

*Office of the Superintendent*  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)  
978-264-4700

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand**  
**Date: May 12, 2017**  
**Re: Superintendent's 2016-17 End of Year Goals Report**

Back in September of 2016 you voted to approve my performance goals for the upcoming 2016-17 school year. In January I provided you with a mid-year update on the status of these goals and my work accomplished to date. Both of these reports are attached.

It should be noted that work is still ongoing in a few areas related to these goals, with future information to be presented at your final two meetings in June. Where such is the case I note this in the related information below.

In the document that follows I provide you my end-of-year report on my progress at this point in the year.

When these goals were established almost a year ago, it was understood by all, including myself, that they were ambitious and would need to be supported by an extensive body of work. It was also understood that the entire School Committee, back in September, ultimately supported and approved these goals with full knowledge that this would be a large undertaking on my part, with the assistance of members of my team, to coordinate and tackle. However, at that time, I shared the sentiments of the entire Committee that, despite the ambitiousness that this list of activities represented, there was clear agreement that all of this work was deemed timely, appropriate and, in all cases, necessary to supporting our continual advancement as a school system.

In closing, I am immensely proud of the fact that all of these goals that I set out to achieve have been accomplished. In what has been an exceptionally trying year for the entire community, I am pleased that my commitment to this collective body of important work has not wavered and what I committed to accomplishing has been achieved.

**I. Professional Practice**

This goal centered around efforts to enhance my engagement and connections with staff throughout the district. Throughout the last three (3) years of my tenure as Superintendent, I have conducted approximately 50 – 60 schools visits each year, which have afforded me the opportunity to meet regularly with building principals and to visit classrooms, events and programs. At the same time I understood that, given the large size of the district, some staff were still finding it difficult to find ways to connect personally with me. This came through feedback acquired from staff last year and, upon learning this, I made a targeted effort this year to offer two new mechanisms to foster an increase in the connections I was making with staff.

*Goal I. A. Implementation of a Superintendent’s Council*

<i>Strategies</i>	<i>Outcomes</i>	<i>End of Year Status</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff throughout the district.	<ul style="list-style-type: none"> <li>• A council that includes representation from all parts of the district.</li> <li>• Regularly kept minutes and agendas that provide accessible information to the entire staff community.</li> <li>• An improvement in staff feedback regarding the Superintendent’s accessibility and presence throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>• General call for staff interested in serving on the Council went out in October</li> <li>• Meetings were scheduled for the following dates: November 17; January 12; March 16 and May 18 and have occurred on all of the above dates</li> <li>• Minutes were taken and distributed to staff (with the exception of May 18 having just occurred at the time of this report).</li> </ul>

Attached to this memo are the following supportive documents:

Item No.	Description of Artifact
I.A.i	Original email announcement and call for volunteers
I.A.ii	List of Superintendent Council Members
I.A.iii	Minutes of November 17 Meeting

I.A.iv	Minutes of January 12 Meeting
I.A.v	Minutes of March 16 Meeting

**Reflection**

In early April I sent a survey to members of the Council to gather their feedback. The brief survey had five (5) questions and included 14 responses. Below are the respective responses. Based upon the information gathered I am pleased with the results for the first time effort to bring together staff representatives from multiple different departments and backgrounds. I recognize the challenge in trying to meaningfully balance a two-way exchange of information when individuals are coming with different backgrounds and interests. That said, I also recognize the immense value that bringing *all* members of the district’s staff together in some way can bring to cultivating awareness and engagement in the work of the district.

<i>Question</i>	<i>“Yes”</i>	<i>“Somewhat”</i>	<i>“Not At All”</i>
Do you feel better informed about district-wide activities?	71.43%	28.57%	0%
Does the Council give you an opportunity to share questions or concerns?	57.14%	42.86%	0%
Do you feel that the Council has increased the Superintendent’s accessibility to staff?	57.14%	42.86%	0%
Has the Council helped you to understand the concerns of staff from other schools or departments?	42.86%	57.14%	0%
<i>Note: A third goal of the Council is that meeting attendees will serve as a conduit of information between their schools or departments and the Superintendent.</i>	71.43%	28.57%	0%
Have you found a successful mechanism to share minutes and other information from the Council meetings with your school or department?			

*Superintendent Staff Coffees*

While not formalized as an actual goal, but consistent with my intent to expand opportunities to be more accessible to staff, I offered numerous staff coffees throughout the year. This is not something that I had done previously but I felt it worth trying to have informal conversations with staff, allowing them the opportunity to share concerns or questions that they might have regarding the school system.

I began the year by offering these coffees in one central location at the Administration Building on the main campus. However, it became clear that the location was not affording people the chance to attend, as turnout was low. As a result, I decided to schedule coffees at all of the schools throughout the district and did so over the course of the last few months. Attendance varied at all of these from between a half dozen people to close to 20.

Below represents the dates and locations at which the coffees were held:

Friday, October 21	Administration Building
Tuesday, November 15	Administration Building
Friday, January 13	Administration Building
Thursday, February 2	Parker Damon Building (offered for both schools)
Wednesday, February 15	High School
Friday, February 17	Blanchard Junior High School
Thursday, March 2	Conant
Friday, March 3	Douglas
Friday, March 10	Gates
Wednesday, April 5	Preschool

Attached to this memo is the following supportive document:

Item No.	Description of Artifact
I.A.vi	Email announcement of school-based staff coffees

**II. Student Learning Goal**

*II. A. Implementation of Massachusetts Tiered System of Supports  
(Two-Year Goal 2016/17 & 2017-18)*

This is an offshoot of my Student Learning Goal during the 2015-16 school year, which examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that, as a district, we have a wide variety of approaches and gaps in these areas, and that a more unified system-level response would provide far greater opportunities for district-wide success in support of student learning.

This goal, also formalized within our new strategic plan, is a multi-year goal and extensive work has begun this year to establish the foundation for the rollout of a Multi-Tiered System of Supports (MTSS) in the 2019-20 school year. MTSS is an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

<i>Strategies</i>	<i>Outcomes</i>	<i>End of Year Status Update</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> <li>● Multiple ways that students who struggle to learn can receive help.</li> <li>● Consistent process across the district to identify gaps in learning.</li> <li>● Provide systematic general education interventions.</li> <li>● Develop a coherent system that establishes the ability to monitor student progress when students don't learn.</li> </ul>	<ul style="list-style-type: none"> <li>● In November, district leaders from counseling, special education &amp; curriculum met to complete a MTSS self-assessment.</li> <li>● In December, Dr. Stevan Kukic &amp; Dr. George Batsche (MTSS Consultants) visited the district to explore key questions from the self-assessment around six (6) areas: leadership, professional learning, collaboration, instruction, assessments, and supports &amp; resources.</li> <li>● Assistant Superintendents worked with</li> </ul>

		<p>each of the six elementary principals to complete a self-assessment for MTSS to establish a baseline. This will assist us in identifying existing needs around staffing, infrastructure, and professional learning, among other things.</p> <ul style="list-style-type: none"> <li>• MTSS district self-assessment results will be shared at the May 18, 2017 School Committee meeting.</li> </ul>
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Attached to this memo are the following supportive documents:

Item	Document
II.A.i.	March 9, 2017 Meeting Agenda "Implementing MTSS as a way of thinking into our way of doing"
	District Self-Assessment Report (see May 18 School Committee packet)

Reflection

Broader systematic intervention across our schools and classrooms holds one of the greatest potentials to positively impact the work that teachers do in service to student learning. It is also widely understood that this will be perceived as yet another 'initiative.' To this end, a measured approach advancing to broader instructional change is going to be necessary to support full implementation and bring about system leader buy-in.

*II. B. Assessing the Culture and Climate of Our School Communities*

(Revision - Two-Year Goal 2016-17 & 2017-18)

A powerful and important field of data centers on the state of the culture and climate of our school communities. This data can be extremely valuable for action planning within our school communities at the school council, PTO and principal levels. To this end, I established a path to gather information about possible assessment tools to assist our communities in gathering information about the culture and climate of our school facilities.

<i>Strategies</i>	<i>Outcomes</i>	<i>End of Year Status Update</i>
<p>Using members of this year’s <i>Superintendent Wellness Committee</i> I will oversee a process during the 2016-17 school year that will develop/select an instrument and process that captures information about the views around school community climate and culture and also presents that information in a usable format that can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> <li>● The recommendation of specific measurable areas that are believed important in generating an understanding regarding culture and climate in schools and departments.</li> <li>● The adoption of a tool that allows for the collection of data related to the agreed upon areas.</li> <li>● The establishment of a reporting process that makes available the information collected to all relevant stakeholders.</li> <li>● A template (s) that can help generate an action plan that school communities and departments can use to guide improvement planning related to culture and climate.</li> </ul>	<ul style="list-style-type: none"> <li>● The Wellness Committee has completed their report (attached) and will present their recommendations to the School Committee at the May 18 School Committee meeting.</li> <li>● The report identified the key areas that are important to capture in a climate tool including physical, social, affective and academic aspects of the environment.</li> <li>● The report identified three (3) tools that are being recommended to the leadership team to further consider and explore for their utility and fit with our district and needs.</li> </ul>

Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
II.B.i	Original Superintendent's Wellness Committee Memo (announcement & call for volunteers)
II.B.ii	List of 2016-17 Superintendent Wellness Committee Members
II.B.iii	Cover memo, Superintendent's Wellness Committee
II.B.iv	Final 2016-17 Superintendent's Wellness Committee, Culture and Climate Subcommittee Report & Recommendations
II.B.v	Wellness Policy and Procedures
	Superintendent's Wellness Committee May 18 Presentation to the School Committee

### Reflection

I originally put forth this goal to the School Committee a year ago, undergirded by my strong personal belief that understanding the culture and climate in our school communities is vitally important to ensure that we have safe, welcoming and inclusive communities that allow students and families to feel connected. In turn, as the research clearly shows, this absolutely has a positive impact on the overall wellness of students and staff in our schools and on the ultimate impact of teaching and learning.

While progress on actually selecting a tool to pilot was slowed and not ultimately realized this year, I think the decision to select a few possible options best positioned us going forward, to ensuring that we can choose the right tool for our community through greater involvement with the members of the leadership team.

To that end, I am pleased that the Superintendent's Wellness Committee has identified three possible tools for the leadership team to further explore, and I would urge the School Committee to maintain the dialogue with the administration around pursuing the adoption of a tool in the near future.



**III. District Improvement**

*III. A. School Space & Capital Planning (Two-Year Goal 2016/17 & 2017-18)*

The district is in the second phase of a capital study that will culminate with the development of a *District Master Plan* in the fall. Upon the completion of this report the School Committee will need to identify capital and infrastructure related priorities.

<i>Strategies</i>	<i>Outcomes</i>	<i>End of Year Status Update</i>
<p>Develop a comprehensive capital and infrastructure improvement plan that spans short, medium and long-term goals.</p>	<ul style="list-style-type: none"> <li>• Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements.</li> <li>• By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan.</li> <li>• Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase II of the capital study was completed and presented to the community in December 2016</li> <li>• My recommendation to the School Committee to form a committee (eventually known as the District Master Plan Review Committee (DMPRC) was approved by the ABRSD School Committee in the late fall and was then formed.</li> <li>• DMPRC conducted outreach in the spring to gather community input, with a recommendation to come to the School Committee in June of 2017.</li> <li>• Dore &amp; Whittier completed a comprehensive “scope package” list of high priority items, which was presented to the Budget</li> </ul>

		Subcommittee on April 5, 2017 (attached) and will be shared with the School Committee along with a short-term capital prioritization list at the June 22 meeting.
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Document</i>
III.A.i	November 9, 2016 Memo to the ABRSC from Dr. Brand –“District Master Plan Working Group”
III.A.ii	December 5, 2016 Memo to the ABRSC from Dr. Brand – “Establishing the District Master Plan Review Committee” (DMPRC)
III.A.iii	FY18 Budget Binder memo from Dr. Brand – “Update on Capital Improvement”
III.A.iv	ABRSD Phase II: Master Plan & Space Needs Assessment - Executive Summary
III.A.v	Master Plan Visioning process – Phase II Public Forum Presentation December 8, 2016
III.A.vi	April 5 Budget Subcommittee Agenda and Presentation – “Dore & Whittier Short Term Capital Priorities”

Reflection

During my first year as your Superintendent, it was made clear by members of both the School Committee as well as town leaders that one of the top priorities for the district was the development of a comprehensive understanding of the school system’s capital and infrastructure needs, as this was an area that has been largely overlooked and unaddressed in the past. While we often have cited the fact that budgetary constraints have been tight, thus limiting any investment in projects, the fact is that what we truly have lacked is an in-depth district master plan of priorities.

This area of focus under my leadership began effectively July 1, 2015 when we secured the support of the School Committee to hire

an outside consultant to conduct an intensive study of all of our facilities. In just under 24 months I am incredibly proud to have led the following efforts in accomplishing the following:

- An extensive and highly detailed capital improvement plan list;
- A district master planning process that resulted in a plan, providing the district with a range of building options to attend to our structural deficiencies;
- A successful application to the Massachusetts School Building Authority (MSBA)

I am confident that this work will ultimately serve the district well going forward as it works to ensure the large capital improvements necessary to support sound teaching and learning spaces.

*III. B. Change in School Start Time Report*

The *Superintendent's Wellness Committee* completed a year-long study during the 2015-16 school year (<http://www.abschools.org/district/school-start-times>). Upon the receipt of this report, the School Committee has requested that I begin to examine all that would be involved in switching our start times.

It is my intention to form a working group to deliver an initial report to the School Committee by May 1, 2017 that outlines the various options, financial costs and other respective implications.

<i>Strategies</i>		<i>Outcomes</i>	<i>End of Year Status Update</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is pursued.	<ul style="list-style-type: none"> <li>• A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.</li> </ul>	<ul style="list-style-type: none"> <li>• Small internal working group of administrators met on October 7; November 16; December 15 and developed four (4) scenarios</li> <li>• Invitation went out to the community for volunteers to serve on the Start Time Committee on December 15</li> <li>• Full Start Time Committee met on</li> </ul>
II.	Establish a wider stakeholder group that can then assist with		

<p>the work, provide public outreach and help gather community feedback on proposals.</p>		<p>January 10, February 7, May 1 and will meet again on May 23.</p> <ul style="list-style-type: none"> <li>• Report to be delivered to the School Committee at the June 8 meeting</li> </ul>
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Document</i>
III.B.i	Original email with announcement and call for volunteers, December 15
III.B.ii	Overview of Start Time Committee with list of volunteers
III.B.iii	List of subcommittees and members
III.B.iv	Email sent to families and staff with background information and links to Start Time Survey
III.B.v	Flyer publicizing survey and options under consideration sent to all families and staff
III.B.vi	Survey document
III.B.vii	Website page created for School Start Times

Reflection:

One of the growing areas of concern within the community has the relatively early start-times that we currently have in place. This began to emerge as an increasing concern by some members of the School Committee and community during my first year in my role. In response to these growing concerns, I decided to formalize the study of the topic of sleep deprivation and its connection to student health and well-being, recommending that the *Superintendent's Wellness Committee* focus on this topic during the 2015-16 school year. The work of this Committee culminated in a very thorough report, which strongly recommended that the school system explore the possibility of changing or flipping start times to bring the school start times for our secondary students more in line with what research suggests is best.

