



Acton-Boxborough Regional School Committee Meeting

October 7, 2021
7:00 p.m.

Administration Building Auditorium
15 Charter Road, Acton

to view only: <https://www.youtube.com/actontv1>

Note: Public participation is only in person, no preregistration needed

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING AGENDA - Revised*

Administration Building Auditorium
15 Charter Road, Acton

October 7, 2021
7:00 p.m.

To view the meeting (no participation): <https://www.youtube.com/actontv1>

CALL TO ORDER (7:00)

- a. Chairperson's Welcome - *Adam Klein*
- b. ABRHS Student Representatives Update - *Depre Carr, Sivapriya Marimuthu, Rohan Ravindran*
- c. Public Participation - *in person only, no preregistration*
- d. Superintendent's Update - *Peter Light*

ONGOING BUSINESS (7:10)

- e. Review of School Committee Protocols - *Adam Klein*
- f. Overview of Annual Superintendent's Evaluation Process - *Adam Klein, Marie Altieri*
 - i. Slides: Evaluating the Superintendent, *MA Association of School Committees and Superintendent Evaluation, DESE*
 - ii. Possible **VOTE** of Evaluation Cycle
- g. District Goals/Action Steps/Benchmarks 2021-22 (First Read) - *Peter Light*
- h. Subcommittee and Member Reports
 - i. Budget Subcommittee - *Kyra Cook*
 - 1. *ARPA Update*
 - ii. Mascot Screening Subcommittee - *Adam Klein (oral)*
 - iii. Health Insurance Trust (HIT) 9/30/21 - *John Petersen*
 - iv. Boxborough Leadership Forum (BLF) - *Tessa McKinley*
- i. *Consent Agenda - **VOTE** - *Adam Klein*
 - i. Approval of ABRSC Meeting Minutes of 9/23/21
 - ii. *Approval of Donation of \$2,000 from the Town of Acton for [William James Interface](#) Referral Service
- j. Statement of Warrants/Recommendation to Approve – VOTE – *Adam Klein*

FYI

- Monthly Student Enrollment Report, 9/1/21
- Anonymous Donation of \$500 to Aid Families with Food Insecurity
- [This Month in the Division of Open Government](#), September 2021
- Acton Annual Town Election and Town Meeting Information, 9/15/21

ADJOURN (9:00)

Posted on 10/1/21 at 4:00 p.m. Revised 10/5/21 at 11:00 a.m. to add Consent Agenda item i.ii.

NEXT MEETINGS: ABRSC October 21 and TUES, November 2 at 7:00 p.m.



Acton-Boxborough Regional School Committee
FY21 Operating Protocols
voted 1/21/2021

As elected members of the Acton-Boxborough Regional School Committee and ambassadors of the District, we are advocates for our schools and supporters of public education. We pledge to conduct our business in a professional, respectful, thoughtful and efficient manner, and commit to the following protocols in our work with the Superintendent, the Staff/Administration and the general public. We will:

**Support the educational welfare and well-being of ALL students
in a positive district climate and culture**

- Work collaboratively to support the adopted vision and mission of the School District.
- Create policies, develop budgets and ensure administrative accountability to sustain continuous improvement in teaching and learning.
- Support the Superintendent and staff and hold them accountable for their implementation of policies and operations that are inclusive and equitable.
- Prioritize student needs and interests above all else in the decisions we make.
- Work from a unified vision which defines success and accountability for the Committee, Superintendent, staff and students.
- Commit to the work of being an actively anti-racist community.

Demonstrate professional and collegial relations at all times

- Empower School Committee members to freely express their opinions, concerns and ideas in a climate of trust and mutual respect, even in times of disagreement.
- Be aware of our own unconscious biases, and actively work to value the diversity of lived perspectives that make up our communities.
- Base our decisions on available facts, vote our convictions, and strive to take anti-racist action.
- Once a decision is made, all members will uphold and support the Committee's decision.
- Recognize that authority rests only with majority decisions of the Committee and make no independent commitments or take any independent actions that may compromise the Committee as a whole.
- Debate respectfully, effectively and efficiently so that meeting time is used wisely, being mindful of our large committee.

Dedicate ourselves to establishing and maintaining effective communication

- Channel requests for information, reports and data through the Superintendent and the Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information in a timely manner and that information will be shared to the extent possible.
- Welcome respectful, thoughtful input from the public and the School Committee in shaping Committee decisions.

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

WELLNESS EQUITY ENGAGEMENT



Acton-Boxborough Regional School Committee
FY21 Operating Protocols
voted 1/21/2021

- While our meetings are open to the public, and we invite and encourage all citizens to join us, they are not public meetings. Public participation is subject to MA General Law Chapter 30A Section 20g and our School Committee policy BEDH.
- Address questions and concerns in the most efficient manner, by directing parent/guardians to the appropriate person within the district chain of communication via the Parent Communication Map found on abschools.org.
- Communicate questions/concerns as soon as possible, ideally before a meeting.
- Refrain from addressing issues that have not been previously brought to the attention of the Chair and/or Superintendent, except in emergency situations.
- Strive to make our meetings as efficient as possible:
 - Add meetings to address topics requiring lengthy discussion.
 - Recognize that discussion on certain issues may be delayed.
 - Limit the number of agenda items in order to keep meetings to a reasonable time frame.
 - Discourage use of meeting packet addendum items.
 - Come to meetings prepared by reviewing materials thoroughly ahead of the meeting.

All members are familiar with the Committee's Policy Section B: *School Board Governance and Operations* (posted on abschools.org) and agree to follow the policies and encourage fellow members to do the same.


Evelyn Abayaah-Issah


Kyra Cook


Ginny Kremer


Tessa McKinley, Chairperson


Nora Shine


Yebin Wang


Diane Baum


Adam Klein


Amy Krishnamurthy


John Petersen


Angie Tso


Peter Light, Superintendent of Schools

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

WELLNESS EQUITY ENGAGEMENT



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

WELLNESS • EQUITY • ENGAGEMENT

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

Superintendent Evaluation Overview

Acton-Boxborough Regional School Committee

October 7, 2021

WELLNESS • EQUITY • ENGAGEMENT

Process and Timeline

- District Strategy
- Goal Setting October/November
- Evidence Gathering Throughout the year
- Summative Report Individually May
- Chair writes consolidated report June

Goal Setting

- Tied to District Strategy
- One Professional Practice Goal
- One Student Learning Goal
- Two - Four District Goals
- Possible Ratings:
Exceeded; Met; Significant Progress; Some Progress; Did not meet

Four Standards

- Instructional Leadership
- Management and Operations
- Family and Community Engagement
- Professional Culture
- Possible Ratings:
Exemplary; Proficient; Needs Improvement; Unsatisfactory

Gathering Evidence

- Throughout the year, School Committee members should consider evidence to be able to evaluate the superintendent. Examples:
- District Strategy
- School Committee Agendas and Packets
- Presentations to the School Committee
- Superintendent's Communications
- Community Coffees, Forums
- Goals Updates

Summative Evaluation

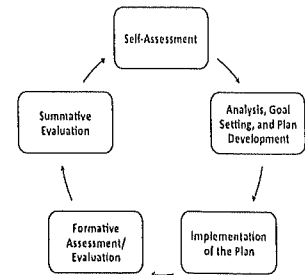
- Each committee member writes individual summative report
- Ratings and feedback on goals and four standards
- Chair collects all individual summative reports and writes consolidated summary
- Consolidated report is shared at public School Committee meeting. School Committee votes annual salary.

One year cycle and Two year cycle

- First three years must be one year cycle
- After three years, can be two year cycle
- Two year cycle:
 - Fall of year one - Set annual goals and benchmarks
 - Spring of year one - Goals update and feedback
 - Fall of year two - Set annual goals and benchmarks based on progress or changes from year one
 - Spring of year two - Summative Evaluation Report and report

Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:



Late Spring/Summer	Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.
Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. ⁹ In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. ¹⁰ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	Step 4: Formative Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

⁹ Per Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation must take place in a public meeting.

¹⁰ The Superintendent's Two-Year Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's two-year plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Evaluating the Superintendent

MASC Training

Overview:

How Superintendent Evaluation supports district work

Review of Model Process:

5-step cycle

2-part tool

Multi-part rating system

How it works:

What happens in each step of the cycle

Decisions to be made at each point

Tips for a smooth process

Additional considerations



Overview:

