

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
WORKSHOP MEETING
Approved Minutes

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

March 25, 2019
7:00 p.m.

Members Present: Diane Baum, Michael Bo, Mary Brolin, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, Maya Minkin, Paul Murphy, Angie Tso, Eileen Zhang
Members Absent: none
Others: Marie Altieri, Dawn Bentley, Deborah Bookis, Peter Light

The ABRSC was called to order at 7:02 p.m. by Chairperson Diane Baum.

Peter Light welcomed everyone to the workshop. Committee members and administrators were divided into groups.

Prompt: Share a memory from when you were in school that impacts how you think about schools now. Each group spent a few minutes sharing.

Peter shared a diagram of the overview of his Entry Process. He asked the group what the priorities are within the entry plan and what that means for goals. He will be doing the same work with the leadership team and will then look for synergies with the School Committee and the Senior Leadership Team. This work will begin at this meeting, and will continue over the summer and fall. It will culminate when Peter returns to the School Committee with strategies and goals for next year. Once we agree on goals, we will push it out to the district. I will ask Principals to come back next spring with goals that align with these goals. The objective is to have a coherent set of district goals and school improvement plans that align with the district goals for FY20.

Peter introduced a protocol for processing text from an article "Save the Last Word Protocol." Everyone read the article "*Three Questions, Two Paradoxes, One Focus*." Each member of each group chose a quote from the article and shared it. Rotating through group members, each member of the group shared what they heard in the quote. The person who chose the quote then shared what the quote meant to them.

Peter reviewed the six broad themes of his entry plan. He then introduced an exercise called "Spend a Buck." Members were asked to divide 100 cents between all of the sub-themes of the six major themes.

Committee members each shared their priorities with the group. Some selected members responses include:

- The theme for me was balancing equity and diversity with the uniqueness of the schools
- The biggest thing by far for me is that I want us to move forward integrating technology where teachers move from teaching to facilitating learning
- data collection and using data to inform instruction
- It is really important to move from equitable access to equitable outcomes
- Social and emotional skills need to be built into our curriculum along with their academic needs together
- First, I think our community is boiling over with the tensions between wellness and academic opportunities. I think a lot of it has to do with educating the community better with what role wellness plays with academics, but part of it is really a cultural tension. The diversity of our community is an amazing asset, and we need to really listen, otherwise we are growing in two different directions.
- For me, the most important thing is teaching and learning. But coherence is inherent in that. We need to hold diversity as an asset. The inclusive environment is crucial
- My top two were the social emotional needs of kids and teaching and learning.
- My top priorities are “Do the district’s stated Core Values, Vision, and Mission fully embrace, reflect and capitalize upon the value of the diversity in the educational community?” , expanding the definition of equity from ensuring access to outcomes and consistency of grading practices.
- I concentrated first on teaching and learning, and then theme 1 around embracing cultural perspectives.
- I ended up concentrating on inclusive practices, because I think it is really important to improve everything else.
- Wellness and achievement are like twins, working together.

Peter noted that many of these things overlap and are interconnected. He suggested that one lens that the Committee could bring to this is – “What can we control, what can’t we control, what can we influence? Of everything we identified, what is at our instructional core?”

Peter reviewed the charts for high frequency and high value:

- 1F How do we leverage our diversity as an asset?
- 2B&C Expand notion of success and leverage professional learning and educator supervision and evaluation
- 3C High Value Ensure that all students have equitable outcomes in literacy and mathematics instruction
- 4A & D Expand definition of equity from ensuring access to equitable outcomes and consistent grading practices
- 5A & B Ensure all students develop social and emotional skills

- 6B Superintendent and School Committee continue to develop themselves as an important leadership team.

Peter described the process by which he will take this information, gather information from the leadership team, and merge it into the goals of the district. We will be committing the resources of 1,000 employees towards the most important goals and strategies.

Peter invited members to share any feedback they might have about how to make this more valuable. He is always interested in hearing others' ideas. He acknowledged that the workshop was a different format and welcomed comments on that as well.

At 9:48 p.m., Adam Klein moved, Paul Murphy seconded and the ABRSC was adjourned.

Respectfully submitted,
Marie Altieri

List of Documents Used:

- Agenda
- *Three Questions, Two Paradoxes, One Focus (Strategy in Action, pages 1-17)*
- *Superintendent's Report of Entry Findings, P. Light, February 2019*