I in turn responded to this call for action by establishing this goal to explore possible options. The Start Time Committee has been

working for the last number of months, and has just completed a survey that includes thousands of responses by community members and staff. Consistent with the original goal intent of this work, the Committee will review this data and make recommendations to the School Committee at the June 8 School Committee meeting. The School Committee and the Administration will need to further consider these recommendations prior to making any final decisions.

*III. C. Elementary School Funding Report*

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced, in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

<i>Strategies</i>	<i>Outcomes</i>	<i>End of Year Status Update</i>
<p>I. Review the use of regular education classroom assistants and clarify their role, purpose and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources to the elementary school level.</p>	<ul style="list-style-type: none"> <li>● A clear district-wide vision of regular education classroom support across all schools in support of teaching and learning.</li> <li>● A coherent set of procedures that establish an appropriate allocation of classroom assistants by building.</li> <li>● An analysis of the funding streams and their contributions to staff and programs.</li> <li>● Recommendations that can be considered which respond to any notable inequities that impact teaching and learning services.</li> </ul>	<ul style="list-style-type: none"> <li>● Meetings held November 14; December 16; February 1; May 5.</li> <li>● Additional meetings have also been held with the larger School Leadership Team, and the Directors of Finance &amp; Community Education.</li> <li>● Financial analysis of funding sources has been vetted by both the Deputy Superintendent &amp; the Director of Finance.</li> <li>● A final report has been produced and will be shared at the June 8 School Committee meeting.</li> <li>● Within the report the following can be found:</li> </ul>

		<ul style="list-style-type: none"> <li>a) The elementary principals, Deputy Superintendent, Assistant Superintendent for Teaching &amp; Learning &amp; Assistant Superintendent for Student Services and I have agreed on a position statement relative to the current funding structure as outlined in the accompanying report (available in the June 8 School Committee packet)</li> <li>b) It is more difficult to articulate a clear, commonly held, district-wide vision of regular education classroom support in the form of these assistants, thus its absence from the report.</li> <li>c) At this time a commitment has been made in terms of a level of service that can be supported across all grades and schools as reflected in the report.</li> </ul>
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Reflection:

Work around this goal has been challenging and somewhat complex for a number of reasons. First, there is a strong element of 'legacy' that surrounds the utilization of classroom assistants throughout our schools. We have had assistants in place for a long period of time and have simply tried to support their continuation to the extent that funding is available. Second, it is clear that those

most directly connected to these instructional resources, including elementary principals and the instructional leadership of the district, don't necessarily all agree on the primary purpose or role of classroom assistants in support of teaching and learning. And third, they are supported through multiple sources that do not have a fixed level of funding.

A final report of findings and recommendations will be available at the June 8 School Committee meeting and I believe is an important first step in identifying potential changes that we as a district should make going forward.

IV.A. Addendum

<i>Item</i>	<i>Document</i>
IV.A.i	Superintendent's 2016-17 Goals Mid-Year Report



I.A.i

Glenn Brand <gbrand@abschools.org>

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## A Message from the Superintendent

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Glenn Brand <gbrand@abschools.org>  
To: All Staff <allstaff@abschools.org>  
Bcc: Karen Coll <kcoll@abschools.org>

Fri, Oct 14, 2016 at 10:02 AM

Greetings,

There are two items that I wanted to bring to your attention:

- \* Invitation to "Coffee with the Superintendent"
- \* Looking for Volunteers for the Superintendent's Council

Please see below for additional information.

Regards,

Glenn

### ***Coffee with the Superintendent***

As I indicated during my opening address this year, one of my primary goals is to focus on forging meaningful connections with staff throughout the district. One of the ways that I hope to do this is through Superintendent Coffees. I have established a number of dates for 'coffee' in the upcoming months, and the first one is scheduled for **Friday, October 21**, from **7:30 - 8:30 a.m.** I welcome the opportunity to have informal conversations with any staff about our district, our schools and the important work that we do. I would love to hear about something exciting that you are doing this year and learn more about what has gone well for you as you have gotten this year underway.

All coffees will take place in the Superintendent's conference room (Room 13) at the Administration Building.

Feel free to bring a friend along!

### ***Superintendent Council***

Looking for volunteers!

Another effort to establish stronger personal connections throughout our school system is the implementation of a council comprised of staff representing all nine schools and each major department across the district. It is my hope that the council will enhance two-way communication between my office and our staff throughout the district by providing accessible information for our entire staff community. Details include the following:

- \* A total of four (4) meetings will be planned between November and June, on November 17; January 12; March 16 and May 18
- \* All meetings will take place between 3:45 and 4:45 p.m.
- \* Volunteers will be sought from each of our nine (9) schools (including pre-school)
- \* Volunteers are also desired from the following departments: Community Education; Educational Technology; Facilities & Transportation; Finance; Food Services; Human Resources; Student Services; Teaching & Learning

If you are interested in volunteering please contact Karen Coll, Assistant to the Superintendent, at x3211 or at [kcoll@abschools.org](mailto:kcoll@abschools.org).

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Glenn A. Brand, Ed.D.  
Superintendent

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<b>FY17 Superintendent's Council</b>	
Kelsea Boucher	Blanchard – Student Services
Erin Whyte	Blanchard - Teacher
Sheila Owen	Blanchard - Teacher
Kerrie French	Conant - Music teacher
Sally Hunt	Douglas - Teacher
Jenna Larrenaga	Douglas - Admin
June Montepeluso	Gates - Teacher
Jen Pratt	McT - Teacher
Christy Nealon	Merriam - Teacher
Carol Watson	RJ Grey - Teacher
Jodi Chu	HS - Counseling
Jen Gabel	HS - Counseling
Carol Moser-Wright	HS - Student Services
Catherine Centrella	Preschool - Teacher
Gay Prosnitz	Speech/Language
Anne Doble	Curriculum
Luanne Flood	Community Ed
Bernadette Keegan	Community Ed
Kate Murray	Community Ed
Peggy Harvey	EdTech
Tammy Costello	HR
Sally Cunningham	HR
Lynne Laramie	Student Services
Michael Eracleo	SRO
Keith Campbell	SRO
Lisa DaRosa	Transportation
Lee Tyler	Facilities

Superintendent's Council Meeting  
November 17, 2016

Attending: Glenn Brand, Anne Doble, Carol Moser-Wright, Catherine Centrella, Christy Nealon, Erin Whyte, Gay Prosnitz, Jenna Larrenaga, Jen Gabel, Jen Pratt, Jodi Chu, June Montepeluso, Kelsea Boucher, Kerrie French, Lee Tyler, Lisa DaRosa, Lynne Laramie, Mike Eracleo, Peggy Harvey, Sally Cunningham, Sally Hunt, Sheila Owen

The meeting began with attendees introducing themselves and telling the group which schools or departments they represented.

Purpose of the Council: AB is a very large district (eight schools, a preschool, approximately 1,000 employees). The Superintendent's Council is an effort to bridge the distance across the district and to increase communication among the schools, departments and administration. Glenn plans to share information about things that are happening around the district, but is also looking for input from council members. We will keep notes of the meetings for members to share with their schools and departments.

Round Robin Check-In: Glenn noted that this fall has been a very difficult time in the district due to the recent suicides and deaths among AB students and parents. All of these families had been part of the communities at their elementary schools and beyond. Connections run deep throughout the district.

Comments included:

- High school counselors - an overwhelming time for students, and for staff who are trying to deal with their own feelings while helping their students. Mental health concerns continue on a daily basis; students and staff struggle to navigate feelings about the student deaths while also facing early college application deadlines and other issues. All of these issues are emotionally intense. It has been the most challenging year most have ever experienced.
- Elementary school staff - a variety of reactions. Some felt removed from the impact of the deaths - their students hadn't known those who had died and did not seem to feel the impact. However, concerns were shared that many parents were upset; staff weren't sure what was discussed in homes that might not be showing up at school. One who knew the family of one of the students who died went to the funeral; she saw many students there with their families and said it was hard to see former students struggling with these losses.
- Elementary schools dealt with the deaths in a variety of ways. At some, the staff had not discussed the issue as a group; at others, it was integrated into Professional Day activities. Teachers saw many students suffering from stress. Faculty were discussing ways to communicate their concerns to families about the stress they were seeing in

young children, especially as some families send children as young as five or six to academic enrichment programs.

- Blanchard, where faculty and graduates had personally known some of the families affected by the deaths, invited former students now in the junior high and high schools to come in to the school. Seeing how much the students enjoyed being there and seeing each other, staff school hope to repeat the reunion every year.
- Non school-based staff - it was mentioned that some, like many students, had first heard the news about the suicides on social media. This was a particularly difficult topic for some, given prior personal connections to someone who died by suicide. Unlike illnesses like cancer, which often elicit community support, mental illnesses often result in isolation at the very time that people need support. Another representative commented that most of the Curriculum specialists had come from school environments, and that they were not always sure whether or how to reach out to former students to offer support. Lisa DaRosa, representing Transportation, emphasized that staff there also need to be included in these conversations. They don't always read their emails and often don't have time to talk with each other, but they are frequently the first school district adult students see in the morning and the last one they see in the afternoon. She noted that the bus drivers have often known these children for many years (as she put it, "These kids are our kids"), and they need guidance about how to respond as students talk on the buses, as well as support dealing with their own personal feelings.

Glenn noted that we need to reflect on our experiences this fall in order to continue to improve our responses in the event of future issues. He shared some of the observations that had been discussed among senior district leaders, including:

- The challenge of managing the discrepancy between the immediacy of the social media through which many students learned of the deaths and the time gap before district leadership was able to communicate with staff and families. Official communications couldn't be sent out until families had determined what information they were willing to make public, and had given permission to share that information. Do we communicate with the district as a whole or limit official communication to the groups most affected, such as the schools of the deceased students and their siblings?
- Valuable prior planning by high school staff to develop a response protocol, including the Good Grief training program. We need to do more of that as a district, and Maria Trozzi will be returning on November 30 to train all principals and senior district leaders in the Good Grief process.
- The November 3 community presentation by psychologist Dr. Rob Evans was taped for the AB YouTube channel - you can link to it [here](#). Unfortunately, Maria Trozzi did not give AB permission to make her presentations available through our website.
- Moving forward, we are still recovering, and trying to determine exactly what that recovery will look like.

Employee Assistance: The Employee Assistance Program offers a variety of services that are available to all employees; program brochures were distributed.

Other Items of Interest: The School Committee requires that we convene two committees during the year, dealing with wellness and safety.

- Wellness Task Force: overview of committee composition and areas of focus was distributed.
  - Last year's focus - sleep deprivation and the impact on wellbeing. Prominent expert and local resident, Kirsty Kerin, was on the committee; you can link to a YouTube video of her September 3, 2016 presentation to the community [here](#), and to the committee's final report (available on our website) [here](#).
  - This year's focus - school culture and climate, ensuring that the culture is safe and comfortable for all. While relevant to recent difficulties, Glenn stated that he has long believed in the importance of culture and climate and the strength of these in places where we work and students go to school. The goal is to develop a tool to gather information about culture and climate, with a pilot by next spring and a district-wide survey next year. The task force will also review School Committee policies related to wellness.
- Safety Task Force: overview of committee composition and goals was distributed. Committee includes representatives of every building in the district.
  - Last year - began rollout of ALICE response program.
  - This year - identify ways to increase safety and emergency preparedness.
- School Start Times working group - based on outcome of last year's Wellness Task Force and a School Committee mandate that the district pursue options for altering start times.
  - Primary issues: busing/cost and athletic schedules. Other DCL schools also reviewing this issue.
  - Busing - AB is a complex district, geographically large, no community schools and an open enrollment policy that results in very high bus ridership. This is different from many other districts. The group is reviewing bus routing options and expects to identify several options with varying costs. These will probably require a School Committee vote to approve expenditures. It is unlikely that any change will be implemented until Fall 2018, and it will probably not result in as large a shift in start times as many would hope (for example, we don't want elementary students waiting for buses in the dark hours of the morning).

Outreach: Glenn asked members to share these minutes with their groups/departments, and to bring issues they feel should be addressed to his attention.

Next Meetings: January 12, March 16, May 18.

Superintendent's Council Meeting  
January 12, 2017

Attending: Glenn Brand, Anne Doble, Bernadette Keegan, Carol Moser-Wright, Catherine Centrella, Christy Nealon, Gay Prosnitz, Jenna Larrenaga, Jen Pratt, June Montepeluso, Kerrie French, Lee Tyler, Lisa DaRosa, Luanne Flood, Lynne Laramie, Mike Eracleo, Peggy Harvey, Sally Cunningham, Sally Hunt, Sheila Owen

Attendees introduced themselves, including the schools or departments they represented.

Recent Student Loss: Glenn began by saying that the most recent loss experienced by our school district affects not only the three schools with direct contact with the family but the entire district, and can cause shock, uncertainty and fear. AB already had a process in place and was as prepared as possible to support staff and students. We have close connections with a number of outside resources. Rob Evans of HRS and Larry Berkowitz of Riverside have worked with us, and Maria Trozzi, a founder of the Good Grief program, came back to speak to families on January 11. The crowd of mostly elementary families asked fewer questions of Ms. Trozzi than at her presentations last fall, and Glenn is also getting fewer calls and questions than previously.

Communication with the community regarding these losses has been a challenge, primarily due to the prevalence and immediacy of social media. Glenn has been strategizing with the principals, Student Services, and the crisis teams to formulate an approach for communication.

- We shouldn't focus on trying to "beat" social media to getting news out, but on a more deliberate approach to communication. In this case, the first step was to communicate with staff only at the schools directly involved with this family, despite a recognition that the district includes many people with cross-building ties. All of the affected staff were personally contacted by telephone, not through email, which took many hours.
- Because the information is already widely disseminated on social media, the decision was made to be direct in discussing the nature of the situation.

Comments included:

- Some people may find the subject of suicide so distressing that they avoid places where the topic might come up, including the Maria Trozzi presentations or even children's sports events.
- Would it be possible to bring speakers from Riverside or other organizations to speak with smaller groups? In large groups, people can keep asking basic questions or even try to assign blame as they work to grapple with these issues; this can be distressing to those who are closer to the situation.
- Kids, and adults, are supposed to feel safe in school. These events can create fear.
- At the HS, many found the negative feedback disturbing; the counseling staff was very helpful in this regard.

- Bus drivers often don't see their district email before hearing about issues from students on their buses. Information can't be sent to personal email addresses due to public records constraints. In this case, the drivers of the buses used by family members were notified in advance.
- Schools handled internal communications in varying ways. Some held early morning meetings to tell their staff in person. The high school in Harvard sent out an email to the entire community, as they share a crew team with AB.

Moving forward, the district is partnering with other community resources, such as ABUW, Danny's Place, local clergy and others in an effort to make mental health a community-wide conversation and to look for ways to support people who are struggling.