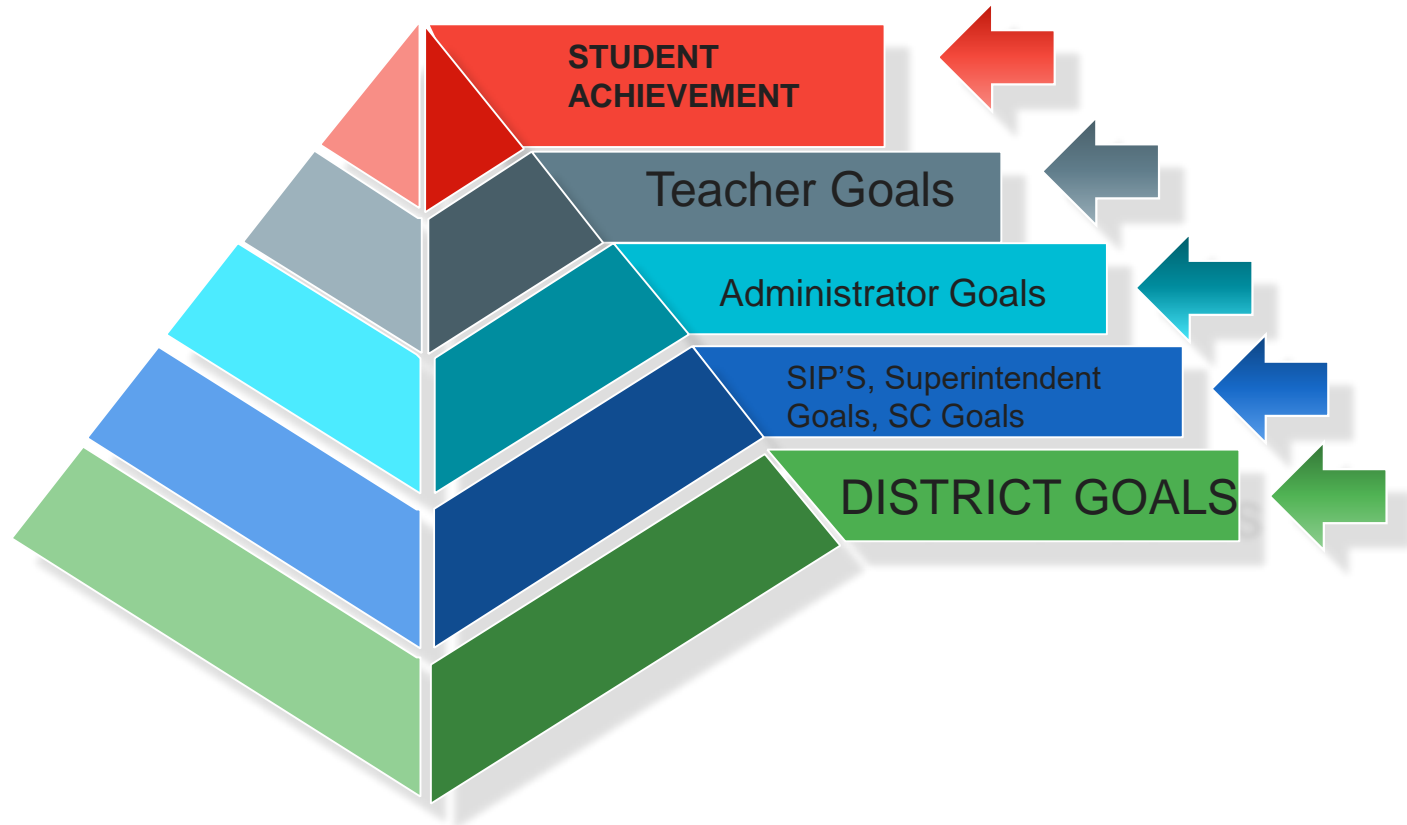


Educator Evaluation in Massachusetts

Objectives

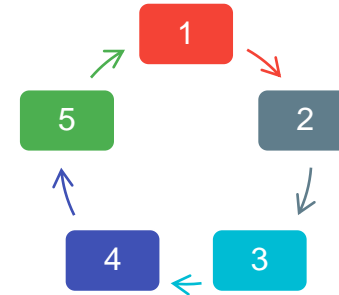
Background information

Overview: Goal Alignment



Three Key Components

1. Five step cycle



2. Two part tool

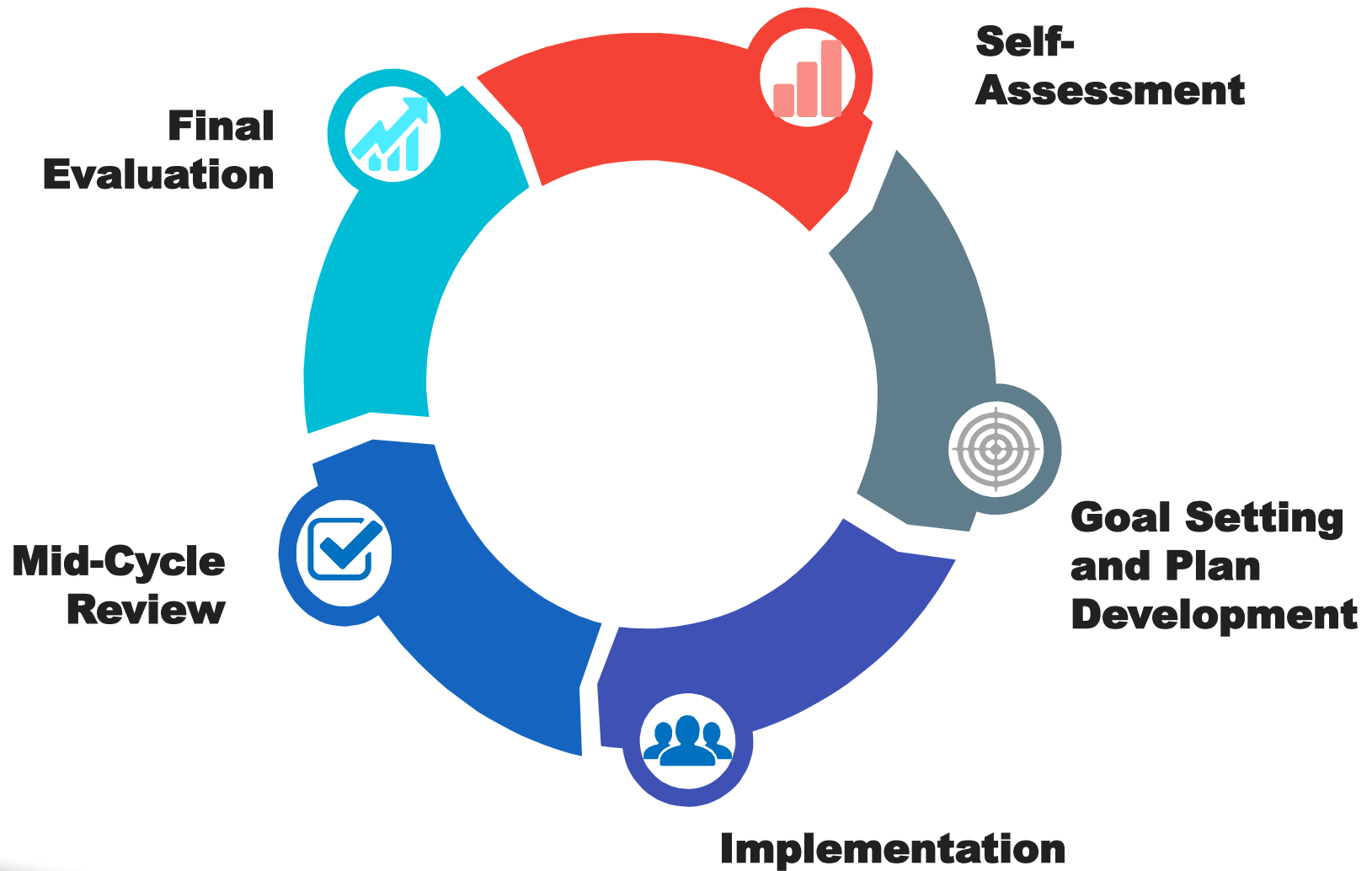
Part 1 - Goals

Part 2 - Standards

3. Multi-part Rating System



5 Step Cycle



The Model Process

Evaluation Tool: Part 1

SMART Goals

- ✓ **S**pecific * Strategic
- ✓ **M**easurable
- ✓ **A**ction-oriented
- ✓ **R**igorous, Realistic & Result-focused
- ✓ **T**imed & Tracked

SMART Goals have:

- ✓ Key Actions
- ✓ Benchmarks

Goal Areas

- Professional Practice
- Student Learning
- District Improvement

The Model Process

Evaluation Tool: Part 2

STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE

- Instructional Leadership
- Management and Operations
- Family & Community Engagement
- Professional Culture

Source: DESE Educator Evaluation Regulations

The Model Process: Multi-part Rating System

SUMMATIVE PERFORMANCE RATING ON:

GOALS:

- ✓ *Exceeded*
- ✓ *Met*
- ✓ *Significant Progress*
- ✓ *Some Progress*
- ✓ *Did Not Meet*

STANDARDS:

- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

OVERALL SUMMATIVE RATING: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

How Does It Work?



Goal Setting and Plan Development

Work with Superintendent to draft goals

- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards, Indicators from Rubric

- ✓ All Standards must be evaluated

Decide on Weighting of Standards

**Discuss Evidence to demonstrate
Proficiency/Progress**



Implement the Plan



Formative Assessment

- Check-in
- Opportunity for feedback
- Opportunity to re-align

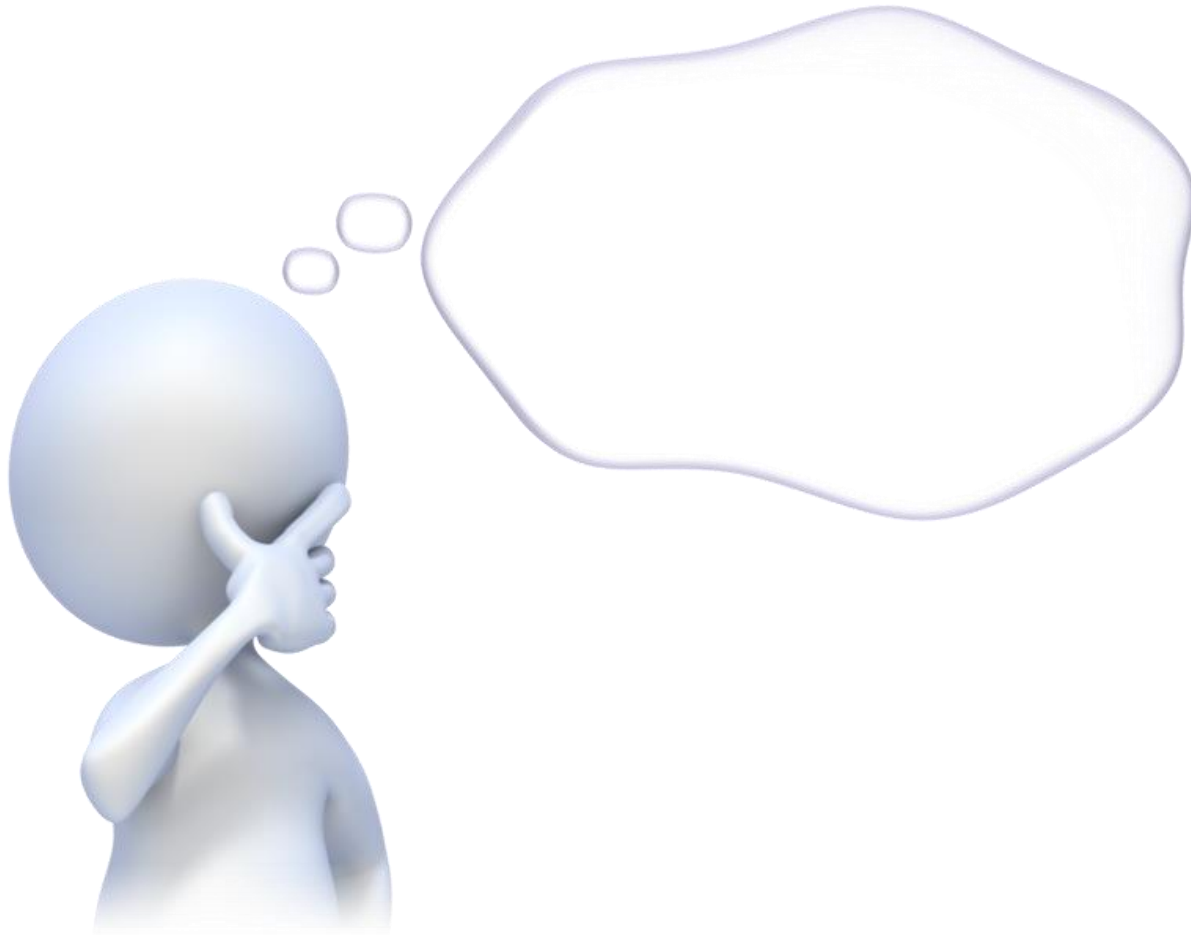


Summative Evaluation

1. Committee members complete individual evaluations
 - Superintendent self-assessment
 - Evidence of progress/proficiency
 - Form to complete evaluation
2. Composite Evaluation prepared
 - Chair or Designee
 - Subcommittee
 - *Discuss process for preparation*
3. Discussed and voted on by full Committee at a public meeting



Additional Considerations



Required vs. Optional

REQUIRED

- SMART Goals in 2 or 3 areas
 - District Improvement
 - Student Learning
 - Professional Practice
- Ratings on all 4 Standards
 - Instructional Leadership
 - Management & Operations
 - Family & Community Engagement
 - Professional Culture
- Overall Summative Rating

OPTIONAL

- Do not need to use all Indicators
- Can weight Standards differently
- Timing of Evaluation cycle
- How Evaluation is used
- Process for completing evaluation

Timing of the Cycle

What makes the most sense in terms of planning and district work?

When is data available?

Election time considerations:

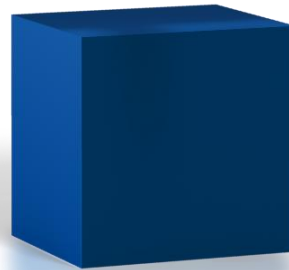
Who prepares individual evaluations?

When are they prepared by outgoing members?

What about newly elected members?

Who votes?

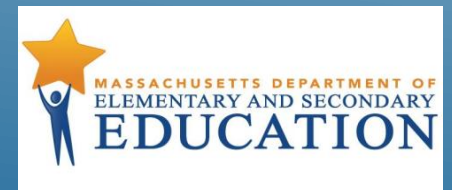




SUPERINTENDENT EVALUATION

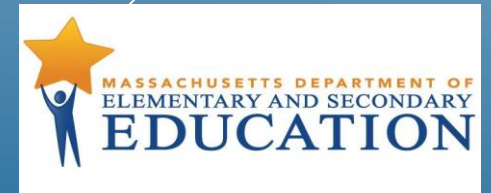
Virtual Drive-In

September 17, 2021



- ▶ Welcome
- ▶ DESE: Guidance & Best Practices
- ▶ MASC: Guide to the Evaluation Process & Training Resources
- ▶ Q&A

SUPERINTENDENT EVALUATION VIRTUAL DRIVE-IN





SUPERINTENDENT EVALUATION IN MASSACHUSETTS

Making the Most of the Opportunity

First in a 5-video series on Superintendent Evaluation in Massachusetts

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

<https://youtu.be/h4OARGBphko>



01

Guidance & Best Practices

- ❖ Goal-Driven Evaluations & Focus Indicators
- ❖ Evaluation Plans
- ❖ 1- and 2-year cycles
- ❖ Organizing the Process

<http://www.doe.mass.edu/edeval/resources/evaluation/>



Goal-Driven Process Aligned to Focus Indicators

Articulated “goal-driven” approach

- 1 professional practice goal and 1 student learning goal
- 2-4 district improvement goals

Focus Indicators

- 6-8 Focus Indicators (at least one per Standard) aligned to goals
- Ties goal progress to performance evaluation



Making Goals Matter

What are the district's priorities?

