Conant/McT/Merriam	1:00 p.m.

Please note: Elementary dismissal follows the usual Thursday schedule.



Beth Petr <bpetr@abschools.org>

Together Is Our Only Chance

Suburban Coalition <info@suburbancoalition.org>
 Reply-To: info@suburbancoalition.org
 To: abrsc@abschools.org

Mon, Nov 7, 2016 at 5:13 AM

Suburban Coalition

P.O. Box 103
 Concord, MA 01742
 suburbancoalition.org

Together Is Our Only Chance
 Wednesday, November 30, 2016
 7:30-9:00PM
 Newton Marriott
 2345 Commonwealth Avenue, Newton, MA

Please join us as the Suburban Coalition assembles to continue efforts towards the implementation of the Foundation Budget Review Commission's Recommendations. Speakers include:

- Senator Karen Spilka Senate Chair of Ways and Means Committee
- Representative Alice Pesich House Chair of Education Committee
- Nathanael Shea Chief of Staff for Sonia Chang-Diaz, Senate Chair of Education
- Glenn Koocher, Executive Director, Massachusetts Association of School Committees

Although many of us have listened to the rationale before, now is the time, to take deliberate action together. The FBRC report is definitive on the point that local taxpayers are carrying a disproportionate share of the cost of educating children in Massachusetts. Local officials can testify to the ways that is fracturing their ability to provide the essential services that all residents depend upon. State officials can demonstrate how deliberate tax cuts, along with the growth of their Medicaid responsibilities, leave them with difficult budget decisions. Yet the fact remains, the funding of an excellent public education system needs to remain a vital priority in every city and town across Massachusetts and the local taxpayers need help. As the 190th General Court of the Commonwealth of Massachusetts prepares to meet, we believe there needs to be a plan to address this priority.

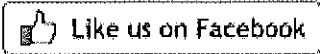
We urge representatives from each town to begin this dialogue locally and to communicate your concerns to your State Representative and Senator. Then, attend the November 30th meeting as a team or as their representative, contributing to the discussion and learning from the positions of others. Last spring, as elected and appointed officials, hundreds of us, from Boards of Selectmen, School Committees and Finance Committees, passed the Suburban Coalition resolution for Full Funding of the Foundation Budget Review Commission's Recommendations because we know that this is the single largest source of Local Aid and critical to our ability to provide local services. Now, we need you to join us as we plan our next steps.

The Suburban Coalition is a statewide organization of local officials that advocates for the resources, funding and support at the state level to sustain thriving communities throughout the

Commonwealth. We work to ensure that every municipality has the resources to provide high-quality essential services of life safety, education and infrastructure maintenance to its citizens. We provide input to the state about local services, state funding and state regulations. By speaking with one voice, we can address mutual problems more effectively at the state level. The Suburban Coalition is the only statewide organization that brings together Selectmen, School Committees and Finance Committees and other local officials to jointly advocate for our communities. For more information, visit www.suburbancoalition.org

Questions? Contact Nancy Gallivan at nancygallivan@suburbancoalition.org

Sincerely,
Nancy Gallivan
Vice President



Suburban Coalition, -, -, MA -

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Sent by info@suburbancoalition.org in collaboration with



Try it free today



Beth Petr <bpetr@abschools.org>

Local Services Require State Funding

1 message

Suburban Coalition <info@suburbancoalition.org>

Reply-To: info@suburbancoalition.org

To: abrsc@abschools.org

Mon, Nov 14, 2016 at 6:11 AM

Suburban Coalition

P.O. Box 103

Concord, MA 01742

suburbancoalition.org

Local Services Require State Funding
Wednesday November 30, 2016, 7:30-9 PM
The Newton Marriot, 2345 Commonwealth Avenue, Newton MA

Even though Local Aid is a universal priority, many cities and towns have seen very limited amounts in recent years. Many speculate that the defeat of Question 2 is directly related to insufficient state funding for Chapter 70. On Wednesday, Senate President Stan Rosenberg speculated that it is finally time for the Legislature accept their part in supporting education for all children in Massachusetts.