In situations as tragic as student suicide, we will never get the response completely right or positioned to meet everyone's desires. There will always be some who are unhappy, but we are working to develop standard language for staff to use in responding to questions and rumors, and responses to people who want to place blame on the schools.

Long Range Strategic Plan: Copies of the new strategic plan were distributed - link to it [here](#). The plan contains new Vision, Values and Mission statements, and is less extensive and more focused than the previous plan. This plan was developed by the District Leadership Team (DLT), a group of about 50 system administrators and teacher leaders. Input was drawn from the community through various mechanisms, including a large survey conducted last year.

Glenn pointed to the Values section, with its emphasis on Wellness that had been underway since last year. One of our major new initiatives, Challenge Success, is focused on issues of climate and culture. The hope is that the AB community will feel a sense of connection with the Vision, Values and Mission expressed in the plan, with the goal of ensuring that we are not a "system of schools" but rather a "school system."

School Start Time Committee: The *School Start Time Committee* was formed in response to the findings of last year's *Superintendent's Wellness Committee*, which had examined the relationship between sleep and health. Their final report, which you can link to [here](#), concluded that we should look into adjusting the start times at the JH and SH.

Our secondary schools start very early in the morning. The *School Start Time Committee* will look at options for a later start time for these schools. A small group of administrators met last fall to develop a list of potential start time scenarios prior to the launching of the larger committee, which includes stakeholders across age ranges, schools and departments. The committee is broken into four subgroups, focusing on scenario and option development; research and education; outreach; and communications. You can link to an overview of the committee's members and mission [here](#). The end result of the committee's work will be a report to the School Committee in May or June, outlining the options identified. The School Committee will need to approve any budgetary issues.

2017-2018 Budget Planning: Planning for next year's budget is well underway. The district's annual Budget Saturday, which Glenn described as the "story behind the budget," is January 21. The budget includes a few new proposed positions, primarily to continue the expansion of our Special Education and ELL programs to bring them into line with our district's needs. The demand for ELL services in particular is growing exponentially, and we continue to play catch-up in that area. Glenn noted that, as a regional school district, we cover many expenses that would be part of town budgets in single-town districts. There is a lot of additional information about the budget available on our website [here](#).

2017-2018 School Calendar: has been approved by the School Committee. You can link to it on our website [here](#).

Next Meetings: March 16 and May 18, at 3:45pm.

Superintendent's Council Meeting  
March 16, 2017

Attending: Glenn Brand, Catherine Centrella, Christy Nealon, Erin Whyte, Kelsea Boucher, Jenna Larrenaga, Jen Pratt, June Montepeluso, Lee Tyler, Lisa DaRosa, Luanne Flood, Lynne Laramie, Mike Eracleo, Sally Hunt.

The meeting opened with a question about the process for announcing weather-related school cancellations and delays. Some staff, including bus drivers and others, leave home very early in the morning to get to work and even earlier in bad weather. When decisions about closings and delays are made the morning of an event, they occasionally don't get the information until they are already en route. Glenn described a process in which a decision is made no later than 5:30am, preferably closer to 5:00:

- Glenn notifies all senior administrators and principals, typically by text
- EdTech initiates the ConnectEd automated phone calls to staff and families
- Marie Altieri notifies the media
- An email is sent to all staff
- Glenn updates his Twitter account

Not all automated calls are made simultaneously, and people were unclear about the order in which they are rolled out. (Update from EdTech: ConnectEd calls are sent out to staff first, then to families. The actual calls are handled by the ConnectEd service, and we don't have control over the timing.)

Gatekeeper Training: This is a program brought into AB in response to the suicides we've experienced. A training session was held for the secondary schools (JH and HS) on March 10; there will be three sessions on March 30 for elementary schools and all other staff. Feedback from the JH/HS session was generally very positive.

While the material is especially targeted for personnel working with children, the training is for all staff; even those who don't work directly with students are encouraged to participate. In response to a question, Glenn noted that hourly staff will be paid for this time.

In conjunction with Gatekeeper training, student screening programs will begin at the junior and senior high. The plan is to repeat this training on a regular basis every two years, with additional sessions for new staff each year.

Wellness Committee: The *Wellness Committee* has two areas of focus: a review of current policies related to wellness, and an exploration of tools that we could use to assess the culture and climate in our schools and district. This tool would be a mechanism for staff, as well as parents and guardians, to have their thoughts heard; students would also be asked for input, although possibly in a different format. The tool will be piloted at Douglas School and then rolled out to the rest of the district.



This initiative began before any of the recent suicides; it reflects Glenn's strongly-held belief that a healthy culture and climate are integral to our success. The committee will be sharing its findings with the School Committee in late May or early June.

School Start Time Committee: The *School Start Time Committee* is looking at possibilities for changing the start times of the JH and HS to reflect research that has shown the benefits of a later start for secondary school students. Our goal is to try to shift those start times much closer to (or beyond) the 8:00am hour. One of the most significant issues related to this change is the logistics of busing. Several options are under evaluation; some of these models will result in changes to the numbers of buses in our fleet and/or the number of busing tiers that we run, which could have cost implications.

The committee will begin sharing these options with the community and with staff beginning mid April, and will gather feedback from those groups before presenting their findings to the School Committee near the end of the school year. Any changes to our start times would be expected to take effect in the fall of 2018. At this point, Glenn's suggestion is to "stay tuned."

Capital Planning: A decision was made several years ago that the district needed to take a long-term look at our capital and infrastructure needs. The first step was a Phase I Existing Conditions Study, which evaluated the current state of our buildings and resulted in a Capital Improvement Plan showing the maintenance and repair work needed for each building. Phase II took the process further, conducting space needs analyses, enrollment projections, large "Visioning" workshops, and other analyses to develop a list of options to address the district's infrastructure needs now and for the foreseeable future. The ultimate goal was to develop a District Master Plan that would guide capital planning over the long term. These studies were conducted by the engineering and consulting firm Dore & Whittier.

Concurrently, the district applied to the Massachusetts School Building Authority (MSBA) for a grant that would support a building project. These are grants, not loans, that can cover approximately 30% - 40% of the total cost of a project. Three of our elementary schools (Gates, Conant and Douglas) were found to be in the largest need of extensive work and we submitted applications to the MSBA for all three schools last spring. Based upon the requirement of the MSBA that we select a 'priority' project of the three, we selected Douglas.

Out of 89 districts that applied for these grants this year, AB was one of the 17 selected by MSBA. This is a positive development, but it also reflects the age and condition of the Douglas building. We will resubmit applications for Conant and Gates in the future.

Before beginning renovations to the Douglas building, we have an opportunity to consider a variety of building options that could impact our district as a whole. To that end, a District Master Plan Review Committee (DMPRC) has been formed. The committee has been meeting since late January and will be holding a series of forums to share the list of potential options with the AB community and school district staff, with the goals of bringing the public into the

conversation and getting feedback on these options ([link to the list of potential building options](#) and the [flyer with the forum dates](#)).

Glenn shared a presentation that gave some of the background and showed the six options under consideration ([link to the presentation](#)). Two of the primary factors guiding our choices are cost and space. For any new building, the current Gates site appears to be the most suitable choice, since there are wetlands restrictions on both the Conant and Douglas properties. While we haven't done traffic, water or other studies of the property, we could fit a building large enough to house a triple school, if we so chose, on the Gates site. Glenn noted that the consultants had looked only at land that the school district already owns.

The timing of this process is:

- By the end of June, the School Committee has to let the MSBA know which of the options we've selected to further explore;
- In the fall of 2017, both towns will have to vote on whether to approve funds for design and project management;
- At a later date, assuming that the decision has been made to move forward, both towns will have to vote to approve the funds for an actual building project;
- The timing of any building project will depend on the option chosen and the number of building phases entailed.

Questions included:

- Will there be renovations to buildings during the school year? That will depend on a number of factors. While it's possible that some temporary modular classrooms may be needed, there is no plan to move students to different locations for a school year. Even if we build a new school on the Gates property, it can be constructed around the existing building.
- If, as some options call for, we reduce the number of elementary schools from six to five or four, how will that affect the programs that currently exist and are not being moved to new buildings (Blanchard, McT and Merriam)? That will be part of the discussion and is not defined yet. If all kindergarten and preschool programs are combined in an Early Childhood Center (a component of several of the options), that will free up space in the Blanchard and PDB buildings for additional students.

Plans are under development for capital improvement projects for those schools not being renovated (Blanchard, PDB, RJ Grey and the HS). All of those buildings need repair and maintenance work, some of it significant in scope and cost.

Superintendent Coffees: Glenn has found that holding coffees in the Administration building has not been as successful in terms of turnout as going to each of the schools. He will hold those school-based coffees again next year. The coffees have provided a great opportunity for him to talk to people and hear what they're thinking about.

Next Meeting: Thursday, May 18 at 3:45pm.



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Glenn Brand <gbrand@abschools.org>

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## Staff Coffees With the Superintendent

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Glenn Brand <gbrand@abschools.org>

Tue, Jan 31, 2017 at 1:02 PM

To: All Staff <allstaff@abschools.org>

To All AB Employees.

As you might recall, one of the goals that I established earlier this year was to improve opportunities to connect with staff throughout the district, beyond my regular visits to schools each month. In support of this effort I scheduled a number of coffees as open time for any member of staff to come and visit in an informal setting.

I have now had three 'coffee hours' and, suffice it to say, I have a lot of coffee still left over!! Unfortunately, turnout has been limited; I would imagine that this is at least partly due to the challenge of schedules and travel to the Administration Building, where I have been holding them.

In an effort to try and respond to this, I have scheduled informal visits in all of our schools starting this week, and I hope you will consider stopping by to chat. I would also like to offer the same opportunity for other departments district-wide.

The schedule of these visits is as follows:

- McCarthy-Towne / Merriam - Thursday, February 2, from 7:30 - 8:30am in the PDB Faculty Room
- Gates - Friday, February 10, from 7:30 - 8:30am in the Faculty Room
- Conant - Monday, February 13, from 7:30 - 8:30am in the Conference Room
- ABRHS - Wednesday, February 15, from 2:30 - 3:30pm in Room 218E
- Douglas - Thursday, February 16, from 7:30 - 8:30am in the Faculty Room
- Blanchard - Friday, February 17, from 7:30 - 8:30am in the Library
- RJ Grey - Friday, February 17, from 11:00am - 12:00pm in the Faculty Room

Please note that these visits are entirely voluntary and open to any staff who wish to attend. I do not plan on coming with a specific agenda but rather welcome the chance to hear from staff regarding thoughts, concerns and things that might be on people's minds.

I look forward to talking with any and all of you who are able to stop by.

Thanks,

Glenn

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Glenn A. Brand, Ed.D.  
Superintendent  
Acton-Boxborough Regional School District  
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Acton, Massachusetts 01720  
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## ***Exploring the Implementation of a Multi-Tiered System of Supports***

*“Implementing MTSS as a way of thinking into our way of doing”*

*March 9, 2017*

### **AGENDA**

- I. Welcome and Introductions
- II. Purpose and Outcomes for the Day
- III. Exploring the Need for MTSS—Urgent District and School Priorities
- IV. Overview of the Critical Components of MTSS: It’s a Blueprint, NOT a Prescription
- V. What is the Science Around the Implementation of MTSS? Consensus, Infrastructure and Implementation
- VI. Discussion—To What Degree are the District and Schools “Ready” to Implement the Components of MTSS?
- VII. What are the Roles and Responsibilities of District and School Personnel in a MTSS?
- VIII. What Would Implementation Look Like?
- IX. Next Steps

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

WELLNESS • EQUITY • ENGAGEMENT

1 of 1

*Office of the Superintendent*  
 Acton-Boxborough Regional School District  
 16 Charter Road  
 Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)

**TO:** Acton-Boxborough Regional School District Staff & Community  
**FROM:** Glenn A. Brand  
**DATE:** October 1, 2016  
**RE:** Superintendent's Wellness Committee

With the current school year underway, it is time to begin planning for the 2016-17 *Superintendent's Wellness Committee*. This committee fulfills the district's obligation to have in place a school wellness advisory committee according to Massachusetts General Law 223, Chapter 111, 105 CMR 215.00.

**Membership**

Membership of the district's Wellness Advisory Committee should include representatives from certain specific groups. Below are the respective groups and the number of individuals that we are ideally looking for to serve this year:

<i>Group</i>	<i>Number</i>	<i>Group</i>	<i>Number</i>
School Nurses	2	School Administrators	2
School Physician	1	Teachers *	3
Physical Education/Health Staff	2	Community Youth Serving Agencies	2
School Nutrition Staff	1	Parents/Guardians *	4
School Committee Representative	2	Students (Secondary)	3

\* Seeking one from each level at elementary, junior and senior high.

If you are interested in serving on this year's *Superintendent Wellness Committee*, please email Karen Coll, Assistant to the Superintendent, at [kcoll@abschools.org](mailto:kcoll@abschools.org) no later than Friday, October 14.

**Meeting Dates:**

Five (5) meetings are scheduled for this year with a start time of 3:30 p.m.:

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

**Areas of Focus for the 2016-17 School Year**

There will be two broad areas of focus for this year's *Superintendent's Wellness Committee*:

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

## **I. School Culture & Climate**

Overview:

“Over the last three decades there has been an extraordinary and growing body of research that attests to the importance of school climate. Positive school climate supports learning and positive youth development.” *National School Climate Center*

An important field of data can assist us to better understand the state of the culture and climate of our school communities. Deeply related to an important aspect of ‘wellness,’ the use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and administrative leadership level.

The following will represent the primary activities of the Committee connected to this goal during the 2016-17 school year:

- Complete a brief review of the research around the importance of understanding school climate and culture.
- Recommend specific measurable areas that committee members believe are important in understanding culture and climate in schools and departments.
- Gather and review various assessment tools that exist in schools and districts across the country for such purposes.
- Develop/adopt an assessment tool that the District can use in schools during the 2017-18 school year to gather feedback from students, parents/guardians and staff regarding culture and climate.

## **II. Review of Current Wellness Policy and Recommendations**

It has been a few years since the Superintendent’s Wellness Committee has specifically conducted a review of our current policies. This year these policies will be revisited in an effort to develop an action plan inclusive of specific measurable goals for the 2017-18 school year. This action plan will include:

- Policy recommendation changes
- Action Plan with required components
- Assessment of accomplishments

I look forward to working together with you this year on these important issues.

## Superintendent's Wellness Committee 2016-2017

### Task Force Areas of Focus:

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

### Membership:

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

### Meeting Dates:

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



**Acton-Boxborough Regional School District**  
**Superintendent's Office**  
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**Glenn A. Brand, Ed.D.**  
*Superintendent of Schools*

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn Brand**  
**Date: May 12, 2017**  
**Re: Superintendent's Wellness Committee**

This year the Superintendent's Wellness Committee focused on two broad areas: 1) an exploration of culture and climate, and 2) a review of our current district wellness policies and procedures.