- ex. Academic Acceleration
- ex. Diversity, Equity & Inclusion

What are the superintendent's professional priorities?

- Novice vs. veteran superintendents



Guidance: Best Practices

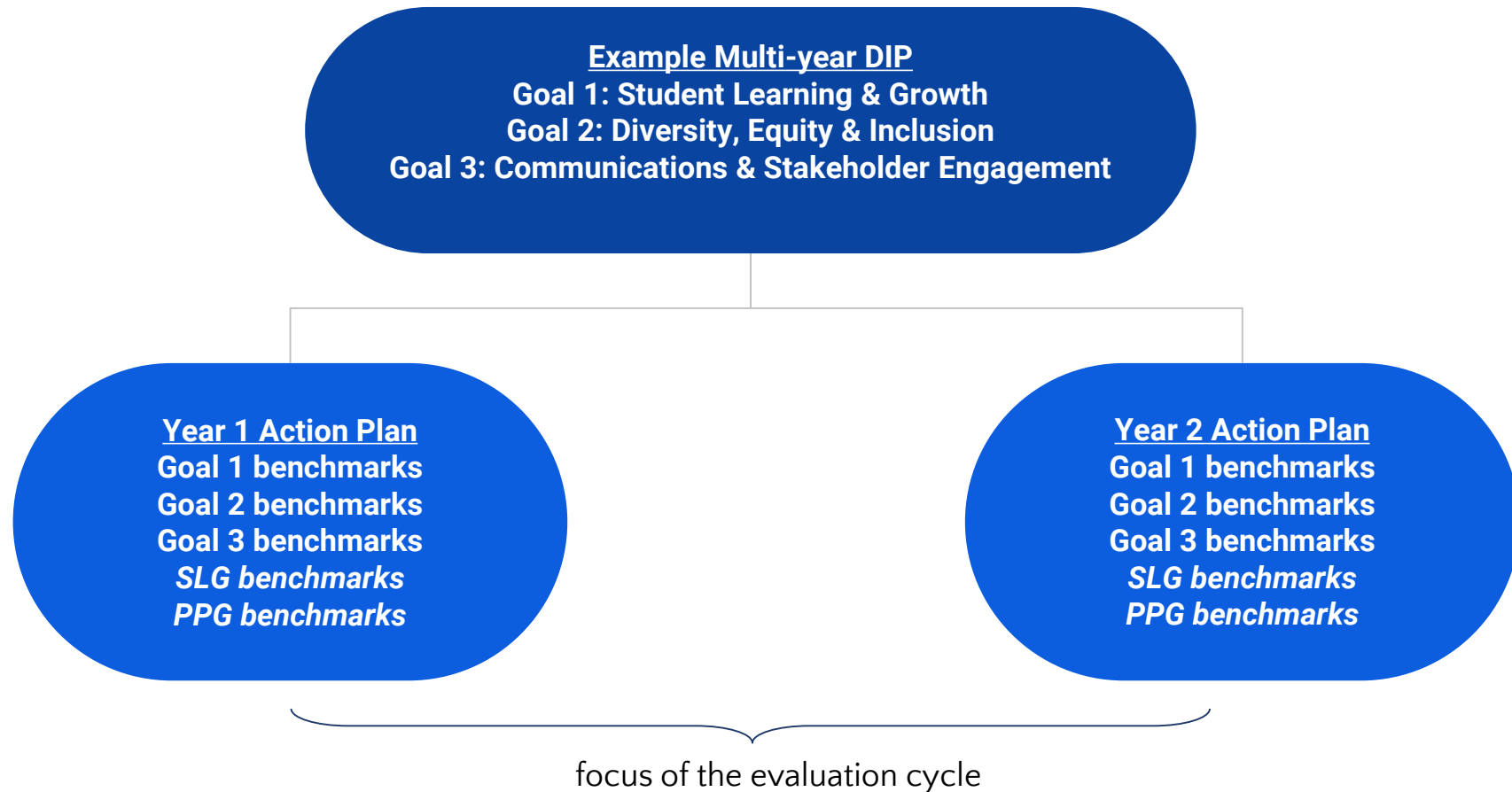
6–8 Focus Indicators (at least 1 per Standard)

- Aligned to goals
- Focus of the evaluation

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
A. Curriculum	A. Environment	A. Engagement	A. Commitment to High Standards
B. Instruction	B. Human Resources Management & Development	B. Sharing Responsibility	B. Cultural Proficiency
C. Assessment	C. Scheduling & Management Information Systems	C. Communication	C. Communication
D. Evaluation	D. Law, Ethics, and Policies	D. Family Concerns	D. Continuous Learning
E. Data-Informed Decision-Making	E. Fiscal Systems		E. Shared Vision
F. Student Learning			F. Managing Conflict

Guidance: Best Practices

Evaluation Plans: Aligning your annual/action plan to the District Improvement Plan



Guidance: Best Practices

1-year Cycles for New Superintendents

- Applies to all superintendents within the first 3 years in the role or in the district
- Aligned to expectations and supports associated with MASS's New Superintendent Induction Program

Appendices

Appendix E: What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.¹¹ The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written **Entry Plan**, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
2. By February, complete and present a **Report of Entry Findings** that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).
2. Strategy Development process launched (process).
3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders) demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Updated Guidance: Best Practices

2-year Cycles for Experienced Superintendents

- 3+ yrs in the role or district
- At the discretion of the School Committee
- Annual goals/benchmarks still recommended

Appendices

Appendix B: 2-Year Evaluation Cycle for a Superintendent

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Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators. ⁹ In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan. ¹⁰ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
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Year 1 Spring/Summer	Step 4: Formative Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

Updated Guidance: Best Practices

Organizing the Process

□ Timeline

- *1- or 2-year cycle?*
- *Alignment to school year or election cycle?*

□ Goals & Focus Indicators

- *How many? “3–6 goals with aligned to 6–8 focus Indicators generally permits the level of focus needed yield necessary district improvement.”*

□ Forms

□ Evidence for Assessing Performance

□ Process for Compiling & Determining Ratings



02

Resources

- Rubrics (Updated Model Rubric & Draft Indicator Rubric)
- Evidence Resource
- Academic Acceleration Roadmap and DEI/Culturally Responsive Practice Resources
- 5-Part Video Series

<http://www.doe.mass.edu/edeval/resources/evaluation/>

Option 1: Updated Model Rubric for Superintendents & District Administrators

- Articulated principles of effective district leadership
 - *LEADING WITH A COMMITMENT TO EQUITY*
 - *EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS*
 - *ENSURING SYSTEMS ALIGNMENT AND COHERENCE*
- Tighter alignment to Teacher and Principal rubrics
- Fewer elements and clarified descriptors

Rubrics

Option 2: DRAFT Indicator Rubric for Superintendents

- Indicator-level descriptions of practice (the 30+ elements are removed)
- Reinforces focus Indicator approach to evaluation
- Identifies practices to which School Committees can reasonably be expected to have insight or access

Indicator I-B: Instruction in the ORIGINAL Model Rubric for Superintendents				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Student Engagement	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks or provides feedback to ensure principals are identifying effective instructional practices that engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but expectations are inconsistent across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
I-B-3. Meeting Diverse Needs	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks or provides feedback to ensure principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.
Indicator I-B: Instruction in the NEW Indicator Level Rubric				
I-B. Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district	Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness	Sets and models high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students

Option 2: DRAFT Indicator Rubric for Superintendents

- The Role of the School Committee
- The Composition of a School Committee
- The Focus of a School Committee
- The Public Process of the Superintendent Evaluation

Rubric:

<http://www.doe.mass.edu/edeval/resources/rubrics/>

Register Interest to Pilot Here:

<https://www.surveymzmo.com/s3/5162398/Rubric-for-Superintendent-Evaluation-Pilot-Interest-Form>

Evidence Resource

Examples of Common Types of Evidence

- Indicator-specific types of evidence
- Meant to guide -- not prescribe -- a thoughtful selection of evidence types
- Identifies evidence appropriate for review in a public process

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR			
<p>In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes <i>examples</i> of common types of evidence¹ associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.</p>			
STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum Indicator <ul style="list-style-type: none">✓ Curriculum maps✓ Example unit plans B. Instruction Indicator <ul style="list-style-type: none">✓ Aggregated classroom walkthrough/observation data✓ Aggregated student feedback C. Assessment Indicator <ul style="list-style-type: none">✓ Report on district assessments✓ Aggregated classroom walkthrough/observation data✓ Report of data team meetings and/or protocols D. Evaluation Indicator <ul style="list-style-type: none">✓ Compilation of educator goals✓ Analysis of school and classroom observation data✓ Analysis of student and staff feedback data	A. Environment Indicator <ul style="list-style-type: none">✓ Analysis of safety and crisis plan elements and/or incidence reports✓ Analysis of student support systems, structures, or programs B. Human Resources Management and Development Indicator <ul style="list-style-type: none">✓ Staff hiring and retention data✓ School and district PD plans✓ Annual Induction and Mentoring report C. Scheduling and Management Information Systems Indicator <ul style="list-style-type: none">✓ Analysis of master schedules and time on learning✓ Report on common planning time and professional development opportunities D. Law, Ethics, and Policies Indicator <ul style="list-style-type: none">✓ Relevant leadership team meeting agenda items✓ Policies and protocols governing confidentiality and district code of ethics	A. Engagement Indicator <ul style="list-style-type: none">✓ Family and community engagement/participation rates and trends✓ Examples of outreach to community stakeholders and organizations✓ Example communications to representative cultural groups B. Sharing Responsibility Indicator <ul style="list-style-type: none">✓ Reports of family participation in district/school services✓ Compilation of family referrals to and use of outside services✓ Compilation of parent feedback C. Communication Indicator <ul style="list-style-type: none">✓ Compilation of survey results from parents/community stakeholders✓ District website and newsletters✓ Example agendas for Back-to-School Night and similar events D. Family Concerns Indicator <ul style="list-style-type: none">✓ Compilation of parent feedback✓ Observations of superintendent at school committee meetings and other public settings	A. Commitment to High Standards Indicator <ul style="list-style-type: none">✓ Example leadership team meeting agenda items and analysis✓ School-site walkthrough data and follow-up reports B. Cultural Proficiency Indicator <ul style="list-style-type: none">✓ Implementation updates for relevant policies/practices✓ Compilation of student/staff feedback on learning environments✓ Related PD descriptions and/or feedback analysis C. Communications Indicator <ul style="list-style-type: none">✓ Memos/newsletters to staff and public✓ Compilation of procedures and protocols to communicate effectively with the School Committee D. Continuous Learning Indicator <ul style="list-style-type: none">✓ Professional development for principals/administrators✓ Report on professional development/continuous learning for superintendent
<p>¹ Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.</p>			
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<http://www.doe.mass.edu/edeval/resources/evaluation/example-evidence.docx>

Additional Resources

- **Academic Acceleration Roadmap: Pathway to an Equitable Recovery**
(<https://www.doe.mass.edu/covid19/on-desktop/roadmap/>)
- **DEI/Culturally Responsive Practice Resources**
(<https://www.doe.mass.edu/instruction/culturally-responsive/>)
 - Culturally Responsive Teaching Video Library
 - Culturally Responsive Teaching Rubric
 - OPTIC Video Collection w/ Culturally Responsive Look-Fors
- **Teacher Diversification Guidebook** (<https://www.doe.mass.edu/csi/diverse-workforce/guidebook.html>)
- **2021-22 Focus Indicators for Teachers & Leaders**
(<https://www.doe.mass.edu/edeval/implementation/default.html>)



5-Part Video Series: Superintendent Evaluation in Massachusetts

SUPERINTENDENT EVALUATION IN MASSACHUSETTS

VIDEO ONE: Superintendent Evaluation in MA: Making the Most of the Opportunity

VIDEO TWO: Superintendent Evaluation In MA: Organizing the Process

VIDEO THREE: Superintendent Evaluation in MA: Putting Goals at the Center

VIDEO FOUR: Superintendent Evaluation in MA: Assessing Progress and Performance

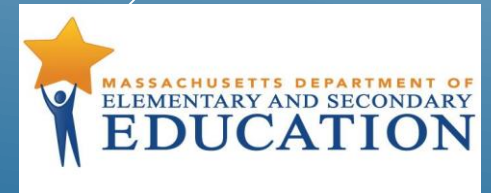
VIDEO FIVE: Superintendent Evaluation in MA: Deciding and Reporting Ratings

<https://www.doe.mass.edu/edeval/resources/evaluation/>

THANK YOU

- ▶ Claire Abbott, DESE Director of Educator Effectiveness (claire.j.abbott@mass.gov)

SUPERINTENDENT EVALUATION VIRTUAL DRIVE-IN





Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Peter J. Light

Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: October 1, 2021
RE: Superintendent's/District Goals 2021-22

I am pleased to provide you with a DRAFT copy of our District's Goals for the 2022 School Year for your review and comment. The goals were developed based on six priority initiatives from the District's Strategic Plan that our leadership identified last Spring.