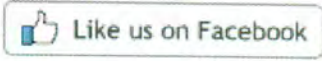
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Our timing is ideal, with the elections behind us, and the support of hundreds of local officials last spring. The Suburban Coalition wants to get in on the ground floor of the work that is needed to re-establish the financial support necessary to adequately provide high quality education in Massachusetts. Now is the time that our State Legislators are developing legislation to be proposed in January. As you know, the Chapter 70 Foundation Budget provides the largest source of funding to most cities and towns and it needs to better reflect actual costs. This focus should provide critically needed support across the State, but given available revenue and competing priorities, it is imperative that we work together. Our panel will include Senator Spilka, Representative Peisch, the chief of staff fro Senator Chang-Diaz and Glenn Koocher, the Executive Director from the Massachusetts Association of School Committees. We hope to see you later this month because our message strengthens when it represents the voices of many cities and towns.

The Suburban Coalition is a statewide organization of local officials that advocates for the resources, funding and support at the state level to sustain thriving communities throughout the Commonwealth. We work to ensure that every municipality has the resources to provide high-quality essential services of life safety, education and infrastructure maintenance to its citizens. We provide input to the state about local services, state funding and state regulations. By speaking with one voice, we can address mutual problems more effectively at the state level. The Suburban Coalition is the only statewide organization that brings together Selectmen, School Committees and Finance Committees and other local officials to jointly advocate for our communities. For more information, visit www.suburbancoalition.org

Please share this invitation with other interested people in your city or town.
 Questions and RSPVs to nancygallivan@suburbancoalition.org

Sincerely,
Nancy Gallivan
Vice President



Suburban Coalition, -, -, MA -

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Senate President Rosenberg pushes for 'education 2.0'

Saturday

Posted Nov 12, 2016 at 2:01 PM

By Andy Metzger State House News Service

After voters slammed the door shut on charter school expansion this year, changes to education policy for all public school students are expected to be part of next session's legislative agenda, Senate President Stan Rosenberg said Thursday.

"There's going to be a lot of pressure to move to a discussion on education 2.0 focused on 100 percent of the kids, and there will be many other things put on the table," Rosenberg told reporters in his office, previewing the work that will begin in January.

He said, "Charter schools serve 4 percent of the kids. We're talking about 96 percent of the kids are still in the traditional public schools, and even if this ballot question had passed you'd be talking about 92 percent of the kids still in the public schools."

WATCH: Rosenberg on Education

In fits and starts over the last two sessions, the Legislature has taken up bills to reform charter schools and loosen the statutory caps that limit enrollment in the number of the autonomous, privately-run public schools. None of those efforts have resulted in legislation reaching the governor's desk, and Question 2 - which sought to expand charter access through the ballot - failed with 37.8 percent in favor to 62.2 opposed on Tuesday.

The Senate this session passed legislation tying an increase in charter schools to a seven-year investment in the overall public education system. The House opted against taking up that bill after it became clear that branch leaders would be unable to agree on charter school expansion.

Rosenberg said further reform to the education system is needed to address demographic gaps in educational achievement and funding for local schools.

"Education reform 1.0 worked, but we've now stalled, and we still have an achievement gap problem and we still have funding problems in the traditional public schools," Rosenberg said.

The Senate president answered reporters' questions on a variety of topics for about 45 minutes in his office Thursday.

Rosenberg advocated for a new focus on Horace Mann charter schools, which need approval from the local school committee, and innovation schools, which have enhanced autonomy, a feature of a 2010 law.

The Senate president, who voted against Question 2, also said charters have a mixed record of reflecting the diversity of the school districts from which they draw students, and he said there are "ample examples" of bilingual and special needs students who he said have been pushed out from charter schools "very gently, but pushed out nonetheless."

Rosenberg said the "biggest issue" with charter schools is the funding. In general public education dollars follow the students from a district school to a charter school.

Gov. Charlie Baker, a proponent of increasing access to charter schools, on Thursday said he hoped to work on new ways to close the achievement gap.

"I think education will be on the agenda again, and some people will file bills on charter schools but the people have spoken very clearly on charter schools," Rosenberg said.

While voters rejected an expansion of charter schools, there is still some room for charter expansion depending on the school district.

"There's still a dozen or so charter schools that are possible under the current law," Rosenberg said.