#### School Culture and Climate

Almost a year ago, in June of 2016, I brought forward initial ideas around specific areas of focus for my 2016-17 goals. One area of immense interest that I advanced at the time was the exploration of possible data collection tools that could help us gather information on the culture and climate of our school communities. For some time I have held a belief in the importance of culture and climate and their role in ensuring that a school community is welcoming, supportive and well positioned to foster effective learning environments. Recognition of this connection extends well beyond my own view, as the research community has supported the strong association between school effectiveness and culture and climate.

At this time, perhaps more than ever, in our district and in the context of the larger demands and pressures in our society, we need to ensure that our school communities are the kinds of places where all kids thrive and where staff feel valued and able to engage in their craft, and that our families feel a deep sense of connection to the schools their children attend. To this end, I believe that it is vital that our district embrace the recommendations of this year's Superintendent's Wellness Committee report, to further explore the tools that have been recommended in order to determine our path forward and to gather relevant data from the stakeholders we serve in order to make informed choices and changes that will lead to continued improvement for all.

#### Wellness Policy and Procedures

The other subcommittee of the 2016-17 Superintendent's Wellness Committee conducted a review of our current wellness policies and procedures. This review has been completed, and the updated wellness procedures and guidelines are included in this packet.



**Superintendent's Wellness Committee  
Subcommittee on School Climate and Culture**

Final Report - May 8th, 2017

Subcommittee Members:

Diane Spring, Beth Baker, Erin Bettez, Paula Grieco, Elise Jacobson, Anne Littlefield, Ranjini Reddy, Heather Stouch and Chris Whitbeck

This group initially met in November 2017 as part of the Superintendent's overall Wellness Committee. We understood our charge from the Superintendent to be as follows:

1. Review the research around the importance of understanding school climate and culture.
2. Recommend specific measurable areas that committee members believe are important in understanding culture and climate in schools and departments.
3. Review various assessment tools that exist for such purposes.
4. Recommend an assessment tool that the District can use to gather feedback from students, parents/guardians and staff regarding culture and climate with the aim of implementing a pilot at the Douglas school.

Our first effort was to understand the research surrounding school climate and culture. We independently studied the issue and shared our findings at our next meeting. What was immediately clear is that school climate is a critical topic for districts to understand. There are clear correlations between a positive school climate and all sorts of things such as reduced bullying, increased attendance, improved student engagement and academic performance, and also - and critically important - healthy social-emotional development (The Colorado Initiative, 2012, Wang & Degol, 2016).

It is important to note that although this may be a new initiative for the entire District per se, work is ongoing that is helping to understand our school climates. Our colleagues at the high school shared efforts they have made in this area, prior to our group's work, through Making Caring Common. There is also the District's work with Challenge Success which has helped shape our understanding of school climate at the high school and junior high.

There is not a universally accepted definition of school climate, rather various organizations define what they see as the key components or dimensions. That said, all of the studies and tools include factors that fall into certain key areas (Tableman, 2004):

- A physical environment that is welcoming and conducive to learning
- A social environment that promotes communication and interaction
- An affective environment that promotes a sense of belonging and self-esteem
- An academic environment that promotes learning and self-fulfillment

With an understanding of the importance of school climate generally and a sense of the key issues involved, we turned to the task of seeking survey/evaluation tools. We discussed the idea of creating a home-grown tool versus using a more widely used, evidence-based instrument and decided that given the importance of the effort, it made the most sense to find something that already existed and was proven to be effective.

A survey compendium maintained by the National Center on Safe Supportive Learning Environments identified more than twenty surveys focusing on school climate. Several of them were interesting enough for additional exploration and subcommittee members were assigned to find out more. Targeted were: The Comprehensive School Climate Inventory, the Panorama School Climate Surveys, the ED School Climate Surveys from the U.S. Department of Education, Alliance for the Study of School Climate (CA State University) and a tool that Lincoln/Sudbury, MA has used successfully under the guidance of the consultant Stan Davis. Each member set off to vet their product or tool and return to the group with an understanding of the following points:

1. Whether it would analyze the primary indicators of school climate
2. Its flexibility (ability to survey students/staff/parents/community)
3. Cost
4. Whether consulting/support/tabulation services were available
5. Available languages
6. Any additional factors.

We met again on February 15 to discuss our findings and determined that three of the tools appear the most viable. They provide the Superintendent and School Committee with a range of alternatives that vary in approach and cost, but all could help us gather the information we seek.

#### **Option 1: Private consultant, Stan Davis**

For the past eight years the Sudbury Public Schools have partnered with Stan Davis, implementing his survey tool provided through his Stop Bullying Now project. The interventions and strategies recommended by Stan Davis and his foundation are research-based and stem from the input of more than 13,000 students across the US who participated in his Youth Voice Project survey. Stan has been consulting and training youth, educators, parents, policymakers, and community members for twenty years. His focus has been on school climate and bullying prevention, and he has written numerous short articles and three books (i.e., *The Youth Voice Project*, *Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying*, and *Empowering Bystanders in Bullying Prevention*). Stan has worked in the public schools for over thirty years and is a certified school counselor, social worker, and family and child therapist.

Surveys for students and staff are available, grades three through twelve. They are customizable and administered and tabulated through Survey Monkey. Mr. Davis has provided the district with a sample student and staff survey that he has designed free of charge.

Over the course of his career, Mr. Davis has reportedly found parent surveys inaccurate, leading to a misrepresentation of the beliefs of the broader parent community. In his experience, previous school districts have found a low return rate, with respondents either quite critical or very positive in nature. As a result, Mr. Davis believes that surveying the parent population on issues of school climate can lead to a measure with poor validity.

The Sudbury Public Schools administer the student survey annually in grades 3-8. The teacher survey is redone every three to five years. Sudbury has never surveyed their parent community in this area.

Sudbury has reportedly found the information collected through their screening valuable in monitoring school climate, streamlining behavioral expectations and consequences within individual buildings and across schools, and establishing building-based positive behavioral interventions and supports.

Highlighted areas of survey focus include: prosocial behavior, peer to peer aggression; student connectedness; belonging within the school community; discipline/response; diversity acceptance; hot spots for targeted behavior, and individual demographics. The survey consists of a combination of multiple choice and open response questions and is customizable. A representative from Sudbury reports that much of the most valuable information is obtained from the open response items.

*Cost:* For \$500/school Stan Davis provides the following services:

- A one hour video and email consultation to discuss and modify/add questions being asked and demographic questions for intra-group comparisons
- Survey administration on Mr. Davis's SurveyMonkey site for student and brief teacher surveys
- A written report summarizing the data and providing a brief summary of positive indicators, indicators on needs for improvement, and suggestions
- A one hour video consultation discussing positive indicators, indicators of needs for improvement, and suggestions (after the first year, if the process is repeated, the report and consultation will also compare year to year findings)

### **Option 2: Comprehensive School Climate Inventory (CSCI)**

The CSCI is the multidimensional school climate survey that was developed by the nonprofit National School Climate Center (NSCC) that is "dedicated to understanding and improving climate for learning in schools". The CSCI has been empirically validated and developed in a scientifically reliable way. Although information regarding their customer base is not readily available, the instrument has been used since 2002 across a wide range of schools and school districts in the United States (personal communication with NSCC representative). The CSCI may be used as a needs assessment or as a pre-post measure of change over time.

*School Climate Areas Assessed:* The CSCI measures the 13 dimensions of school climate that fall into the following broad categories:

- Safety (Rules and Norms, Sense of Physical Safety, Sense of Social-Emotional Safety)
- Interpersonal Relationships (Respect for Diversity, Social Support-Adults, Social Support-Students)
- Teaching and Learning (Support for Learning, Social and Civic Learning)
- Institutional/External Environment (School Connectedness/Engagement, Physical Surroundings)
- Social Media and Leadership
- Professional Relationships (Leadership, Professional Relationships; this is a Staff Only dimension).

*Respondents:* There are currently two versions of the CSCI, for students in grades 3-5 and grades 6-12. Staff and parent surveys are also available.

*Formats:* Paper and Online versions of the survey are available. Test administration takes 15-20 minutes with slightly longer times for the younger populations and students with special needs. The scale is also available in Spanish.

*Cost:* For the eight participating Acton-Boxborough schools (elementary, junior high, and high school) and an estimated student enrollment of 5491, the cost for administering the CSCI is \$10,350. This cost includes online survey links, options in English and Spanish, access to the CSCI portal that includes guidelines, real-time response rate information, and action planning worksheets, detailed data analysis, comprehensive reports for each school, and follow-up walkthrough webinar/call to review key highlights from the report and ways to translate the data into effective action plans and implementation.

For an additional \$750, district wide report on common trends and patterns can be obtained.

*Additional Information:* The CSCI core components cannot be customized, i.e. all scales need to be administered in the format presented. This is to preserve the reliability and validity of the measure. However, the demographic section of the survey can be customized and, if needed, custom items may be added at the end of the survey with further discussion with the organization.

### **Option 3: Panorama School Climate Surveys**

With a customer base of 250 school districts, 6,500 schools, and 3 million students across more than 40 states, Panorama has been a leading provider of survey tools and consulting service solutions for measuring social-emotional learning since 2012. Their customer base includes many of the largest K-12 districts in the country and nearly 40 school districts in Massachusetts, including: Ashland, Natick, Brookline, Millbury, Auburn and Wachusett Regional School District. Panorama's survey tools were designed using evidenced-based research in partnership with Harvard University's Graduate School of Education.

Offering schools a hybrid approach, they provide over **50 survey topics** within four survey instruments while allowing customization that will not compromise the reliability and validity of results.

Panorama's four survey areas are:

- **SOCIAL-EMOTIONAL LEARNING:** Growth Mindset, Self-Management, Self-Efficacy, Grit, Sense of Belonging, Teacher-Student Relationships & more
- **STUDENT FEEDBACK:** Pedagogical Effectiveness, Rigorous Expectations, Student Engagement, Classroom Environment & more
- **SCHOOL CLIMATE:** School Safety, Staff-Leadership Relationship, School Leadership, Professional Learning & more
- **FAMILY & COMMUNITY ENGAGEMENT:** Family Engagement, Barriers to Engagement, Family Support, School Fit, Roles and Responsibilities & more

Student surveys are offered beginning with Grade 3. Staff and family surveys are available for grades K-12. Surveys can be administered by paper or online and in multiple languages.

Though founded by former education professionals, at its core, Panorama is a technology company providing a user-friendly sophisticated cloud-based platform with comprehensive reporting, national benchmarking comparisons, and suggestions for improvement or "tips" for teachers and staff based on survey results.

Panorama's survey questions are all offered as **open source (no cost)** via their web site and could then be manually entered by ABRSD into a tool such as Survey Monkey. Alternatively, they offer a comprehensive solution including reporting, project management and expertise for an **one year license fee** (based on frequency of survey execution). Approximate cost for the entire ABRSD is \$2.50 per student for all surveys for a one year license (e.g., \$12,500 for 5,000 students). The cost for a one school pilot is \$2,000 for licensing. In addition to their software platform, Panorama offers unlimited project management support for an additional \$2,000 fixed fee per project. Even though we are in the preliminary phases of evaluation, Panorama has expressed significant interest in partnering with ABRSD; they have been professional and responsive, provided supporting material including a preliminary proposal, and offered to attend a Wellness Committee meeting to perform a demonstration.

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Additional feedback from the subcommittee:

To promote participation in the survey, the district should educate staff and families about the importance of School Climate. It will be important for the Administration to clearly articulate the goals of the survey, as to allay any concerns of staff, administrators, students and parents/guardians regarding how data will be used. Our understanding is that our district wishes to assess our school climates so that, where needed, changes can be made to promote environments that best meet the needs of students and staff. Our hope is that students, staff, and families will see this as a positive, supportive initiative.

There are costs associated with each of the tools identified. Some of the tools can be administered for free, but we question whether the district has staff with sufficient capacity to set up and administer such a survey and then tabulate the resulting data. There is also the real concern of having staff untrained in the chosen tool implementing a survey and how that might affect the validity of the results. We would advise the district to choose a survey tool that includes administrative/consulting support and to find the funding needed to support that effort.

Respectfully submitted on behalf of the Subcommittee,

Diane Spring

## References

Tableman, B. (2004, December). *School climate and learning* (Issue Brief No. 31). Retrieved from <http://outreach.msu.edu/bpbriefs/issues/brief31.pdf>

The Colorado Initiative (2012, October). Measuring school climate. A toolkit for districts and schools. Retrieved from [https://issuu.com/coloradolegacyfoundation/docs/measuring\\_school\\_climate\\_toolkit/4](https://issuu.com/coloradolegacyfoundation/docs/measuring_school_climate_toolkit/4)

Wang, M. & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychological Review*, 28(2), 315-352. doi: 10.1007/s10648-015-9319-1

## Documents

*See the following link for a summary of some of the other tools researched:*

[https://docs.google.com/spreadsheets/d/1dW-t-IHQz48EzW-gbH3WWb349JuR9\\_n\\_cE2KCKSVVfc/edit#gid=0](https://docs.google.com/spreadsheets/d/1dW-t-IHQz48EzW-gbH3WWb349JuR9_n_cE2KCKSVVfc/edit#gid=0)

## Websites

Comprehensive School Climate Inventory (CSCI):  
<http://www.schoolclimate.org/programs/csci.php>

Panorama School Climate Survey:  
<http://www.panoramaed.com/school-climate-survey>

Stan Davis and the Stop Bullying Now Project:  
<http://stopbullyingnow.com/>

## Resource:

Genevieve Mack; [gmack@panoramaed.com](mailto:gmack@panoramaed.com), Account Manager from Panorama - Willing to present to AB

# Wellness Policy Procedures/Guidelines

It is the goal of the District to promote physical, emotional and social well-being through coordinated school and community guidelines. This includes providing a healthy environment, counseling services, school nurse services, nutritious school meals, comprehensive health education, physical education, and other opportunities for physical activity.

It is the District's expectation that specific actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the District's belief that education, along with open and informative communication between administration, staff, parents and where appropriate students, is vital to the establishment of an environment that promotes the making of healthy choices by children. The guidelines herein reflect a commitment to the development of the whole child to foster an environment in which students and staff can make informed healthy lifestyle choices.

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## **Acton-Boxborough Regional Schools**

### **Nutrition Education**

Nutrition education and promotion aims to teach, encourage, and support healthy eating by students and the school community. Schools should provide nutrition education and engage in nutrition promotion in the following ways:

- Nutrition Education in the schools will follow all ABRSD Procedures/Guidelines and curriculum.
- is not only part of health education classes, but also may be integrated into classroom instruction in subjects such as math, science, language arts, social studies, world language and the exploratory subjects;
- includes developmentally-appropriate, culturally relevant, participatory activities that may include community resources such as local farms, companies, and other organizations that aim to promote the healthy eating among our students and school community;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices as well as providing information about healthy alternatives including vegetarian diets, organic foods, and dairy substitutes such as soy products;
- emphasizes caloric balance between food intake and energy expenditure, or physical activity;



- emphasis on reduce, recycle and compost;
- teaches media literacy with an emphasis on food marketing and how to read and understand food labels;
- incorporates activities and programs to share nutrition information with students' families and other community stakeholders and is consistent with the information being taught in school to engage and support families as partners in nutrition education; and
- includes training for teachers and other staff and information on available resources.