In the attached District Improvement Plan, you will find an action plan for each initiative (goal). This includes a brief analysis of our current state, and an overview of the intended outcomes for this year. You will also find an administrative action plan that includes actions, measurement (evidence), timelines and a list of the leaders who are primarily responsible for this work.

At your meeting on October 7, I would like your feedback about which of these goals should be prioritized. Ultimately, I hope to narrow our focus to three or possibly four goals to which we will commit our attention this year. These would be the goals for which we will provide evidence, focus district presentations to you, and ultimately be most accountable.

The remaining goals will continue to be areas of work for the District, and we will make progress in these areas. They will take on a lesser status allowing us to adjust timelines and actions as needed based on changing conditions. You will continue to be updated on our progress in these areas, but updates may be less frequent, and we would not focus on providing evidence toward my evaluation.

I believe that while it is important that we continue progress in all of these areas, it is equally important that we model narrowing our focus in favor of depth. I also believe that having too many goals this year will be detrimental to the overall organizational health of our schools in this challenging second year of the pandemic. I am keenly aware that each goal that a Superintendent takes on ultimately impacts every other leader and educator in the district. I hope that remaining focused at the Superintendent/School Committee level, allows our schools and educators to do the same.

I look forward to discussing these goals with you next Thursday.

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

ABRSD District Strategy 2021-2026

District Improvement Plan School Year 2021-22



Definitions:

Goal:	The clear statement of what will improve during the period of time for which the School Improvement Plan is written. The goal is written in outcome-oriented language. For the annual District Improvement Plan, the goal is the Strategic Initiative from the District Strategy that will be an area of focus for the year.
Alignment:	A statement that provides a rationale for <i>why</i> the school selected this goal and may include background information and data as appropriate. This can also include a statement of how the goal aligns with District Strategic Objectives or Initiatives from the District Strategy.
Outcome:	A narrative that describes both the starting point of reference for the goal as well as a picture of what will look different when the goal has been achieved. The outcome provides data and <i>targets</i> that allow the school to benchmark progress toward the goal and allow for the school to assess completion of the goal.
Strategy:	The strategy is the action plan for the goal which includes the combination of action steps, measurement, timelines and ownership necessary to achieve the goal.
Action Steps:	The specific actions that members of the school will take in order to achieve the goal
Measurement:	The qualitative or quantitative ways that members of the school community will know the <i>action steps</i> have been achieved or completed.
Timeline:	The specific timeline intended for each of the action steps that the school has committed to meeting.
Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Goal #1: Inclusive Practices (2.1)

(What area of student learning do we want to improve?)

2.1: Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.

Alignment:

(We chose this goal because ... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

Our students have not had consistent school experiences in 18 months. It is important to rebuild relationships between and among students and adults and rebuild school climate and culture to support students' social emotional needs. Not all students in our schools have experienced consistent relationships over time and it is important for us to identify which students have felt less connected and implement strategies to build relationships with these students.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

Based on previously administered Challenge Success and Youth Risk Behavior Surveys, the district has a high rate of students who report having a trusted adult in the school (YRBS 93-94% of students in Grades 6-12). However, not all students report having a trusted adult, and we have heard from various groups in the last several years as they expressed frustration with their connections to the school and feeling of being valued as part of the school community. Similarly, some students and families have reported frustration with procedures in responding to incidents of bias and hate in our schools. We do not currently have a system in place district-wide to assess school climate and culture on a regular basis.

Description of what will be different when the goal is achieved?

- We will have clearly articulated processes to gather information from our students and families about their feeling of connectedness and safety in our schools.
- We will develop a shared understanding with our community about how our schools will respond to and investigate incidents of bias and hate in our schools.
- Based on stakeholder feedback, we will develop action steps to strengthen relationships between and among students and staff in our schools.
- We will increase engagement with our multilingual families through regular engagement evenings, expanded on-demand interpretation services and piloting an application to improve two-way communication.
- We will publish a website with information about our School Resource Officer Program.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>Deepen our understanding of how our students experience our schools:</p> <p>Identify Assessment Tools/Surveys that allows the schools and District to collect feedback from students/staff/families around school climate and culture and the quality of relationships within the schools</p> <p>Conduct students focus groups with traditionally minoritized populations of students at the Junior High School and High School to solicit feedback about their experiences in our schools used to inform goal setting</p> <p>Implement an anonymous reporting system 7-12 to make it easier for students to report incidents of bullying, harassment, bias and hate so that they can be promptly investigated and resolved</p> <p>Support schools in establishing affinity groups for interested groups of students and staff</p>	<p>Identified tool to survey students regarding the climate and culture of schools and the quality of relations between and among students and adults to pilot in 2022-23</p> <p>Summary of results of focus groups presented publicly to the school committee with planned actions and goals.</p> <p>System implemented</p> <p>1st year data and summary presented publicly to school committee</p> <p>List of affinity groups published for students</p>	<p>May 2022</p> <p>Fall 2022 (Pilot)</p> <p>Spring 2022</p> <p>November 2021</p> <p>Spring 2022</p> <p>October 2021 - May 2022</p>	<ul style="list-style-type: none"> Assistant Superintendent for Equity and Inclusion Director of Special Projects Principals Superintendent Assistant Superintendent for Equity and Inclusion Assistant Superintendent for Equity and Inclusion High School and Junior High School Principals Assistant Superintendent for Equity and Inclusion High School and Junior High School Principals

DRAFT FOR COMMENT

<p>Increase the transparency with which we respond to incidents of hate and bias:</p> <p>Publish Administrative Protocols for Responding to Incidents of Hate and Bias in our schools to provide greater transparency around District processes</p>	<p>Published document that reflects feedback from a variety of organizations and community members</p>	<p>January 2022</p>	<ul style="list-style-type: none"> • Assistant Superintendent for Equity and Inclusion
<p>Improve two-way engagement with our multilingual families:</p> <p>Pilot the use of the “Remind” App to improve two-way communication between educators and families for certain groups including English Learners</p> <p>Establish regular engagement evenings for multilingual families</p> <p>Implement livestream interpretation options for multilingual families when feasible for virtual, schoolwide events.</p>	<p>Data from the pilot program will be shared and used to inform future adoption</p> <p>Calendar of events for the 2021-22 school year</p> <p>Broaden type and number of virtual school events where multilingual families who require interpretation can register for livestream interpretation.</p>	<p>February 2022 (through budget process)</p> <p>October 2021-May 2022</p> <p>September-May 2022</p>	<ul style="list-style-type: none"> • Director of Special Projects • Assistant Superintendent for Equity and Inclusion • English Language Coordinator
<p><i>Ensure our community has access to information about our School Resource Officer Program:</i></p> <p>Develop and publish a district web page to communicate the roles of school resource officers within our schools</p>	<p>Published web page as recommended by the DEI Family Advisory in May 2021.</p>	<p>December 2021</p>	<ul style="list-style-type: none"> • Superintendent of Schools • Director of Special Projects

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Goal #2: Inclusive Practices (2.2)

(What area of student learning do we want to improve?)

2.2: Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices.

Alignment:

(We chose this goal because ... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

It is important that all schools and classrooms across the District employ culturally responsive and inclusive practices. Toward that end, it is important that our school and District leaders possess the necessary skills to lead change for culturally responsive schools and that every educator is equipped to create culturally responsive classrooms. This goal is focused on developing the capacity of leaders and educators as part of an overall change management strategy.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

Currently, PK-12 staff members do not share a common understanding or language about culturally-responsive practices. Many staff have participated in the SEED training program to better understand implicit bias, but not all staff have participated yet. There is a requirement for all staff to participate in this training by 2024. The district has offered some district-level professional learning and some schools have done so as well or created action plans. The district does not have a widely-understood framework for Culturally Responsive Practice.

Description of what will be different when the goal is achieved?

- We will identify a framework to guide Culturally Responsive and Inclusive Practice, and the District and schools will use this framework to inform goal setting and improvement planning.
- District and school leaders will complete a year-long professional learning series and participate in small group coaching designed to strengthen leadership skills for Culturally Responsive Practice.
- We will increase the number of staff who completed SEED and UDL training.
- We will increase the number of in-District SEED trainers, with the intent to have at least one SEED trainer in each school.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Provide robust professional learning for leaders and educators: Provide professional learning and ongoing job embedded coaching for <i>school and district leaders</i> to support leadership for culturally responsive schools through the Leadership Academy Provide professional learning and job- embedded coaching for <i>educators</i> to support culturally responsive classrooms through anti-bias training, and Universal Design for Learning.	Leaders will participate in and complete professional learning and small group coaching during the 2021-22 school year All staff will complete SEED anti-bias training by Spring 2024. Increase in trained educators of 20% by spring 2022.	August 2021 - June 2022 Spring 2022 Spring 2024	<ul style="list-style-type: none"> • Superintendent of Schools • Assistant Superintendent for Equity and Inclusion • Assistant Superintendent for Teaching and Learning • Assistant Superintendent for Equity and inclusion
Expand leadership for Diversity, Equity and Inclusion at all schools: Increase the number of SEED Leaders to support expansion of anti-bias training for educators with a goal of having at least one SEED leader in every school.	Increase number of SEED leaders by 6, from eight to 14 Newly identified SEED leaders complete training	May 2022 August 2022	<ul style="list-style-type: none"> • Assistant Superintendent for Teaching and Learning • Assistant Superintendent for Equity and inclusion

DRAFT FOR COMMENT

<p>Develop a shared understanding among staff about a framework for culturally responsive schools and classrooms and develop school-based goals for this work:</p> <p>Engage educators across all buildings in professional learning to understand the framework for culturally responsive schools.</p> <p>Conduct school-based self assessments with staff in order to inform future goal setting for culturally responsive practices.</p>	<p>Staff meeting agendas</p> <p>School based action plans and goals incorporated into future school improvement plans</p>	<p>March 2022</p> <p>June 2022</p>	<ul style="list-style-type: none">• Superintendent• Assistant Superintendent for Equity and Inclusion• Principals
<p>Educators will complete training in Universal Design for Learning and incorporate strategies into units and lessons</p> <p>Educators in grades 7-12 will complete training in Universal Design for Learning (UDL).</p>		<p>October-May</p>	<ul style="list-style-type: none">• Assistant Superintendent for Teaching and Learning• Assistant Superintendent for Equity and Inclusion• Junior High and High School Principals

Goal #3: Inclusive Practices (2.3)

(What area of student learning do we want to improve?)

2.3: Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.

Alignment:

(We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

The District has taken several steps to ensure that schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families. We will continue initiatives to expand the diversity of elementary classroom libraries, examine the new social studies curriculum frameworks to inform revisions to our curricula, and expand course offerings that allow students to examine history from a variety of perspectives.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

Prior to the pandemic, the district began to implement a co-teaching model in order to increase students with IEPs access to high quality general education content. The work was paused during the pandemic but will resume this year.

Description of what will be different when the goal is achieved?

- We will continue to expand the diversity of books in the elementary classroom and school libraries
- We will begin to revise our K-12 curricula to align with the Massachusetts History and Social Sciences Frameworks
- We will expand course offerings at the high school that allow students to examine history from a variety of perspectives.
- We will expand access to general education instruction for students with disabilities by continuing professional learning and increasing the number of co-taught classrooms
- We will align and clarify descriptions of special education programs across the District.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Expand social-studies offerings at all grade-levels: Analyze new MA Soc Sciences Frameworks to expand curriculum opportunities at all grade levels for students to more deeply understand the variety of cultures in our community, state and nation. Partner with Primary Source to expand curricular offerings that examine history through a variety of lenses, including the development of a course at the HS focused on the history of race and racism in the United States	Resources for educators including: Teaching About Native People & Settler Colonialism; Beyond Black History Month; major holidays and topics and events Expansion of the <i>US Over Time</i> unit adapted from Primary Source: <i>Cornerstone</i> and <i>Straight from the Source</i> ; Development of a high school course entitled: <i>Race and Racism</i>	September -May 2022 September -May 2022	<ul style="list-style-type: none"> Assistant Superintendent for Teaching and Learning Social Studies Curriculum Coordinators High School Social Studies Department Leader
Continue to align special education programming to provide a clearer continuum of services and expanded access to the general education environment. Continue the district initiative to expand access to general education environments through a co-teaching model by providing professional learning for educators. Define and clarify special education programs to ensure that they are focused and aligned with the needs of students and families.	Increase in number of classrooms employing a co-taught model from 2021-22 to 2022-23 Professional learning for educators to support implementation Program descriptions for all special education programs including student profiles	March - May 2022 March - May 2022 May 2022	<ul style="list-style-type: none"> Director of Special Education Principals Director of Special Education Special Education Coordinators

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<p>Continue to expand elementary classroom libraries to reflect the diversity of our students</p> <p>Provide funding for K-6 educators and schools to purchase classroom books that expand representation of students to better reflect the diversity of our schools.</p>	<p>A booklist of PK–2 Culturally Relevant Children's Literature that represents our student diversity</p>	<p>May 2022</p>	<ul style="list-style-type: none">• Assistant Superintendent for Teaching and Learning• Curriculum Coordinators
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Goal #4: Equitable Opportunities (3.2)

(What area of student learning do we want to improve?)

3.2: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Alignment:

(We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

The focus of this initiative is to improve the consistency of evidence-based universal (Tier I) instruction in literacy and mathematics K-6 and to continue implementation of a district-wide screening tool (iReady) and early literacy assessments in order to support the District's broader goal of implementing an MTSS model.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

The district spent the last three years investigating a single math curriculum for implementation across schools K-8 in order to provide more equitable outcomes across our schools. Additionally, the district has spent several years investigating and planning for improved evidence-based instruction in early literacy that is aligned with the new MA Dyslexia Regulations. The District also piloted a district-wide screening tool in literacy and mathematics for the first time in 2020-21 and will continue to use that screener three times per year.

Description of what will be different when the goal is achieved?

- The District will complete the first full year of District-wide implementation of Illustrative Math in all classrooms K-6.
- The District will have made significant progress in implementing changes to early literacy instruction in all classrooms K-3 by engaging leaders and educators in professional learning
- The district will complete implementation of the iReady assessment 3X this year.
- We will implement a district-wide series (Early Bird (K), DIBELS, RAN) of early literacy screening assessments in all classrooms K-3.
- We will have an identified Social Emotional screening tool ready to implement in Fall 2022.
- We will set student growth goals for Literacy and Mathematics that are disaggregated by subgroup for each grade level and discipline K-6.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>Support evidenced-based Tier 1 instruction in all classrooms PK-6 in the areas of literacy and mathematics.</p> <p><u>Literacy:</u></p> <p>Provide professional learning and job-embedded coaching for school leaders, coaches and specialists to support high quality, evidence-based early literacy practices.</p> <p>Provide job-embedded professional learning for educators in grades K-2 in the area of structured literacy instruction and dyslexia screening and assessment.</p> <p><u>Mathematics:</u></p> <p>Provide job-embedded professional learning for educators in grades K-6 to support the implementation of Illustrative Math at all elementary schools</p>	<p>PL description and schedule including class visits</p> <p>School visit schedule for PL providers to work with school-based teams.</p> <p>Agendas and staff surveys</p> <p>Staff PL agendas and surveys</p>	<p>October 2021-June 2023 (2 years)</p> <p>October 2021-May 2022</p> <p>October 2021-May 2022</p> <p>October 2021-May 2022</p>	<ul style="list-style-type: none"> Assistant Superintendent for Teaching and Learning Assistant Superintendent for Teaching and Learning Curriculum coordinators and coaches Principals Assistant Superintendent for Teaching and Learning Curriculum coordinators and coaches Principals

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<p>Expand evidence-based assessment practices and establish consistent assessments for use in all classrooms K-6.</p> <p><u>iReady:</u></p> <p>Provide professional learning for educators to support the use of iReady as one measure of students learning.</p> <p>Implement iReady assessment 3X in 2021-22</p> <p><u>Early Literacy:</u></p> <p>Articulate and align required assessment practices and screening for early literacy (Early Bird, DIBELS, RAN); Outline an assessment calendar for the universal mathematics and literacy screening tools, and the dyslexia assessments for grades K-6</p> <p><u>Social Emotional Learning:</u></p> <p>Engage staff to study and identify and pilot a social emotional screening tool to be used with the district's MTSS process</p>	<p>iReady professional learning dates for grade-levels and buildings, agendas and staff surveys</p> <p>Implement the iReady assessment in literacy and mathematics in 1-8 classrooms</p> <p>Assessment calendar to include all required district-wide early literacy screening tools</p> <ul style="list-style-type: none"> • Implement DIBELS in grade 1-3 classrooms 3X during the 2021-22 school year; • Implement EarlyBird in grade K classrooms 3X during the 2021-22 school year <p>Staff surveys - before and after on the understanding and usage of different assessment tools</p> <p>Social Emotional Screening Tool Identified</p> <p>Pilot Social Emotional Screening Tool</p>	<p>Fall 2021</p> <p>Fall 2021, Winter and Spring 2022</p> <p>Fall 2021</p> <p>Fall, winter spring</p> <p>Fall 2021-Spring 2022</p> <p>Spring 2022</p> <p>Fall 2022</p>	<ul style="list-style-type: none"> • Assistant Superintendent for Teaching and Learning • Principals • Principals • Assistant Superintendent for Teaching and Learning • Assistant Superintendent for Equity and Inclusion • Director of Special Education • Principals • Literacy Taskforce • Assistant Superintendent for Teaching and Learning • Assistant Superintendent for Equity and Inclusion • Director of Special Projects • Principals
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<p>Utilize information from the District Data Dashboard to set future goals for student growth in the areas of Literacy and Mathematics (and eventually SEL).</p> <p>Conduct District-wide and school-level analysis of student learning data in the dashboard, disaggregated by student subgroups.</p> <p>Set benchmarks for intended student growth by grade level, for all subgroups, by discipline.</p>		Winter-Spring 2022	
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Goal #5: Equitable Opportunities (3.1)

(What area of student learning do we want to improve?)

3.1: Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning.

Alignment:

(We chose this goal because ... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

Schools across the District have historically used a variety of strategies to support students academically and emotionally. It is increasingly difficult to meet the needs of all learners, provide necessary support and resources to schools using inconsistent models, and to ensure equitable outcomes for students across schools without an aligned system of support.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

The district has committed to implementing a Multi-Tiered System of Support model at all elementary schools K-6, but has not yet begun this initiative. There is inconsistent understanding of the initiative district-wide and staff need to be engaged in developing a shared understanding of the model and creating district and school plans for implementation. Schools are at different places with regard to practices that align with MTSS.

Description of what will be different when the goal is achieved?

- Staff across elementary schools will have a shared understanding of the MTSS model including major components and the various roles educators play in supporting students.
- We will have a district-wide data dashboard to support the analysis of student assessment data at the classroom, grade-level, school and District level.
- A District-wide planning team will develop and publish districtwide MTSS guidance that includes non-negotiable, consistent elements, as well as opportunities for personalization at the school level.
- Schools will develop MTSS action plans for each school based on a self assessment completed by staff and a school-based leadership team. The action steps will be incorporated into future school improvement plan goals.
- Schools *may* undertake and complete 1-2 high-yield initiatives articulated in school improvement plans.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>Develop a shared understanding of the MTSS model within the district:</p> <p>Provide professional learning for school and district leaders focused on creating effective Multi-Tiered Systems of Support.</p> <p>Initiate a district-wide steering committee with representative staff from all K-6 schools to develop a district-wide blueprint for MTSS that includes non-negotiables for schools as well as opportunities for personalization.</p> <p>All schools will complete an MTSS self-assessment to identify existing practices consistent with an MTSS model, identify gaps, and create a plan for implementation of MTSS at the school level.</p> <p>Begin to define and align the roles and responsibilities of general educators, coaches, specialists, counselors and psychologists to provide a clear continuum of services in K-12.</p>	<p>PL Agenda District DESE MTSS self-assessment</p> <p>District-wide MTSS blueprint developed and shared</p> <p>Completed school MTSS self-assessments and action plans</p> <p>DRAFT document that details the roles and responsibilities of educators within the district in supporting an MTSS model</p>	<p>August 2021</p> <p>October 2021-June 2022</p> <p>October 2021-April 2022</p> <p>April 2022</p>	<ul style="list-style-type: none"> Assistant Superintendent for Teaching and Learning Assistant Superintendent for Equity and inclusion Director of Special Education <ul style="list-style-type: none"> Assistant Superintendent for Teaching and Learning Director of Special Education <ul style="list-style-type: none"> Superintendent Principals <ul style="list-style-type: none"> Assistant Superintendent for Teaching and Learning Assistant Superintendent for Equity and inclusion Director of Special Education

DRAFT FOR COMMENT

<p>Expand the use of data to inform instruction:</p> <p>Develop a data dashboard that provides educators and leaders timely access to a variety of student assessment information to support school data meetings and inform instructional decisions.</p>	<p>Data dashboard will be developed and shared with educators and schools for feedback that includes but will not be limited to:</p> <ul style="list-style-type: none"> • EarlyBird Data • iReady student growth and stretch growth data • DIBELS data <p>Revised dashboard based on user (educator) feedback</p>	<p>November 2021</p> <p>Spring 2022</p>	<ul style="list-style-type: none"> • Director of Special Projects • Assistant Superintendents for Teaching and Learning • Assistant Superintendent for Equity and Inclusion.
<p>Increase Family Engagement:</p> <p>Expand family engagement for early literacy through the use of the Abound app in grades PK-2 to partner with families in early literacy learning.</p>	<p>Abound app usage</p> <p>Research with developer</p>	<p>September 2021 - May 2022</p>	<ul style="list-style-type: none"> • Assistant Superintendent for Teaching and Learning
<p>The District's Budget will support the implementation and expansion of MTSS practices:</p> <p>Develop a budget that continues funding for literacy coaches and math specialists and provides for an one additional literacy coach for Merriam and McCarthy Towne schools</p>	<p>Superintendent's proposed budget</p>	<p>January-March 2022</p>	<ul style="list-style-type: none"> • Superintendent of Schools • Deputy Superintendent of Schools • Director of Finance • Principals and District Leaders

DRAFT FOR COMMENT

Goal #6: Engaged Learning (1.4)

(What do we want to improve?)