**District Guidelines/Procedures on Foods and Food Practices during School hours up to 30 minutes before the start of school and 30 minutes after school is dismissed.**

- The Health and Well-being of all students is the ultimate goal.
- For students with health concerns and life-threatening food allergies, the nurse will maintain a healthcare plan. Decisions regarding controlled food choices, no food, or food restrictions rest with the School Nurse and shall reflect District policies and guidelines.
- Soda and candy will not be provided to students in school.
- In instances when food is served as an integral part of the curriculum, it is important that staff, through reasonable communication with parents or appropriate health care professionals, work to reduce risk and create an inclusive experience.
- Food will only be used as a student manipulative in lessons when the purpose is directly related to the curriculum (i.e. studying onion cells in science).
- Whole class or group non-curricular celebrations involving food should be used sparingly.
- Birthday events at school will not involve food.
- Celebrations at school (Halloween,etc.) will be an inclusive experience that takes into consideration student health.
- Principals and School Health Advisory Councils shall consider the following resource when developing school-level guidelines in regard to food brought into the school outside of the school lunch program:
  - A-List Healthy School Snacks – <http://www.johnstalkerinstitute.org/alist/>

- The Acton-Boxborough schools will comply with current federal and state nutrition regulations in promoting, selling and providing all foods and beverages to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends.
- Fundraising activities should not occur until 30 minutes after the ending of the school day.

### **Mental Health and Wellness**

- Visit Acton-Boxborough School district's health and wellness website at <http://abschoolswellness.weebly.com/>. The information on the website is constantly being updated and revised.

### **Physical Activity**

- The health, well-being, and safety of all children are the priority of all school programs.
- Review ways in which the school's physical education curriculum meets ABRSD guidelines.
- All elementary schools will have at least 20 minutes a day of supervised recess during which students will have opportunities for safe physical activity.
- Review schedules at the elementary schools to assure there is 20 minutes of recess each day and educate school personnel about the importance of physical activity.
- School personnel will not use physical activity (running, pushups, etc.) as a punishment.
- School personnel will not arbitrarily withhold opportunities for physical activity as a punishment.
- Physical activity should be incorporated throughout the school day.
- Physical education courses will be in a safe environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.
- Policies ensure that state-certified physical education instructors teach physical education classes.
- Physical education shall be required for all students, unless a medical excuse is documented by the student's physician.
- Time allotted for physical activity will be consistent with research, national, and state standards. According to the National Institutes of Health, being active benefits a student's self-esteem, energy level, concentration, and overall emotional well-being.

- Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Adequate equipment should be available for all students to participate in physical education. Physical activity facilities on school grounds will be safe.
- Information will be provided to families to help them incorporate physical activity into their student's lives.
- The district is committed to maintaining a strong partnership with Acton-Boxborough Community Education to provide community access to, and encourage students and community members to use, the schools' physical activity facilities outside of the normal school day.
- During afternoons, evenings, weekends and vacations, Acton-Boxborough Community Education supervises the high school athletic facilities and provides access to students and community members for use of the fields, gymnasiums, and the pool and fitness center.

Revised: 3/26/09, 6/24/14 and 4/10/17

**Office of the Superintendent**

Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand**  
**Re: District Master Plan Working Group**  
**Date: November 9, 2016**

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

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

The Master Plan report will be delivered to the School Committee later this month and, as indicated, will include a range of possible options that have been developed through the collective input and guidance of multiple stakeholders who served on both the Visioning Committee \* (or see below a footnote) and the Working Group (also an \* and a see below comment).

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

**Next Steps**

Upon recipient of the Master Plan Report, the Committee will be responsible for reviewing the options contained within the Report. Evaluating these options will be important and timely should the District be invited into the MSBA process. If invited in, it is our understanding that the District would have until April of 2017 (**also double check**) to notify the MSBA as to which construction and renovation options included in the report have no support for further

consideration and those which have greater interest by stakeholders. Certain options will be further ruled out based upon the overall consideration of such things as grade configurations.

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

### **Charge to the Subcommittee**

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

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

This process should:

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

### **Proposed Committee Members:**

I recommend the following as the composition of the DMPRC:

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

*Ex-Officio Members*

The following individuals can serve as ex-officio members:

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

**Proposed Timeline:**

*November 17, 2016*

School Committee receives DMPRC proposal from the Superintendent

*December 1, 2016*

School Committee approves the creation of the DMPRC and solicits volunteers

*December 2 – 16*

Outreach to solicit volunteers

*January – February 2017*

DMPRC develops an action plan, reviews research and gathers feedback

*March 2, 2017*

Report on findings and recommendations made to the School Committee

*March 16, 2017*

School Committee votes/approves recommendations??

**Acton-Boxborough Regional School Committee**

Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)

**To: Members of the Acton and Boxborough Communities**  
**From: Mary Brolin, Chair, Acton-Boxborough Regional School Committee**  
**Re: Establishing the District Master Plan Review Committee (DMPRC)**  
**Date: December 5, 2016**

The Acton Boxborough Regional School Committee seeks volunteers for the new "District Master Plan Review Committee" (DMPRC). This very important new subcommittee of the School Committee will play a key role in the long term future of our schools and the education of our communities' children. By reviewing and synthesizing the Master Plan presented to the District this month, considering current educational literature, and gathering input from all stakeholders, the DMPRC will make specific recommendations to the School Committee regarding our capital and infrastructure improvement needs. Ultimately, it is expected that a school building project(s) or renovation(s) will be proposed to the citizens of Acton and Boxborough for their vote of approval. We need parents and community members with interest and expertise in building projects, architecture, engineering and/or construction experience. Please consider volunteering. The deadline is Monday, December 12.

**Background**

During the winter and spring of 2016, the District pursued two important endeavors regarding our capital and infrastructure improvement efforts. Dore & Whittier were contracted to complete a District Master Plan that will outline a range of new building and renovation options for the Schools. The District also applied to the Massachusetts School Building Authority (MSBA) and submitted three (3) Statements of Interest for the Douglas, Gates and Conant Elementary Schools, expressing our desire to seek financial assistance through the program to help improve the physical conditions of these buildings. As a result, the MSBA recently visited the Douglas School, our priority project. It is expected that the District will receive notification in February, 2017 as to whether or not we are invited into the MSBA Eligibility Period (or Module I of the MSBA process). Detailed information about this process may be found at <http://www.abschools.org/district/school-capital-and-space-planning>

**Next Steps**

The Master Plan Report will include a range of possible options that have been developed through the collective input and guidance of multiple stakeholders who served on both the Visioning Committee and the Working Group. If invited in, the District would have until April of 2017 to notify the MSBA as to which construction and renovation options included in the report have no support for further consideration and those which have greater interest by stakeholders.

**Charge to the District Master Plan Review Committee (DMPRC)**

The purpose of this new committee is to review the District Master Plan and recommend to the School Committee which of the various options should be pursued. The District Master Plan Review

Committee (DMPRC) will:

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

This process should:

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

The School Committee recommends the following as the composition of the DMPRC:

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

The following could serve as ex-officio members: Deputy Superintendent, Assistant Superintendent for Teaching & Learning, Director of Facilities & Transportation, two Elementary Principals/Assistant Principals, Junior High Principal/Assistant Principal, and two Elementary Teachers.

### **Proposed Timeline**

<i>December 2 – 12, 2016</i>	School Committee outreach to solicit DMPRC volunteers
<i>December 15, 2016</i>	School Committee votes to approve DMPRC members
<i>January – February 2017</i>	DMPRC develops action plan, reviews research, gathers feedback
<i>March 2, 2017</i>	Report on findings and make recommendations to the School Committee

### **To Volunteer**

If you are interested in being considered as a volunteer for this very important next step, or have questions, please email Mary Brolin ([mbrolin@abschools.org](mailto:mbrolin@abschools.org)) and Beth Petr ([bpetr@abschools.org](mailto:bpetr@abschools.org)), or call Beth at 978-264-3306. A brief description of your background/skills/experience as it relates to our schools, education and/or building projects is requested, and whether you are a school parent/guardian, community member or staff member. Requests must be received by the end of the day on Monday, December 12<sup>th</sup> please.



**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT  
FY18 BUDGET SATURDAY - PANEL 4  
JANUARY 21, 2017**

**UPDATE ON CAPITAL IMPROVEMENT**

*Goal #3:  
Our students will have access to safe and effective  
learning environments.*

*FY18 Budget Priority 2:  
Finalize plans and begin implementation of short,  
medium and long-term capital needs.*

Beginning in July 2015, the district intensified its focus around examining our capital and infrastructure needs. There are multiple facets that pertain to this area and that are important to consider in context when referring to capital and infrastructure improvements. These include:

- a. *Capital Improvement Planning*
- b. *School District Master Plan*
- c. *Application to Massachusetts School Building Authority*

Each of these is further explored below.

**A. Capital Improvement Planning**

In July 2015, the district hired Dore & Whittier to complete an independent architectural and engineering assessment of the seven school buildings, the Administration Building, the maintenance facility and roads, parking lots and athletic fields that are all operated and maintained by the district. This report, known as the *Capital Improvement Plan (C.I.P.)*, was published in February 2016, and provides an extensive overview of the renovations and improvements that the district needs in order to maintain the long-term viability of our facilities.

The district established the *School Capital and Space Planning Committee* for the purposes of evaluating projects brought forward in the C.I.P. and placing them in a logical priority order for budget planning and project execution.

Work is now underway to prioritize the various items on the C.I.P. into appropriate 'bundles' that include a list of executable projects and establish price estimation to execute the projects. Additionally, consideration will be given to identify projects that:

- The district can self-perform;
- Those projects that have health and life safety implications as well as asset preservation;

- The identification of deficiencies identified on the C.I.P. that make financial and construction sense to sequence and bundle (i.e. opportunities to package similar sub trade work together across multiple facilities to lower costs);
- Identify any potential building code triggers that may surface associated with the amount of work as part of any potential project.

The next stage of work on the C.I.P. is anticipated to be completed by the first of March 2017, and will provide the School Committee insight regarding a prioritized list of financial obligations that the district has before it in order to maintain our infrastructure.

### **B. School District Master Plan**

In January 2016, the district hired Dore & Whittier to complete a master plan study that built off of the C.I.P. The work associated with the study, multifaceted and involving almost 100 stakeholders throughout the district and two communities, provided the following:

- An analysis of our facilities relative to space, capacity, utilization and the district's current and future educational delivery methodologies;
- Alternative grade configurations for the community to discuss and evaluate in conjunction with our current and possible future school facility inventory;
- The identification of facilities most likely to be candidates for major renovations/additions or new construction;
- The financial commitments necessary to execute potential projects.

The master plan study was delivered to the School Committee in December 2016, and provided a number of possible building renovation and new construction options for the School Committee to consider that will assist in addressing a number of needs identified in the C.I.P. list.

The School Committee established the *District Master Plan Review Committee* in December to:

- Review the report and synthesize the findings to share with the community;
- Gather input from stakeholders regarding the options through a targeted outreach effort;
- Develop a final report to the School Committee that establishes recommendations regarding the various options included in the report.

### **C. Application to Massachusetts School Building Authority**

Through the phase of architectural and engineering assessment that contributed to the development of the district's C.I.P., three of our schools were found to be in need of notable improvements:

- CT Douglas Elementary School, with approximately \$17 million in identified improvements;

- Luther Conant Elementary School, with approximately \$17 million in identified improvements;
- Paul Gates Elementary School, with approximately \$14 million in identified improvements.

Given that these aforementioned needs represent only renovation and repair work (and not any change to the footprint or improvement of instructional space in the existing facilities), it is incumbent on the district to seek additional financial assistance. One of the most prominent funding options is the *Massachusetts School Building Authority* (MSBA) grant program. The MSBA is a governmental authority that works with local communities to assist in the funding of capital improvement projects in the Commonwealth's public schools. This funding is in the form of grants for school construction, renovation and repair projects. The district has partnered in the past with MSBA for the RJ Grey Junior High School, the Parker Damon Building and the high school.

Highlights of the work to date include the following:

- In April 2016, the district authorized the Superintendent to submit three (3) statement of interest (S.O.I.) applications for all three schools mentioned above. In order to comply with the requirements of the MSBA district application process as it relates to the need to prioritize one project, the district identified Douglas as the 'priority' school.
- In September 2016, the MSBA notified the district of their intent to visit the CT Douglas School to learn more about the facility.
- In December 2016, the district was notified that consideration was being given to recommending CT Douglas into the process.
- We await the final decision by the MSBA that will be forthcoming in February 2017 as to whether or not we are invited into the grant program.

# EXECUTIVE SUMMARY

## Introduction

In July 2015, the Acton-Boxborough Regional School District hired Dore & Whittier to prepare Phase I of a District-wide Master Plan Study with the intent to execute Phase II upon its completion. In Phase I Dore & Whittier provided independent architectural and engineering assessments of the seven school buildings that are operated and maintained by the Acton-Boxborough Regional School District, its Administration Building, and its maintenance facility. That report, published in February 2016, documents the existing conditions of each facility and provides an understanding of the extent of renovations or improvements needed to maintain the long-term viability of each facility. Recommendations are included for each building, along with cost estimates, to provide a basis for the District's Capital Improvement Plan.

In January 2016, the Acton-Boxborough Regional School District hired Dore & Whittier to execute Phase II of the District-wide Master Plan Study. Phase II is the subject of this report.

## Phase II Overview

Phase II of the study is meant to be a continuation of and informed by Phase I. In broad terms, Phase II is intended to identify potential responses to the following questions:

- How are the District's school facilities performing relative to:
  - MSBA guidelines for space?
  - Capacity
  - Utilization
  - The District's current and future educational delivery methodologies?
- Should the District consider grade configurations that differ from the existing model?
- How will the District's enrollment trajectory impact the need for more or fewer school facilities?
- Which facilities are the most likely candidates for major renovation or replacement?
- Which sites are most capable of supporting renovation/additions or all new construction?
- What time frame(s) are necessary to execute potential projects?
- What financial commitment(s) are necessary to execute potential projects?

To develop responses to these key questions, Dore & Whittier identified a process for Phase II comprised of the following components:

- Preparation of an Educational Space Needs Analysis for Each School Facility
- Preparation of an Enrollment Projection Analysis
- Facilitation of School Principal Workshops and Visioning Sessions to Identify Long-range Educational Goals
- Preparation of District-wide Master Plan Options to Address Facility and Educational Needs
- Preparation of Preliminary Site Analyses and Test Fits of Options to Verify Feasibility
- Preparation of Preliminary Cost Estimates of Short-listed Options

## Key Findings

### Educational Space Needs Analysis

Dore & Whittier performed several analyses to identify spatial needs for each of the district's school facilities.

Conant, Douglas, and Gates Schools are not only in the greatest physical need (Phase I), but also exhibit the greatest educational needs. In general terms, they are over capacity by at least one methodology analyzed. Douglas is over capacity by both methodologies analyzed. All three exhibit instructional spaces that are undersized relative to current MSBA guidelines. All three exhibit missing and/or inappropriate spaces for instruction (e.g. Art and/or Music in modular classrooms, special education spaces in former storage spaces, and support staff housed in ad-hoc spaces carved out of former corridor.) Douglas is in the greatest educational need.