1.4: Identify and utilize best practices, including digital tools, from remote learning to improve student engagement.

Alignment:

(We chose this goal because)

The pandemic will continue to impact education in the coming year(s). As educators and students have learned new technologies in the last year, it will be important to continue to increase the consistency in the use of digital tools PK-12, and focusing effort on those tools that increased student engagement and led to better outcomes. To accomplish this, we will develop expectations for the use of technology and provide a broad range of professional learning and job embedded coaching opportunities to educators. Additionally, while some students will continue to be absent from school due to COVID-19, it will be important that schools utilize best-practices from the 2020-21 school year to continue to support these students educationally while at home.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

Data from District-wide Challenge Success Surveys administered in 2019 showed a decline in students' self-reported engagement with school from elementary school through high school. The district has defined engagement as including Cognitive, Behavioral, and Affective (Emotional) elements, but it is unclear if this is widely understood among staff. The District has provided training in Universal Design for Learning (UDL) for educators in grades K-6, but has not completed this at the secondary level.

Description of what will be different when the goal is achieved?

- We will collect and use feedback from students, staff and families about the best practices from pandemic-learning and use this to inform future resource allocation and professional learning.
- We will provide a range of professional learning focused on increasing student engagement, including opportunities that focus on the use of digital tools.
- We will expand our engagement with families by using tools and lessons learned from the pandemic.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>Engage in a visioning process to identify best practices from pandemic learning.</p> <p>Survey students, staff, leaders and families to gather feedback around best practices from the pandemic that should be carried forward</p> <p>Conduct focus groups with educators and leaders to identify best practices and lessons learned from the pandemic to increase student engagement</p> <p>Compile and analyze data to identify best practices and tools to continue supporting through resource allocation, professional learning and infrastructure.</p>	<p>Summary of survey results</p> <p>Summary of focus group feedback</p> <p>Shared conclusions and recommendations for future resource allocation and professional learning</p>	<p>Late Fall/ Winter 2021</p> <p>Winter 2021-22</p> <p>Early Spring 2022</p>	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent for Teaching & Learning • Director of Special Projects • Curriculum Coordinators
<p>Provide a range of professional learning opportunities for educators focused on increasing engagement, including the use of digital tools</p> <p>Increase consistency in the use of Google Classroom at the high school.</p> <p>Expand the range of digital tools focused on increasing student engagement at all grades.</p> <p>Provide training in Universal Design for Learning for all educators in grades 7-12</p>	<p>Coming Soon!</p>	<p>Coming Soon!</p>	<p>Coming Soon!</p>

DRAFT FOR COMMENT

Increase Family Engagement: Pilot the use of the “Remind” App to improve two-way communication between educators and families for certain groups including English Learners. Continue to expand the use of tools to provide easier access for families through remote means including TEAM Mtgs, parent meetings, curriculum nights and school events. Expand the usage of the <i>Abound App</i> to support parents as partners in our early literacy work.	App usage data from pilot year	September-May	● Director of Special Projects
		September-May	
	App usage data from pilot year Findings from research study	October-May	● Assistant Superintendent for Teaching and Learning ● Curriculum Coordinators



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

WELLNESS • EQUITY • ENGAGEMENT

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

District & Superintendent Goals 2021-22 First Read (DRAFT)

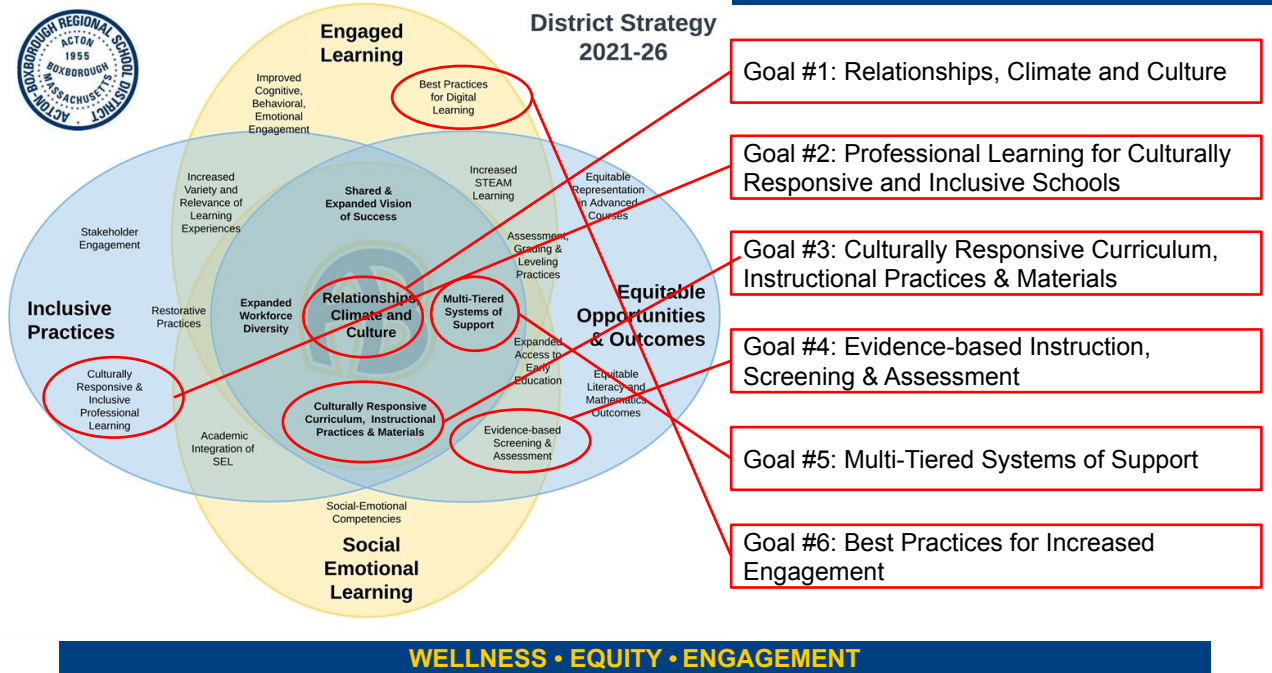
Acton-Boxborough Regional School Committee
October 7, 2021

WELLNESS • EQUITY • ENGAGEMENT

Notes

- Leadership Team identified six priority Initiatives from the District Strategy for focus in 2021-22
 - Informed by thinking about student needs during/post-pandemic
- Annual Goals (District Improvement Plan) created for each focus Initiative
 - School Improvement Plans will now align with District Strategy
- Goals are an important *part* of the Superintendent Evaluation Process

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Goal #1: Relationships, Climate and Culture

Goal #1: Inclusive Practices (2.1)

(What area of student learning do we want to improve?)

2.1: Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.

2021-22 Outcomes:

- We will have clearly articulated processes to gather information from our students and families about their feeling of connectedness and safety in our schools.
- We will develop a shared understanding with our community about how our schools will respond to and investigate incidents of bias and hate in our schools.
- Based on stakeholder feedback, we will develop action steps to strengthen relationships between and among students and staff in our schools.
- We will increase engagement with our multilingual families through regular engagement evenings, expanded on-demand interpretation services and piloting an application to improve two-way communication.
- We will publish a website with information about our School Resource Officer Program.

Goal #2: Professional Learning for Culturally Responsive and Inclusive Schools

Goal #2: Inclusive Practices (2.2)

(What area of student learning do we want to improve?)

2.2: Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices.

2021-22 Outcomes:

- We will identify a framework to guide Culturally Responsive and Inclusive Practice, and the District and schools will use this framework to inform goal setting and improvement planning.
- District and school leaders will complete a year-long professional learning series and participate in small group coaching designed to strengthen leadership skills for Culturally Responsive Practice.
- We will increase the number of staff who completed SEED and UDL training.
- We will increase the number of in-District SEED trainers, with the intent to have at least one SEED trainer in each school.

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Goal #3: Culturally Responsive Curriculum, Instructional Practices & Materials

Goal #3: Inclusive Practices (2.3)

(What area of student learning do we want to improve?)

2.3: Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.

2021-22 Outcomes:

- We will continue to expand the diversity of books in the elementary classroom and school libraries
- We will begin to revise our K-12 curricula to align with the Massachusetts History and Social Sciences Frameworks
- We will expand course offerings at the high school that allow students to examine history from a variety of perspectives.
- We will expand access to general education instruction for students with disabilities by continuing professional learning and increasing the number of co-taught classrooms
- We will align and clarify descriptions of special education programs across the District.

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Goal #4: Evidence-based Instruction, Screening & Assessment

Goal #4: Equitable Opportunities (3.2)

(What area of student learning do we want to improve?)

3.2: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

2021-22 Outcomes:

- The District will complete the first full year of District-wide implementation of Illustrative Math in all classrooms K-6.
- The District will have made significant progress in implementing changes to early literacy instruction in all classrooms K-3 by engaging leaders and educators in professional learning
- The district will complete implementation of the iReady assessment 3X this year.
- We will implement a district-wide series (Early Bird (K), DIBELS, RAN) of early literacy screening assessments in all classrooms K-3.
- We will have an identified Social Emotional screening tool ready to implement in Fall 2022.
- We will set student growth goals for Literacy and Mathematics that are disaggregated by subgroup for each grade level and discipline K-6.

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Goal #5: Multi-Tiered Systems of Support

Goal #5: Equitable Opportunities (3.1)

(What area of student learning do we want to improve?)

3.1: Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning.

2021-22 Outcomes:

- Staff across elementary schools will have a shared understanding of the MTSS model including major components and the various roles educators play in supporting students.
- We will have a district-wide data dashboard to support the analysis of student assessment data at the classroom, grade-level, school and District level.
- A District-wide planning team will develop and publish districtwide MTSS guidance that includes non-negotiable, consistent elements, as well as opportunities for personalization at the school level.
- Schools will develop MTSS action plans for each school based on a self assessment completed by staff and a school-based leadership team. The action steps will be incorporated into future school improvement plan goals.
- Schools may undertake and complete 1-2 high-yield initiatives articulated in school improvement plans.

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Goal #6: Best Practices for Increased Engagement

Goal #6: Engaged Learning (1.4)

(What do we want to improve?)

1.4: Identify and utilize best practices, including digital tools, from remote learning to improve student engagement.

2021-22 Outcomes:

- We will collect and use feedback from students, staff and families about the best practices from pandemic-learning and use this to inform future resource allocation and professional learning.
- We will provide a range of professional learning focused on increasing student engagement, including opportunities that focus on the use of digital tools.
- We will expand our engagement with families by using tools and lessons learned from the pandemic.

	Request Amount	Running Total	A Share	B Share	Category	Description
1	\$500,000	\$500,000	\$425,000	\$75,000	Revenue Replacement (Misc.)?	Revenue Replacement (Community Education - Extended Day, ADK Tuition)
2	\$120,000	\$620,000	\$102,000	\$18,000	Public Health Response	Covid Mitigation Measures (Graduation, AP Exams, Tents, Tables, Chairs for April 2021 Return to School)
3	\$92,000	\$712,000	\$78,200	\$13,800	Equity Focused Services	Community Food Program Mar-Jun 2021
4	\$600,000	\$1,312,000	\$510,000	\$90,000	Equity Focused Services	Tuition Grants for Extended Day Programming based on income level (over 3 years)
5	\$600,000	\$1,912,000	\$510,000	\$90,000	Equity Focused Services	Tuition Grants for ADK based on income level (over 3 years)
6	\$100,000	\$2,012,000	\$85,000	\$15,000	Equity Focused Services	Free After School Tutoring Program for students in grades 7-12 (2 years at \$50K each)
7	\$75,000	\$2,087,000	\$63,750	\$11,250	Public Health Response	Social Emotional Screener & Curriculum Materials
8	\$700,000	\$2,787,000	\$595,000	\$105,000	Revenue Replacement (Misc.)?	Telephone system upgrade to integrate with new school
9	\$300,000	\$3,087,000	\$255,000	\$45,000	Public Health Response	New Permanent Outdoor Learning Spaces for 6 schools (not including new building), plus rehabilitation of existing outdoor spaces @ 50K per school
10	\$200,000	NA		\$30,000	Revenue Replacement (Misc.)?	Blanchard - misc improvements from Capital Plan previously unfunded - Incl. in Boxborough Total
	\$3,087,000	Total Requests	TOTAL ARPA Allocation	% RSD Share of Town Allocation		
	\$2,623,950	Acton Share	\$7,072,733	37.10%		
	\$663,050	Boxborough Share	\$1,731,567	38.29%		
	Totals - Categories					
	Public Health Response	\$1,275,000				
	Equity Focused Services	\$1,412,000				
	Revenue Replacement	\$400,000				
	Revenue Replacement	\$200,000				

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

Administration Building Auditorium
15 Charter Road, Acton

September 23, 2021
7:00 p.m.