In general, all school facilities are utilized at or near MSBA guidelines and typical industry standards. There is little opportunity to increase capacity by improving utilization rates.

Similarly, numbers of students per instructional space are near MSBA guidelines. There appears to be limited opportunities to improve use of space by increasing the number of students in each instructional space.

### Enrollment Projection Analysis

The District had two projections prepared over the course of this study, one by demographer Peter Ashton and one by the New England School Development Council (NESDEC). Dore & Whittier analyzed the two projections, identified discrepancies in assumptions and methodologies, and worked with both demographers to resolve the projections.

The resolved projection suggests the District is likely to continue to experience an overall enrollment decline over the next several years before beginning to cycle back up again in approximately 10 years. As a result of an expected turn-over in housing stock and other factors, the reconciled projection suggests the District might expect enrollment levels to climb back to near their previous peak in approximately 20 years, particularly for the K-6 grade grouping.

- 2016-2017 K-6 Enrollment = 2,694
- 2025-2026 K-6 Enrollment = 2,453
- 2032-2033 K-6 Enrollment = 2,727

For purposes of the study, the School Committee identified the following enrollment targets:

- K-6 = 2,531
- 7<sup>th</sup>-8<sup>th</sup> = 863
- 9<sup>th</sup>-12<sup>th</sup> = 1,810

Any major renovations or replacements of school facilities over the next decade should take this possibility of a return to increasing enrollment into account. As the MSBA historically only evaluates a ten-year time horizon when preparing its enrollment projections, it may be necessary to size a priority project based on the declining enrollment in the first ten years of the projection. However, it might also be in the District's best interests to give preference to master plan options that retain vacated buildings in its inventory should this twenty-year uptick in enrollment be realized.

### Workshops & Visioning

Dore & Whittier facilitated three visioning sessions and six principals' workshops to identify long-range educational goals and to solicit feedback on both our analysis and the options developed. Each visioning session focused on a different aspect of the master planning process. Approximately 100 members of the Acton and Boxborough communities participated in these all-day workshops. They included students, parents, teachers, administrators, citizens of both Towns who were not associated with either Town's administration or the District, and members of the school committee.

- Visioning #1: What examples of 21st century education are there and what should be considered for the Acton-Boxborough master plan?
- Principals' Workshops #1: Programmatic Assessment – What are the spatial deficiencies negatively impacting the delivery of 21st century education?
- Visioning #2: What key educational planning issues will affect the master plan options and best position the District to align educational practices and facilities?
- Principals' Workshops #2: Options Feedback – How well did D&W's design explorations address the needs identified?
- Visioning #3: How do the options respond to the desired direction of education in Acton Boxborough?

Although several topics were covered in these meetings, a few key findings informed the Master Plan Study more than others:

- Acton-Boxborough Regional School District intends to continue offering its students a diverse set of educational choices and experience at all grade levels.
- It may be necessary and prudent to explore small scale interventions at the Jr. High School and the High School to improve students' ability to collaborate with one another and to better balance their academic and social experiences.

- A desire exists to explore grade configurations that differ from the existing (PK, K-6<sup>th</sup>, 7<sup>th</sup>-8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup>) configuration. Those alternatives include an early childhood experience of PK-K and a conventional middle school experience of 6<sup>th</sup>-8<sup>th</sup>.
- Twin schools, a concept of two independent schools under one roof, are viewed as attractive from financial and other vantage points, but efforts should be made to limit the amount of shared space.

### District-wide Master Planning Options

Dore & Whittier explored 15 District-wide options organized by three key parameters (grade configuration, school size, and building size) representing a wide range of potential solutions. Members of the Working Group developed a set of evaluation criteria to identify the most advantageous options. This study has intentionally concluded with the resulting relatively short, but diverse, set of options for the School Committee and the Acton and Boxborough communities to continue their discussions prior to making a final Master Plan selection. That short list includes:

#### Option D

In Option D, the District builds a new twin school that would house an early childhood center and 1<sup>st</sup>-6<sup>th</sup> grade elementary school as the priority project, followed by a single 1<sup>st</sup>-6<sup>th</sup> grade elementary school building. The Admin Building, Conant, Douglas, and Gates come off-line as elementary schools. Blanchard, McCarthy-Towne, and Merriam become 1<sup>st</sup>-6<sup>th</sup> grade elementary schools and RJ Grey Junior High and Acton-Boxborough Regional High School remain.

- Grade Configuration: PK-K/ 1-6/ 7-8/ 9-12
- Elementary School Count: 5 + an Early Childhood Center
- Elementary Building Count: 4
- New Twin Elementary School @ Gates Site: \$100.3 M
- New Elementary School @ Douglas Site: \$74.8 M
- CIP @ Blanchard School, Parker-Damon Building, RJ Grey Jr. HS, and ABRHS: \$73.9 M
- TOTAL MASTER PLAN COST: \$249 M

Option E

In Option E, the District builds a new triple school that would house an early childhood center and two 1<sup>st</sup>-6<sup>th</sup> grade elementary schools. The Admin Building, Conant, Douglas, and Gates come off-line as elementary schools. Blanchard, McCarthy-Towne, and Merriam become 1<sup>st</sup>-6<sup>th</sup> grade elementary schools and RJ Grey Junior High and Acton-Boxborough Regional High School Remain.

- Grade Configuration: PK-K/ 1-6/ 7-8/ 9-12
- Elementary School Count: 5 + an Early Childhood Center
- Elementary Building Count: 3
- New Triple Elementary School @ Gates Site: \$158.7 M
- CIP @ Blanchard School, Parker-Damon Building, RJ Grey Jr. HS, and ABRHS: \$73.9 M
- TOTAL MASTER PLAN COST: \$232.5 M

Option I

In Option I, the District adds a significant addition onto RJ Grey which would become a 6<sup>th</sup>-8<sup>th</sup> grade middle school. Then the District would build a single 1<sup>st</sup>-5<sup>th</sup> grade elementary school followed by renovations at Conant to be an early childhood center for all prekindergarten and kindergarten students. In this option, Gates or Douglas could be considered for an early childhood center. Blanchard, McCarthy-Towne, and Merriam become 1<sup>st</sup>-5<sup>th</sup> grade elementary schools and Acton-Boxborough Regional High School Remains.

- Grade Configuration: PK-K/ 1-5/ 6-8/ 9-12
- Elementary School Count: 4 + an Early Childhood Center
- Elementary Building Count: 3
- Additions & Renovations to RJ Grey Jr. HS: \$74.7 M
- New Elementary School @ Gates Site: \$88.6 M
- Additions & Renovations to Conant School: \$68.6 M
- CIP @ Blanchard School, Parker-Damon Building, and ABRHS: \$47.2 M
- TOTAL MASTER PLAN COST: \$279.1 M

Option L

In Option L, the District renovates or replaces Douglas, Gates, and Conant in kind. In the spring on 2016 the District submitted a Statement of Interest to the MSBA highlighting Douglas as the priority project. Following the Douglas project, the District would reassess Conant and Gates to determine which school was in the most need. Prekindergarten students would remain at the Admin Building. Blanchard, McCarthy-Towne, Merriam, RJ Grey Junior High, and Acton-Boxborough Regional High School would remain.

- Grade Configuration: PK/ K-6/ 7-8/ 9-12
- Elementary School Count: 6
- Elementary Building Count: 5 + PK at Admin Building



- Additions & Renovations to Douglas School: \$52.6 M
- Additions & Renovations to Gates School: \$62.6 M
- Additions & Renovations to Conant School: \$73.2 M
- CIP @ Admin, Blanchard School, Parker-Damon Building, and ABRHS: \$91.9 M
- TOTAL MASTER PLAN COST: \$280.3 M

### Option M

In Option M, the District builds a new K-6<sup>th</sup> grade twin elementary school as the priority project, followed by a single K-6<sup>th</sup> grade elementary school building. Conant, Douglas, and Gates come off-line as elementary schools. Blanchard, McCarthy-Towne, and Merriam, RJ Grey Junior High, and Acton-Boxborough Regional High School Remain.

- Grade Configuration: PK/ K-6/ 7-8/ 9-12
- Elementary School Count: 6
- Elementary Building Count: 4 + PK at Admin Building
- New Twin Elementary School @ Gates Site: \$99.9 M
- New Elementary School @ Douglas Site: \$70.9 M
- CIP @ Admin, Blanchard School, Parker-Damon Building, RJ Grey Jr. HS, and ABRHS: \$91.9 M
- TOTAL MASTER PLAN COST: \$262.7 M

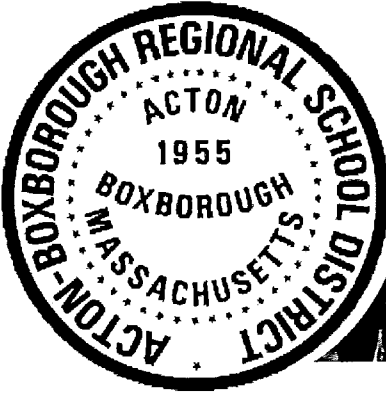
It should be noted that the costs identified in each of these options represent conceptual estimates including escalation. The District would incur these costs at various points over the specific timeline of each option, at least 10 years for all options and nearly twenty years for other options. In other words, the towns would only be incurring the cost of each major project of the Master Plan one at a time, NOT all at once.

Additionally, it is important to understand these total Master Plan costs relative to the list of Capital Improvements identified in Phase I. Phase I identified approximately \$120 M worth of deferred maintenance and upgrades to the District's physical facilities to continue their long-term viability as schools, much of which would likely be ineligible for MSBA participation and which would not include any educational improvements or resolution of the identified space needs. Phase II identified potential solutions averaging approximately \$250 M which would not only address the District's physical needs, but would also resolve the identified space needs, nearly all of which is likely eligible for MSBA participation.

## Summary of Findings & Next Steps

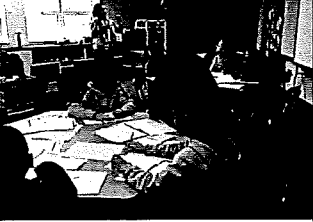

- Admin Building, Douglas, Gates, and Conant need significant long-term improvements or replacement to address physical and educational needs.
- District should consider both Early Childhood Center (PK & K) and conventional middle school (6th-8th) models.
- 10 yr enrollment trajectory may allow reduction in number of active school facilities, but 20 yr trajectory may require additional facilities.
- Twin and Triple School alternatives are theoretically feasible on the Gates site.
- Phase I identified \$120M +/- worth of deferred maintenance, repairs, and physical upgrades ONLY. These costs would be almost entirely at District expense.
- Phase II identified \$250M +/- investment needed to address physical AND educational needs. MSBA participation will reduce District contribution.

Acton-Boxborough Regional School District submitted Statements of Interest (SOI) for Douglas, Conant, and Gates Schools in the Spring of 2016 based on the findings of Phase I and identified Douglas as its highest priority. Phase II concluded that these same facilities are in the greatest educational need, corroborating the District's decision to submit SOI's for these three facilities. As the School Committee continues its dialogue with members of the two communities, Phase II identified a need to consider two alternative grade configurations (PK-K, 1-6, 7-8, 9-12) and (PK-K, 1-5, 6-8, 9-12). The only critical path decision facing the District and its two communities is whether or not to pursue the grade configuration with a conventional middle school. Doing so would change the priority project from an elementary school focus to a middle school focus making it necessary to withdraw the SOIs already submitted and submit an SOI for RJ Grey Jr. HS. Should the District choose to continue with an elementary school focus and the SOIs already submitted, MSBA's feasibility study process is flexible enough to allow the exploration of both (PK, K-6, 7-8, 9-12) and (PK-K, 1-6, 7-8, 9-12) models.

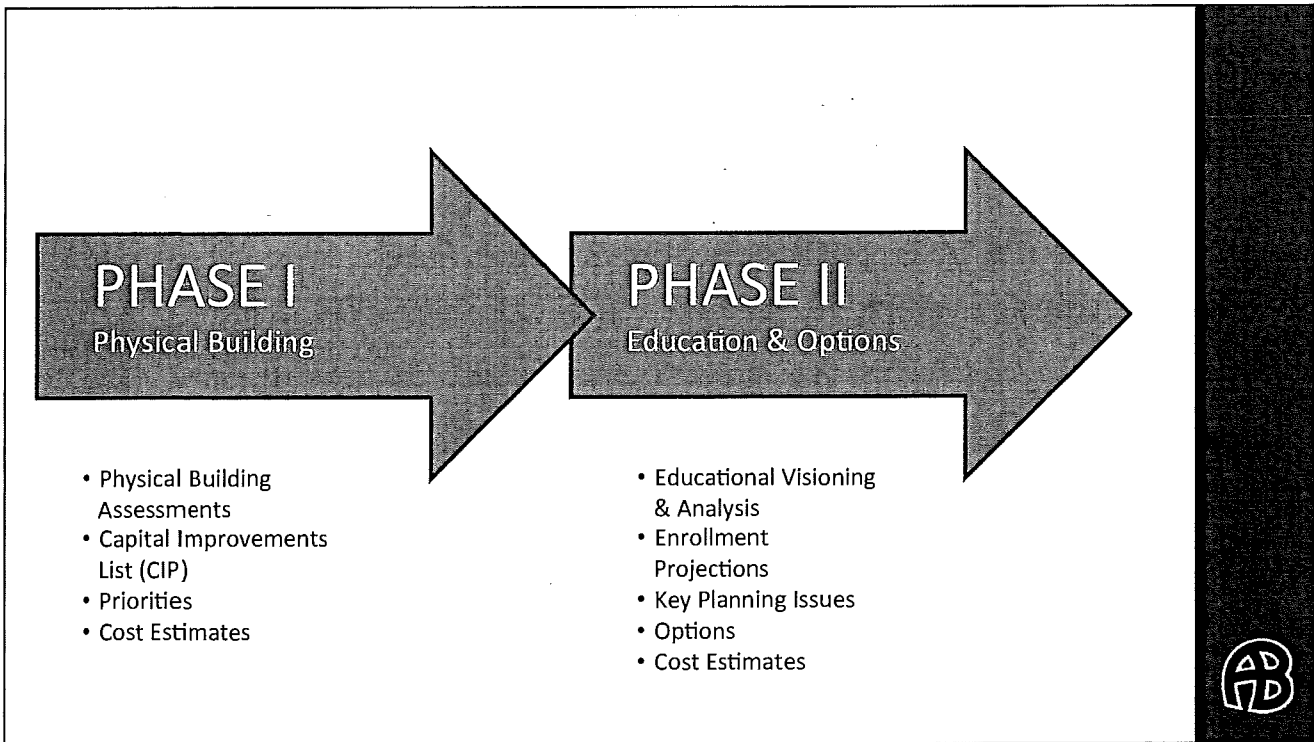



# ACTON-BOXBOROUGH

Master Plan Visioning Process – Phase II



Public Forum – Dec. 8<sup>th</sup>, 2016



## Agenda

1. Key Planning Issues, Needs Assessments, & Enrollment Projections
2. Key Option Differentiators
3. Options Evaluations
4. Short-listed Options with Site Diagrams
5. Conceptual Cost Estimates
6. Study Findings
7. Next Steps
8. Questions & Answers
9. Feedback Exercise



## What is a Master Plan?

A document that defines the scope and sequence of work to a district's facilities that is necessary to fulfill its **educational mission** over a fixed time frame.

purpose



## What is a Master Plan?

- What is the physical condition of our school facilities?
- How are our school facilities performing educationally?
- How many schools should there be?
- How big should each school be?
- What grade configuration should each school have?
- Where should each school be located?
- What do we need to do to get us there?

purpose



key planning  
issues

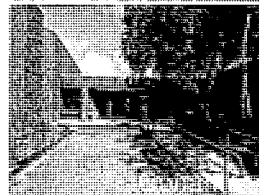
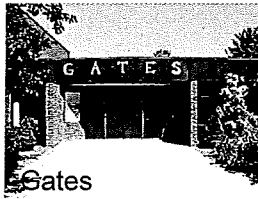
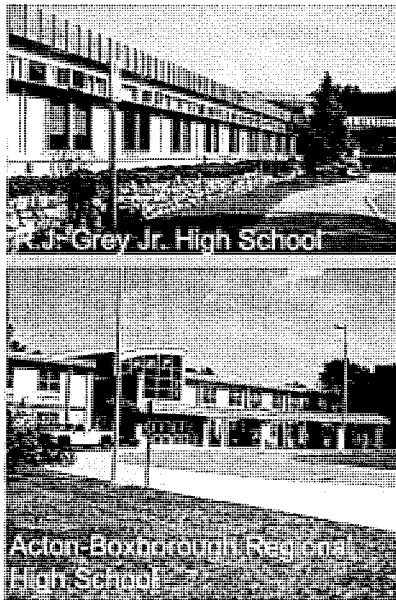
## Key Issues Affecting Planning Decisions

- Condition of Buildings
- Space Needs
- Enrollment Analysis
- Results & Feedback from Visioning Sessions

Key Planning Issues



## School Buildings Evaluated



Purpose – phase I overview



	Admin (Pre-K)	Blanchard	Conant	Douglas	Gates	McCarthy-Towne & Merriam	Jr High	High School	Maintenance Bldg
Health, Safety, & Welfare		●		●		●	●	●	●
Code Compliance	●	●	●	●	●	●	●	●	●
Functional Use				●		●	●	●	●
Handicap Accessibility	●	●		●		●	●	●	●
Maintenance		●	●		●	●		●	●
Energy Efficiency	●			●	●	●	●	●	●
Hazardous Materials			●	●	●	●	●	●	
CIP Estimate in \$/SF	\$361	\$102	\$290	\$354	\$251	\$64	\$122	\$43	

Greater Need ← → Lesser Need

Key Issues – Building Conditions

	Admin (Pre-K)	Blanchard	Conant	Douglas	Gates	McCarthy-Towne & Merriam	Jr High	High School	Maintenance Bldg
Health, Safety, & Welfare		●		●		●	●	●	●
Code Compliance	●	●	●	●	●	●	●	●	●
Functional Use				●		●	●	●	●
Handicap Accessibility	●	●		●		●	●	●	●
Maintenance		●	●		●	●		●	●
Energy Efficiency	●			●	●	●	●	●	●
Hazardous Materials			●	●	●	●	●	●	
CIP Estimate in \$/SF	\$361	\$102	\$290	\$354	\$251	\$64	\$122	\$43	

Greater Need ← → Lesser Need

Key Issues – Building Conditions


## Phase I Findings

- Admin Building, Douglas, Gates, and Conant need significant long-term improvements or replacement to address physical and educational needs.
- District facilities have \$120M +/- worth of deferred maintenance, repairs, and physical upgrades ONLY (CIP). **Almost entirely at District expense.**

Key Planning Issues



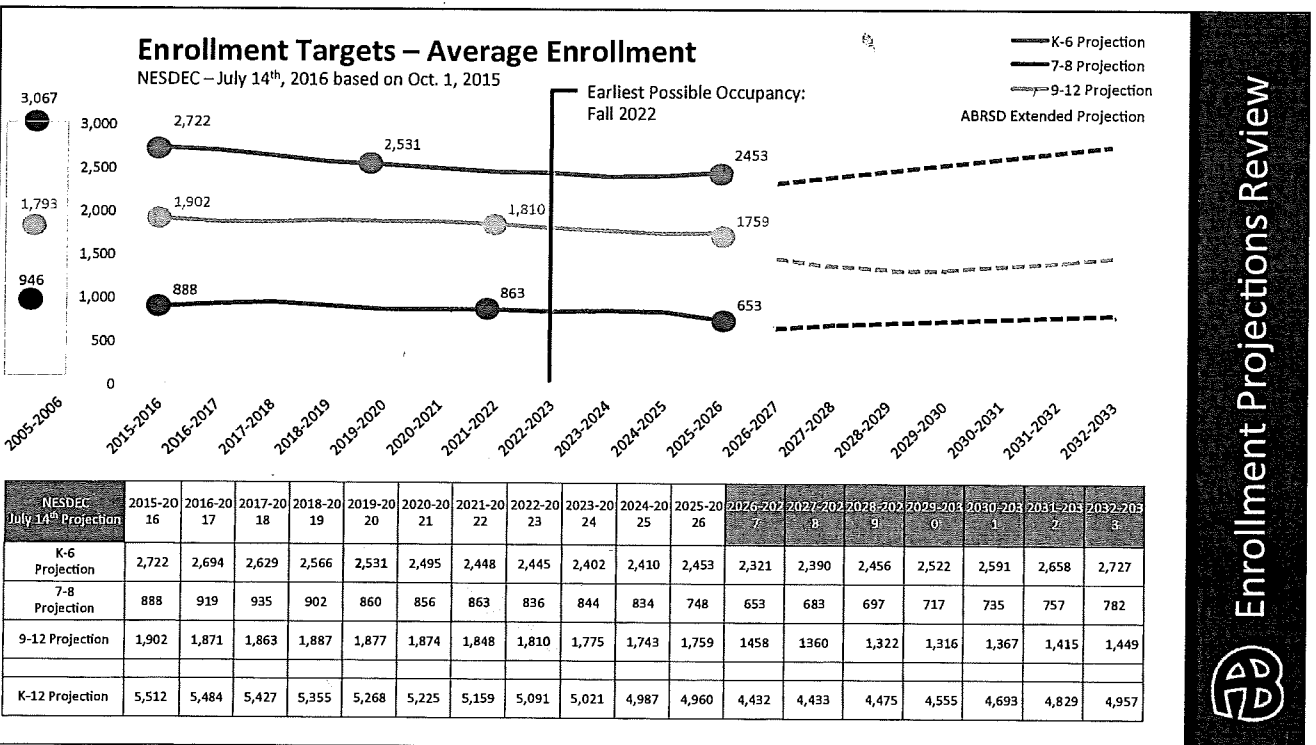
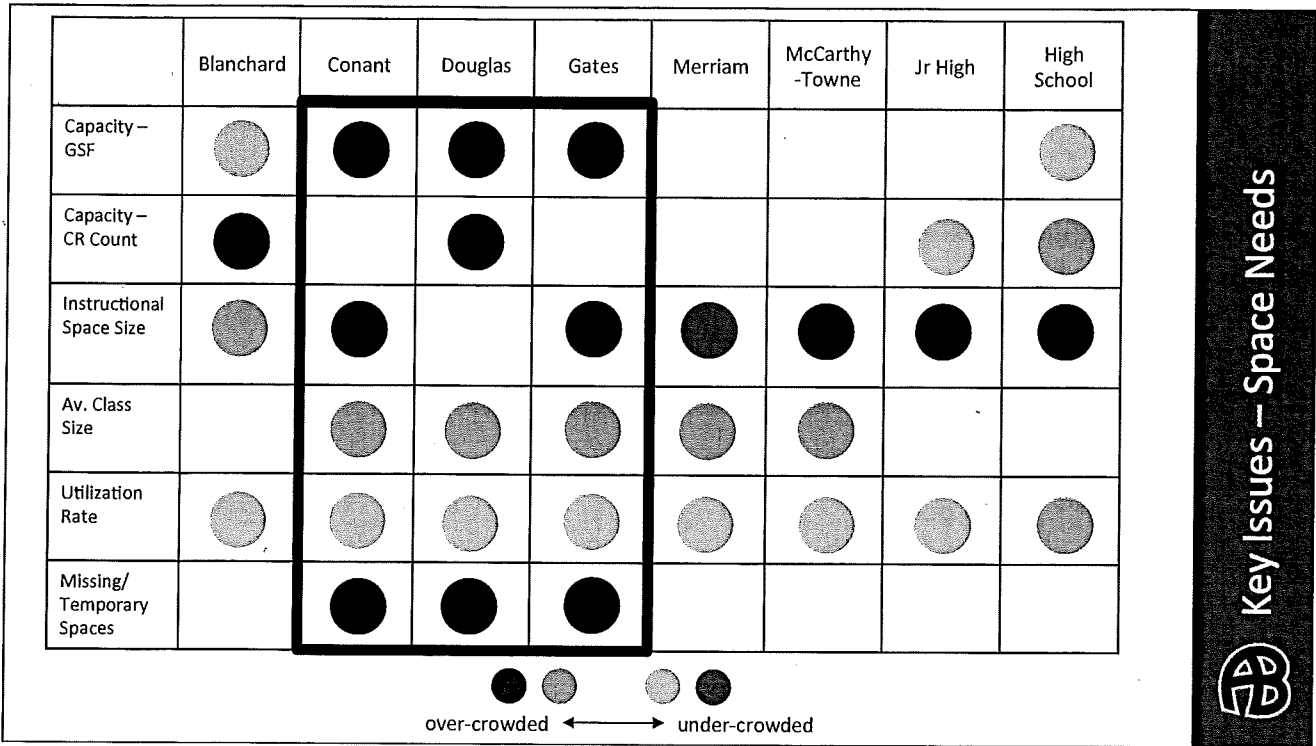
	Blanchard	Conant	Douglas	Gates	Merriam	McCarthy -Towne	Jr High	High School
Capacity – GSF								
Capacity – CR Count								
Instructional Space Size								
Av. Class Size								
Utilization Rate								
Missing/ Temporary Spaces								

  
 over-crowded ← → under-crowded

Key Issues – Space Needs







## Results & Feedback from Visioning Sessions

- There is interest in exploring ways to augment opportunities for collaboration and 21<sup>st</sup> Century Learning in existing facilities
  - Plan for 3 Buckets of Spending: ongoing facility maintenance, medium-scaled capital investments, major building projects
- There is interest in exploring alternate grade configurations:
  - PK, K-6, 7-8, 9-12
  - PK-K, 1-6, 7-8, 9-12
  - PK-K, 1-5, 6-8, 9-12
- It's important to keep an elementary school in Boxborough



key option  
differentiators

## Key Differentiating Issues Explored During Options Development

- Grade Configuration
- School Count
- Building Count

Key Differentiating Issues



## Key Differentiating Issues Explored During Options Development

- Grade Configuration
  - Where Developmental Breaks Occur
  - Critical Mass of Developmental Specialists
  - Statewide Frameworks & Curricula
  - Educational vs. Facility Decision-making

Key Differentiating Issues



# Full Range of District-wide Options: 15 Total 6 Short-listed

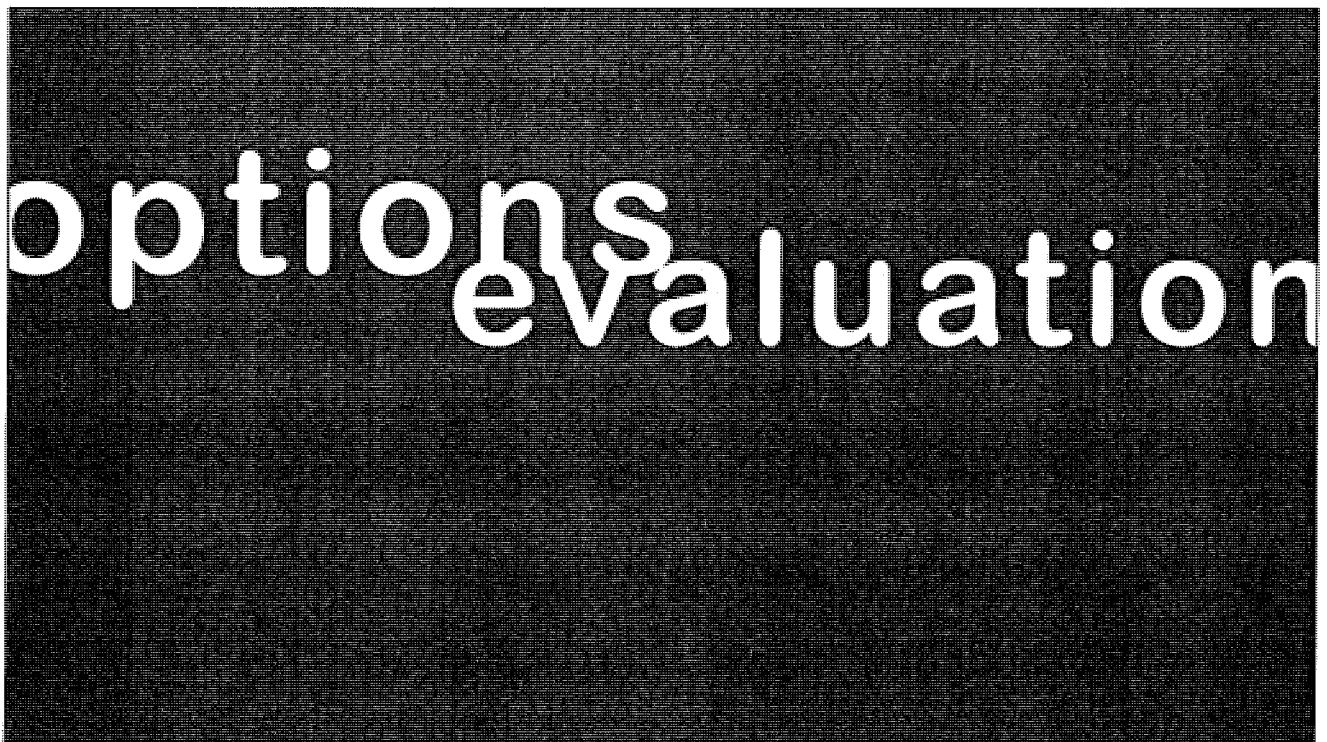
### Grade Configuration

### Building Count

### School Count

- |   |                          |                        |
|---|--------------------------|------------------------|
| • Pk-K, 1 <sup>st</sup> -6 <sup>th</sup> , 7 <sup>th</sup> -8 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup> | • 5 Elementary Buildings | • 6 Elementary Schools |
| • Pk-K, 1 <sup>st</sup> -5 <sup>th</sup> , 6 <sup>th</sup> -8 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup> | • 4 Elementary Buildings | • 5 Elementary Schools |
| • Pk, K-6 <sup>th</sup> , 7 <sup>th</sup> -8 <sup>th</sup> , 9 <sup>th</sup> -12 <sup>th</sup>                  | • 3 Elementary Buildings | • 4 Elementary Schools |
|   | • 2 Elementary Buildings |                        |