To view the meeting virtually (no participation): <https://www.youtube.com/actontv1>

To make a public comment (two options):

1. In-person - please wear a mask
2. Virtually - preregister for Public Comment (required for virtual):
(pre-registration must be submitted 24 hours prior to the start of the meeting)
https://abschools.zoom.us/webinar/register/WN_x59Jq1GUSJmVILvQKW1twA

Members Present:	Evelyn Abayaah-Issah, Ben Bloomenthal, Kyra Cook, Ginny Kremer, Amy Krishnamurthy, Adam Klein, Tessa McKinley, John Petersen, Andrew Schwartz, Yebin Wang
Members Absent:	Nora Shine
Others:	Marie Altieri, Deb Bookis, Dawn Bentley, Peter Light, Beth Petr, Dave Verdolino

CALL TO ORDER

The ABRSC was called to order at 7:02 p.m. by Chairperson Adam Klein.

Adam stated that the meeting was being conducted as a hybrid with all of the School Committee members in the auditorium along with members of the public. The following committee members were in attendance: Evelyn Abayaah-Issah, Ben Bloomenthal, Kyra Cook, Adam Klein, Ginny Kremer, Amy Krishnamurthy, Tessa McKinley, John Petersen, Andrew Schwartz and Yebin Wang. Nora Shine was absent.

In an ongoing effort to make meetings as secure as possible, members of the public who wished to comment virtually were asked to register 24 hours prior to the start of the meeting using the link at the top of the agenda. Members attending in person were invited to speak at the public microphone as in the past. To view the meeting virtually the public was asked to use Acton tv's youtube channel (found at the top of the agenda). The Chair stated that the meeting was being recorded and would be posted on Acton TV's website at actontv.org.

a. Chairperson's Welcome - *Adam Klein*

Adam stated that this would be the last hybrid meeting. Future School Committee meetings would not be using zoom. Public comment will be done in person in the auditorium, or via email to the Committee at abrsc@abschools.org. Meetings will continue to be broadcast via Acton TV. Adam told the Committee members that a significant amount of work is coming up in the next meetings. He asked them to "be prepared and present" and to please participate. Three important topics at the next meeting are: a review of School Committee protocols, an introduction to the superintendent evaluation process (webinar from MASS/MASC), and a

presentation from the administration on the district goals/plans. Adam will send a link regarding the superintendent evaluation process so members can view the webinar and read some material before the meeting.

- b. Public Participation - *See above if participating remotely (virtual)*
A member of the public spoke against the requirement that teachers get the vaccine, calling it “unnecessary”. She felt that everyone has had time to decide to get vaccinated and has reasons if they choose not to.
- c. Superintendent's Update - *Peter Light*

GUESTS AND PRESENTATIONS

- d. New Administrators Introduction: Jen Truslow, Joanie Dean, Jim Marcotte, Christy Nealon, Abigail Dressler, Lucia Sullivan - *Peter Light*

The Superintendent introduced and welcomed the newest administrators. Some have been in the district (Jim, Christy and Abigail) and others are new to AB (Jen, Joanie and Lucia). They are all excited to be in their new positions.

ONGOING BUSINESS

- e. Recommendation from the School Building Naming Committee to Approve “The Boardwalk Campus and provide a land acknowledgement to the Nipmuc Tribal Nation” - (2nd Read) - **VOTE** - *Amy Krishnamurthy*

There was no additional feedback or questioning from the community or the School Committee since the First Read that was done at the 9/9/21 School Committee.

Tessa McKinley moved, Amy Krishnamurthy seconded and it was unanimously,

VOTED: to approve “The Boardwalk Campus” as the name of the new school building and grounds, and provide a land acknowledgement to the Nipmuc Tribal Nation.

Adam thanked the Naming Subcommittee and Amy Krishnamurthy for their work on this effort.

- f. Recommendation to Establish an ABRSD Mascot Naming Committee - **VOTE** - *Peter Light*

Mr. Light reviewed his proposal that the School Committee establish a Mascot Screening Subcommittee consistent with policy and procedures FF and FF-R. He and Athletic Director Steve Martin could lead the process. A High School working group would design a process that allows students and staff, as well as the broader community to have appropriate levels of engagement to solicit, communicate, and narrow options for a new mascot. This working group would make a final recommendation to the School Committee Subcommittee.

Comments from the Committee included:

- The thought that went into this proposal was appreciated.
- Although the School Committee wanted to phase the old mascot out so money would not need to be spent, some purchases are needed because if you don't supply some items (like a t-shirt), kids will keep wearing what they have. The administration wants to be transparent.
- A consultant was asked what the process might look like because we want to provide a framework and appropriate level of guidance to the student working group.
- The goal is to bring a recommendation from the students in mid-spring, and then spend some time on branding.
- How do you make sure the group members are representative? So many members of the people voiced opinions on the mascot last year, but this memo allows for only one community member. Mr. Light replied that the mascot belongs primarily to the students. He is trying to balance student and community voices. Although the subcommittee to the School Committee only has one community member, the student working group will include a lot of input from the general community.

Ben Bloomenthal moved, Andrew Schwarz seconded and it was unanimously

VOTED: to establish a mascot screening subcommittee to receive, review and recommend a mascot as proposed by the student bodies of the high school and junior high school.

g. Budget Update - *Dave Verdolino*

1. Revolving Accounts and Reserves Update

Dave reviewed the FY21 Revolving Accounts: Athletic, Integrated Pre-K, All-Day Kindergarten, Community Education, Extended Day Program, and the School Lunch (Food Services) accounts. He also covered the Circuit Breaker account due to its overall significance. The total revolving accounts' year end amount has dropped significantly since FY2019 due to the pandemic.

Regarding Circuit Breaker (Special Education Reimbursement) Program (CB), budgeted use of reserve increased significantly for FY21 to offset the hiring of six new special educators. Consistently budgeting to use more CB reimbursement than is expected to be received from the state is not sustainable. The District will try to reduce the use of CB reserve in the future.

Members discussed the budgetary implications and importance of the Committee's decisions about using reserves. Operational decisions are not really School Committee issues. Two years ago, the administration wondered why we needed that much reserves and now we appreciate that it was available during the pandemic. The Committee needs to understand how we are charging some items to reserves so if that stops, it becomes a budget

challenge. It was agreed that this is part of a longer conversation about how money moves around and transparency.

2. American Rescue Plan Act (ARPA) Update II

Peter referred to last meeting's ARPA slides #7 and #8 showing the District's original request for ARPA funds. It was learned at ALG this morning that requests far exceed the funds available. Mr. Light asked the Committee where they would like to see the school district focus.

Comments from the Committee included:

- Kyra Cook attended the Selectboard's listening meeting and spoke in support of the District's requests. Given the limited funds, it will be sad if something that we really care about is eliminated because we didn't advocate.
- Adam Klein asked which of the two buckets is the Committee's priority, revenue replacement or items that align with our values, mission, and goals that support students.
- Tessa McKinley replied that she would like to focus on equity items because they will be most effective to the students we serve.
- Ginny Kremer added that items #2,3,4,5 talk about our youngest and most vulnerable kids during covid. Families really need this support. She hopes the Selectboard understands that the School Committee is charged with caring for our youngest and most vulnerable.
- Ben Bloomenthal agreed that these are the core needs of our community. Slide 7 is basic necessities. Some families are still struggling. For students in grades 7-12, we need to give these kids the ability to compete with their peers. The future of our community lies with items #2 through #6 on slides 7 and 8.
- Evelyn Abayaah-Issah urged members to think more broadly and remember that public health issues are equity issues.
- John Petersen reminded the Committee that there are budgetary consequences to these decisions. He advocated for starting with revenue replacement as a priority to get our "house in order". Ben disagreed calling revenue replacement a bandaid. "If we can't generate the revenue because families are struggling, why do it?"
- Mr. Light added that if we don't have sufficient amounts in our All Day Kindergarten (ADK) revolving accounts, it could affect the Committee's future moves to get to free ADK.
- Several members wondered how critical the telephone system was for \$700,000 given the priorities. Mr. Light stated that the new Douglas/Gates system is designed to be a backbone of an entire phone system, and Blanchard's phones were very outdated. The timing of this item is important, and it also involves security.
- Kyra concluded by saying that the \$2.6 M is a lot of money but it is what the District needs to do a good job this school year.

3. Annual Town Meeting Updates

Acton's Town Meeting is May 16, the week after Boxborough's. Having the coordinated meetings later in the year was much appreciated.

h. Approval of ABRSC Meeting Minutes of 8/19/21 and 9/9/21 - *Adam Klein*

Evelyn Abayaah-Issah moved, Amy Krishnamurthy seconded and it was unanimously,

VOTED: to approve the meeting minutes of August 19th and September 9th, 2021.

i. Subcommittee and Member Reports

1. Acton Leadership Group (ALG) 9/23/21 - John Petersen reported that he and Kyra Cook attended. Both the schools and Town reported hiring challenges. The primary goal of the ALG process is to balance revenue and expenses to the "net position" in the ALG plan is zero. With Acton taxing to the levy limit, the "net position" for FY23 is negative by \$900K in the first preliminary look. The Select Board is discussing how to utilize ARPA funds and have invited the public to complete a survey. Decisions may be made by the Select Board as soon as mid-October.
2. Ginny Kremer shared the information about the denial of FEMA reimbursement from Dave Verdolino with the state delegation and a rep in Congresswoman Lori Trahan's office. She will keep members posted.
3. Adam Klein asked any members who are interested in serving on the new Mascot Screening Subcommittee to let him know.

j. Statement of Warrants/Recommendation to Approve – **VOTE**– *Adam Klein*

John Petersen moved, Amy Krishnamurthy seconded and it was unanimously, **VOTED**: to approve the warrants. See memo.

Mr. Light thanked Dawn Bentley, Dana Labb and Michael Votto for their tireless efforts this past week at the Blanchard School.

ADJOURN

At 8:58 p.m., Kyra Cook moved, Ginny Kremer seconded and it was unanimously, **VOTED**: to adjourn the ABRSC.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda



Acton-Boxborough Regional School District

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

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

October 7, 2021

To: School Committee Chair
From: Dave Verdolino /dav/
Re: School Committee Agenda - Warrants

Members –

Below please find a summary of warrants for which I am respectfully requesting your consideration and approval at tonight's regular meeting.

The Warrant Subcommittee has previously reviewed these warrants, for the purpose of check distribution. A majority of the Subcommittee conveyed their approval electronically and the related disbursements have been made. The full School Committee should vote its authorization of these expenditures of budgeted and other funds in its custody. All members have received for each warrant the information provided as shown below, namely:

1. (for vendor warrants, including payroll withholding remittances)
 - Declining balance register of payments ("Declining Dollar report")
 - Warrant detail (payments by vendor)
2. (payroll)
 - Payroll Warrant summary

As you know, these Warrants are customarily provided to you in hard copy format for your review and manual signature. Obtaining your approval in this manner will eliminate the future need to produce what could be many paper reports, all requiring your signatures.

Thank you for your consideration and cooperation with this request.

<u>Warrant Type</u>	<u>Date</u>	<u>Warrant #</u>	<u>Amount</u>
PAYROLL	09/23/21	P2207	\$ 2,731,288.63
VENDOR	09/23/21	22-007PR (Payroll Vendor)	\$ 1,073,966.72
	09/30/21	22-007 (AP Vendor)	\$ 2,217,341.35



Acton-Boxborough Regional School District

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

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

Recommended Motion Wording

I move that the School Committee vote to approve:

Payroll warrant(s) as follows –

Number P2207 dated 9/23/2021 in the amount of \$ 2,731,288.63;

Payroll deduction warrant(s) as follows –

Number 22-007PR dated 9/23/2021 in the amount of \$ 1,073,966.72;

Vendor warrant(s) as follows –

Number 22-007 dated 9/30/2021 in the amount of \$ 2,217,341.35.

Actual Acton-Boxborough Grade K-6

9/1/2021

Grade	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy			Total	Merriam			Total	Total #Secvg. Size			
	ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM			ADK	AM		
K		47	8			45	8			45	10			43	12			36	3			48	8		313	17	18.4	
	18	19	18	55	18	17	18	53	18	19	18	55	19	17	19	55	20	19	39	19	19	18	56	313	17	18.4		
				12				1				0				3			3				0		19			
Gr. 1	20	18	18	74	20	18	38		18	18	18	54	19	19	38		18	17	17	52	18	19	19	56	312	17	18.4	
				15				0				1				0			0				1		17			
Gr. 2	19	20	19	58	21	19	20	60	20	19	19	58	22	19	41		20	20	20	60	20	20	19	59	336	17	19.8	
				14				1				1				1			5				1		23			
Gr. 3	21	21	22	85	20	22	22	64	23	21	44		22	22	44		22	23	23	68	22	23	23	68	373	17	21.9	
				26				2				0				2			4				0		34			
Gr. 4	22	22	22	88	23	23	23	69	23	22	45		23	21	44		21	21	22	21	85	23	21	23	67	398	18	22.1
				16				2				0				1			0				1		20			
Gr. 5	24	22	24	70	22	24	22	68	23	24	47		24	24	25	73		23	24	24	71	24	24	23	71	400	17	23.5
				23				0				0				3			1				2		29			
Gr. 6	23	22	22	67	24	23	47		24	24	23	71	24	24	24	72		24	25	25	74	25	24	25	74	405	17	23.8
				6				1				1				6			3				2		19			
				112				7				3				16			16				7		161			
Total	24	20.7		497	19	21.0		399	18	20.8		374	17	21.6		367	21	21.4		449	21	21.5		451	2537	120	21.1	

112 Acton residents attend school in Boxborough

49 Boxborough residents attend school in Acton

Rev: 10/14/21

ACTON-BOXBOROUGH REGIONAL SCHOOLS 2021-2022

	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1			
Levels	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
*Preschool services	13	2	0	15	0	0	0	0	0	0	0	0												
Pre-school	76	23	3	102	0	0	0	0	0	0	0	0												
Preschool Total	76	23	3	102	0	0	0	0	0	0	0	0												
K	258	50	5	313	0	0	0	0	0	0	0	0												
1	243	60	9	312	0	0	0	0	0	0	0	0												
2	281	52	3	336	0	0	0	0	0	0	0	0												
3	301	67	5	373	0	0	0	0	0	0	0	0												
4	319	75	4	398	0	0	0	0	0	0	0	0												
5	341	52	7	400	0	0	0	0	0	0	0	0												
6	324	74	7	405	0	0	0	0	0	0	0	0												
Elem Sub Total	2067	430	40	2537	0	0	0	0	0	0	0	0												
OOD Pre k-6	10	1	0	11	0	0	0	0	0	0	0	0												
Elem. Total	2077	431	40	2548	0	0	0	0	0	0	0	0												
7	335	64	5	404	0	0	0	0	0	0	0	0												
8	359	54	8	421	0	0	0	0	0	0	0	0												
J.H.S. Total	694	118	13	825	0	0	0	0	0	0	0	0												
9	315	59	10	384	0	0	0	0	0	0	0	0												
10	337	60	11	408	0	0	0	0	0	0	0	0												
11	389	64	6	459	0	0	0	0	0	0	0	0												
12	383	65	4	452	0	0	0	0	0	0	0	0												
13	3	1	0	4	0	0	0	0	0	0	0	0												
P.G.	0	0	0	0	0	0	0	0	0	0	0	0												
H.S. Total	1427	249	31	1707	0	0	0	0	0	0	0	0												
Secondary Total	2121	367	44	2532	0	0	0	0	0	0	0	0												
OOD 7-13	50	12	0	62	0	0	0	0	0	0	0	0												
Reg. Total	2171	379	44	2594	0	0	0	0	0	0	0	0												
Preschool Total	76	23	3	102	0	0	0	0	0	0	0	0												
Elem Total	2077	431	40	2548	0	0	0	0	0	0	0	0												
Secondary Total	2171	379	44	2594	0	0	0	0	0	0	0	0												
Grand Total	4324	833	87	5244	0	0	0	0	0	0	0	0												

*Preschool Preschool Student Services:Speech, OT, PT only not included in Totals

A = ACTON Pre-School
B = BOXBOROUGH
C = Choice/Staff/Tuition In

In D. = In Distri Distribution:

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

All Principals (2)

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

REV: 9.1.2021

29 SEP 21

Mr. Peter Light, Superintendent
Acton-Boxborough Regional School District
15 Charter Road
Acton, Massachusetts 01720

Re: Anonymous Donation

Dear Superintendent Light:

I would like to make a donation to assist those families in the Acton-Boxborough District dealing with food insecurity. Please accept this gift to the District in the amount of \$500.00 to assist in providing stability to these families by whatever means you feel appropriate.

I would appreciate it if you could keep this donation anonymous.

Thank you.

Sincerely,



Beth Petr <bpetr@abschools.org>

This Month in the Division of Open Government: Meeting Access

2 messages

Attorney General's Division of Open Government <OpenMeeting@mass.gov>
Reply-To: Attorney General's Division of Open Government <OpenMeeting@mass.gov>
To: bpetr@abschools.org

Thu, Sep 30, 2021 at 3:55 PM

[View this email in your browser](#)



This Month in the Division of Open Government September 2021

Good afternoon,

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

Included in this month's edition:

- [Guidance Spotlight: Meeting Access](#)
- [Training Opportunities](#)
- [Recent Open Meeting Law Determination Highlights](#)

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

As always, you are welcome to contact us at [\(617\) 963-2540](tel:6179632540) or OpenMeeting@mass.gov with any Open Meeting Law questions.

The Division of Open Government is currently working remotely. We request that all correspondence, including Open Meeting Law complaints, public body responses, and requests for review, be sent by email whenever possible.

In partnership,

The Attorney General's Division of Open Government

Guidance Spotlight: Meeting Access

At the core of the Open Meeting Law is the requirement that meetings of public bodies be open and accessible to the public. Generally, access to a meeting must include the opportunity to be physically present, as well as to see and hear what is being discussed by members of the public body. However, under the Act Extending Certain COVID-19 Measures Adopted During the State of Emergency, which was signed into law on June 16, 2021, and remains in effect until April 1, 2022, a public body is permitted to provide live “adequate, alternative” access to meetings of public bodies, instead of providing the public with in-person physical access.

If a public body holds a meeting at a physical location that is open to the public, it is not also required to provide the public with alternative means of remote access. Similarly, if a public body provides the public with “adequate, alternative” means of remote access to the meeting, it is not required to physically open the meeting location to the public, even if the public body itself will be meeting in-person. Nonetheless, our office encourages public bodies to provide multiple means of access to their meetings whenever possible.

Finally, we emphasize that Title II of the Americans with Disabilities Act requires that municipal services, including public meetings, be made accessible to people with disabilities. For additional guidance on what types of accommodations may be required to ensure meeting access for individuals with qualifying disabilities, please contact the Attorney General's Civil Rights Division at (617) 727-2200.

The Division of Open Government has issued several determinations regarding meeting accessibility. All prior determinations of the Division are available [online](#).

For a discussion of what constitutes “adequate, alternative” access, see OML 2020-164 and OML 2020-111, as well as [guidance on the Attorney General's website](#).

For a discussion of hybrid meetings and accessibility for members of the public, see OML 2021-79, OML 2020-159, and OML 2020-100.

For a discussion of accessibility accommodations, see OML 2020-47, OML 2016-14, and OML 2014-109.

Training Opportunities

Tuesday, October 5, 2021 12:00pm EST

Click here to register:

<https://attendee.gotowebinar.com/register/5512842867427900429>

Monday, October 18, 2021 9:30am EST

Click here to register:

<https://attendee.gotowebinar.com/register/2789609851151749646>

Recent Open Meeting Law Determination Highlights

OML 2021-126: Meeting notices must list the topics that are anticipated for discussion with sufficient specificity to reasonably advise the public of the issues to be discussed. A meeting notice that included the topic "Covid-19 Update" was insufficiently specific to inform the public of the actual issue to be discussed, which was a particular policy pertaining to COVID-19 vaccination and access to public buildings and services.

OML 2021-121: A public body violated the Open Meeting Law when its meeting notice included only a general list of boilerplate topics that was nearly the same as on all other meeting notices for the past year. We reject an assertion that the chair did not anticipate any particular topics for discussion. The Open Meeting Law requires meeting notices to list all topics that the chair "reasonably" anticipates will be discussed, thus imposing an obligation to make some reasonable efforts to ascertain what will be discussed at a meeting.

OML 2021-127: A public body violated the Open Meeting Law when its meeting notice stated "if interested in attending meeting please call [phone number]," thus giving the impression that members of the public who did not call in advance would not be permitted to attend. In order for a meeting to be truly open to the public, the meeting venue must be accessible to the public for the duration of the meeting, and the public body may not require members of the public to register or sign up to attend the meeting in advance

Open Meeting Law determinations may be found at the Attorney General's website,
<https://www.mass.gov/the-open-meeting-law>

Unable to participate in a live training?

Training videos, which feature similar content as live trainings, are available on our website.

Visit: <https://www.mass.gov/service-details/open-meeting-law-training-videos>.



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

Our mailing address is:

Massachusetts Attorney General's Office
Division of Open Government

1 Ashburton Place, 20th Floor
Boston, MA 02108

[Add us to your address book](#)

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You can [update your preferences](#) or [unsubscribe from this list](#).



Beth Petr <bpetr@abschools.org>
To: AB School Committee <abrsc@abschools.org>

Thu, Sep 30, 2021 at 4:05 PM

FYI

[Quoted text hidden]



Beth Petr <bpetr@abschools.org>

2022 Annual Town Election and Town Meeting information

1 message

Town Manager's Office <Manager@acton-ma.gov>

Wed, Sep 15, 2021 at 4:28 PM

To: All Boards and Committees <AllBoardsandCommittees@acton.local>, All Town Departments <All@acton-ma.gov>

Cc: Chris Allen <chris@actonwater.com>, "Nina Pickering-Cook (pickering@andersonkreiger.com)" <pickering@andersonkreiger.com>

Greetings:

On Monday, September 13, the Acton Select Board voted to set the date for the 2022 Annual Town Meeting: Monday, May 16, 2022.

Other dates directly related to the Annual Town Meeting are:

- Last day for voter registration: Tuesday, April 26, 2022
- Town Meeting Warrant posted & mailed: Monday, May 2, 2022

The 2022 Annual Town Election will take place as prescribed in the Town Bylaws on "the Tuesday immediately preceding the first Monday of April": Tuesday, March 29, 2022.

Other dates directly related to the Annual Town Election are:

- Last day to obtain nomination papers: Friday, February 4, 2022
- Last day to submit nomination papers: Tuesday, February 8, 2022
- Last day for voter registration: Wednesday, March 9, 2022
- Election Warrant posted: Tuesday, March 15, 2022

Any questions may be addressed to manager@actonma.gov.

Thank you.