Key Differentiating Issues



## Full Range of Options

### Issues to be Addressed

- Physical building conditions
- Overcrowding
- Missing or inadequate spaces
- Alignment between education and facilities
- Alignment with enrollment projections

### Other Considerations

- Positive Impact to the Most Students
- Positive Impact on the Most District Functions/ Needs
- Time to Completion
- School Size
- Building Size
- School Count
- School Location
  - Transportation Costs
  - Operating Costs
  - HR Costs
- Grade Configuration
- Parity at Elementary Schools

options evaluation process



## Evaluation Matrix

Weight	Criteria
18	Building Condition
14	Alignment with Enrollment
18	Missing & Inappropriate Spaces/ Alignment between Education & Facility
6	Time to Completion
6	School Size
3	Building Size
9	Building Count & Location
3	Transportation Costs
3	Operating Costs
3	HR Costs
6	Grade Configuration
6	Enrollment Parity at Elementary Schools
14	Impact the Most Students
100	

options evaluation process



# short-listed options

## Final Short-list

- Maintain at least one option from each grade configuration, school count, and building count
- Consider feedback from Visioning #3

Short-listed Options



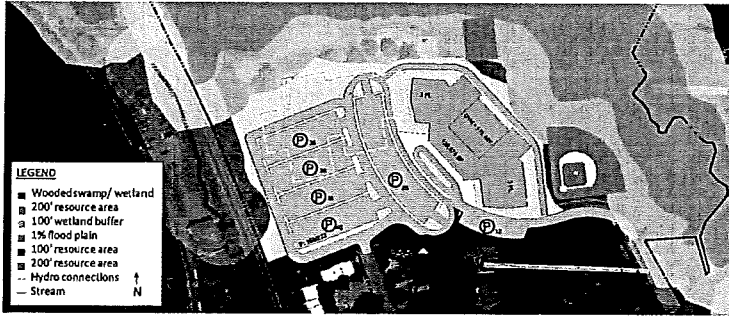
**C**

**Option C: New Consolidated Twin Elementary School and Early Childhood Center**

*In Option C, the District builds a new twin school on the Gates site for grades 1-6. After completion of the new twin school, the District renovates Conant to house all of the District's preschool and kindergarten students. Blanchard, Merriam, and McCarthy Towne become 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain. Douglas comes off-line as a school building. Find Alternate use for Admin Building*

**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant 347 PK-K Priority #2	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 5810 9-12	New Building Projects 421 421 1-6 1-6 Priority #1
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**Priority #1: New Twin Elementary School @ Gates**

- Two Schools Under One Roof
- Grades 1-6
- 421 Student Enrollment per school (842 students total)
- Consolidates Elementary Populations
- 140,000 SF

Short List – Option C, Priority #1



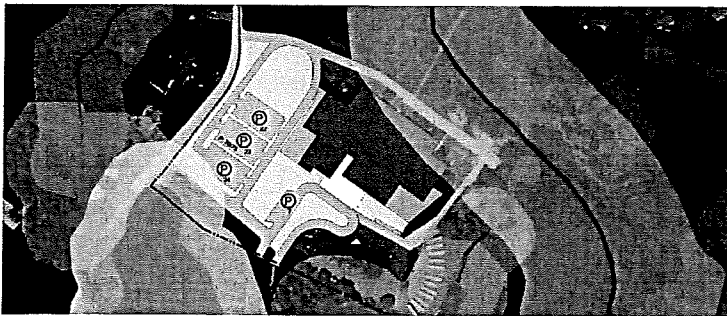
**C**

**Option C: New Consolidated Twin Elementary School and Early Childhood Center**

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**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant 347 PK-K Priority #2	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 5810 9-12	New Building Projects 421 421 1-6 1-6 Priority #1
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**Priority #2: Reno/Add to Conant to be Early Childhood Center**

- District-wide Preschool- Kindergarten
- 347 Student Enrollment
- 5,500 sf Addition for a total of 60,500 SF

Short List – Option C priority #2



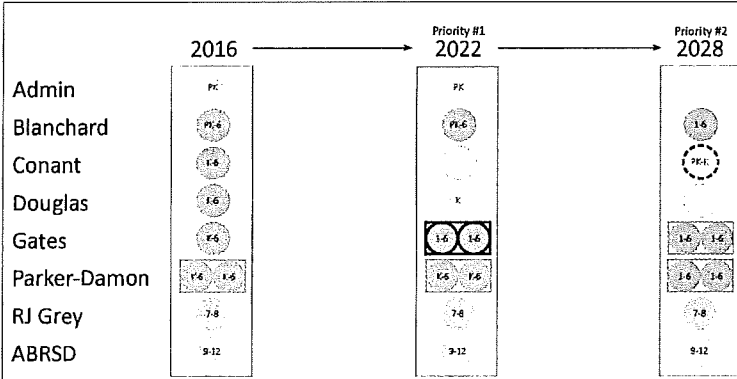
# C

## Option C: New Consolidated Twin Elementary School and Early Childhood Center

In Option C, the District builds a new twin school on the Gates site for grades 1-6. After completion of the new twin school, the District renovates Conant to house all of the District's preschool and kindergarten students. Blanchard, Merriam, and McCarthy Towne become 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain. Douglas comes off-line as a school building. Find Alternate use for Admin Building

### Grade Configuration: PK-K / 1-6 / 7-8 / 9-12

Admin	Blanchard 434 1-6	Conant 347 PK-K Priority #2	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 421 421 1-6 1-6 Priority #1
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### Phasing Notes

- Priority #1**
- Build new twin school on Gates site
  - Move 1-6 students from Gates, Conant, and Douglas into new school
  - Demolish Gates
  - Move K students from Gates & Douglas into Conant
- Priority #2**
- Reno/Add to Conant to be ECC
  - Move all PK-K students into new ECC
  - Take Admin & Douglas off-line

Short List – Option C, Phasing



# D

## Option D: New Twin ECC & Elementary School; New Elementary School

In Option D, the District builds a new twin school on the Gates site. One of the schools in the building is an early childhood center for prekindergarten and kindergarten students. The other school is a grades 1-6 elementary school. Then the District builds a grades 1-6 elementary school at the Douglas site. Blanchard, Merriam, and McCarthy Towne become grades 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain. Conant and the Admin Building are taken off-line.

### Grade Configuration: PK-K / 1-6 / 7-8 / 9-12

Admin	Blanchard 434 1-6	Conant	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 347 421 421 PK-K 1-6 1-6 Priority #1 Priority #2
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### Priority #1: New Twin ECC/ Elementary School @ Gates

- Two Schools Under One Roof
- PK-K/ Grades 1-6
- 347/ 421 Student Enrollment (768 total)
- 3 Story Building
- 130,500 SF

Short List – Option D Priority #1





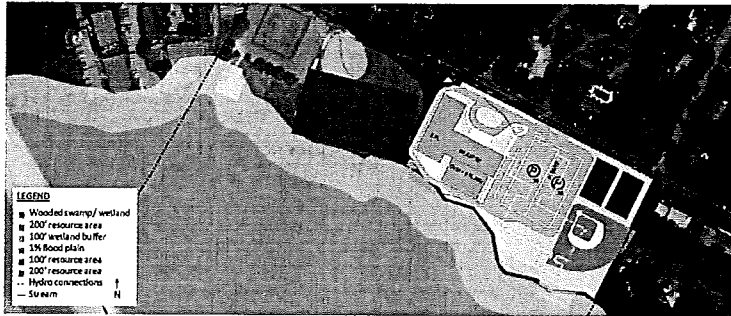
**D**

**Option D: New Twin ECC & Elementary School; New Elementary School**

*In Option D, the District builds a new twin school on the Gates site. One of the schools in the building is an early childhood center for prekindergarten and kindergarten students. The other school is a grades 1-6 elementary school. Then the District builds a grades 1-6 elementary school at the Douglas site. Blanchard, Merriam, and McCarthy Towne become grades 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain. Conant and the Admin Building are taken off-line.*

**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 3810 9-12	New Building Projects 347 421 421 PK-K 1-6 1-6 Priority #1 Priority #2
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**Priority #2: New Elementary School @ Douglas**

- Grades 1-6
- 421 Student Enrollment
- 2 & 3 Story Building
- 70,000 SF

Short List – Option D Priority #2



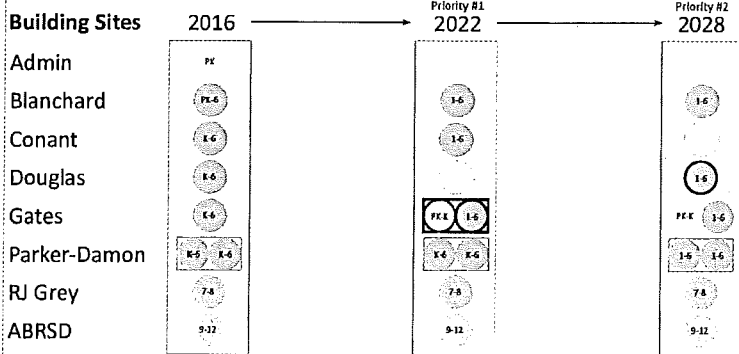
**D**

**Option D: New Twin ECC & Elementary School; New Elementary School**

*In Option D, the District builds a new twin school on the Gates site. One of the schools in the building is an early childhood center for prekindergarten and kindergarten students. The other school is a grades 1-6 elementary school. Then the District builds a grades 1-6 elementary school at the Douglas site. Blanchard, Merriam, and McCarthy Towne become grades 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain. Conant and the Admin Building are taken off-line.*

**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 3810 9-12	New Building Projects 347 421 421 PK-K 1-6 1-6 Priority #1 Priority #2
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**Phasing Notes**

- Priority #1**
- Build new twin school on Gates site
  - Move 1-6 students from Gates & Douglas into new 1-6 school; Move all PK-K students into new ECC
  - Demolish Gates
  - Admin & Douglas come off-line
- Priority #2**
- Build new 1-6 school on Douglas site, Demolish existing Douglas
  - Move 1-6 students at Conant into new 1-6 school at Douglas
  - Conant comes off-line

Short List – Option D - Phasing



30 of 55

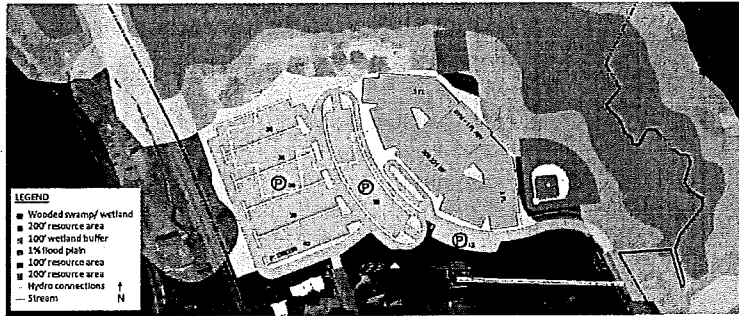
**E**

**Option E: New Consolidated Twin Elementary School with attached ECC**

*In Option E, the District builds a new building at the Gates site with three schools under one roof: two grades 1-6 elementary schools and an early childhood center for preschool and kindergarten students. Conant, Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 347 421 421 PK-K 1-6 1-6 Priority #1
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**Priority #1: New ECC & Twin Elementary School @ Gates**

- Three Schools Under One Roof
- PK-K/ Grades 1-6/ Grades 1-6
- 347/ 421/ 421 Student Enrollment= 1,189 total
- 3 Story Building
- 200,000 SF

Short List – Option E Priority #1



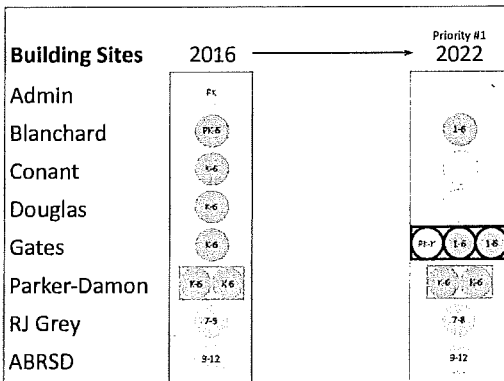
**E**

**Option E: New Consolidated Twin Elementary School with attached ECC**

*In Option E, the District builds a new building at the Gates site with three schools under one roof: two grades 1-6 elementary schools and an early childhood center for preschool and kindergarten students. Conant, Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-6 elementary schools. RJ Grey Jr. High and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK-K / 1-6 / 7-8 / 9-12**

Admin	Blanchard 434 1-6	Conant	Douglas	Gates	Parker-Damon 483 483 1-6 1-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 347 421 421 PK-K 1-6 1-6 Priority #1
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**Phasing Notes**

- Priority #1
- Build new triple school on Gates site
  - Move 1-6 students from Conant, Gates & Douglas into new triple school. Move all pre-kindergarten and kindergarten students into new ECC.
  - Demolish Gates
  - Admin, Conant, & Douglas come off-line
  - Perform CIP Improvements to Blanchard, PDB, RJG and ABRHS

Short List – Option E Phasing



31 of 55

**Option I: Addition at the Junior High, New Elementary School, Reno**

*In Option I, the District builds an addition to RJ Grey to house grades 6-8 students. A new grade 1-5 elementary school is constructed at the Gates site. Conant has a renovation/addition to become an ECC for the district's PK-K students. Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-5 elementary schools. Acton-Boxborough Regional High School remains.*

**Grade Configuration: PK-K / 1-5 / 6-8 / 9-12**

Admin	Blanchard 434 1-5	Conant 347 PK-K Priority #3	Douglas	Gates	Parker-Damon 483 483 1-5 1-5	RJ Grey 1273 6-8 Priority #1	ABRHS 1810 9-12	New Building Projects 425 1-5 Priority #2
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**Priority #1: Addition @ RJ Grey**

- 6-8 Middle School
- 1,279 Enrollment
- Two Story Addition
- 64,500 SF Addition
- 204,600 SF Total

Short List – Option I Priority #1

**Option I: Addition at the Junior High, New Elementary School, Reno**

*In Option I, the District builds an addition to RJ Grey to house grades 6-8 students. A new grade 1-5 elementary school is constructed at the Gates site. Conant has a renovation/addition to become an ECC for the district's PK-K students. Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-5 elementary schools. Acton-Boxborough Regional High School remains.*

**Grade Configuration: PK-K / 1-5 / 6-8 / 9-12**

Admin	Blanchard 434 1-5	Conant 347 PK-K Priority #3	Douglas	Gates	Parker-Damon 483 483 1-5 1-5	RJ Grey 1273 6-8 Priority #1	ABRHS 1810 9-12	New Building Projects 425 1-5 Priority #2
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**Priority #2: New Elementary School @ Gates**

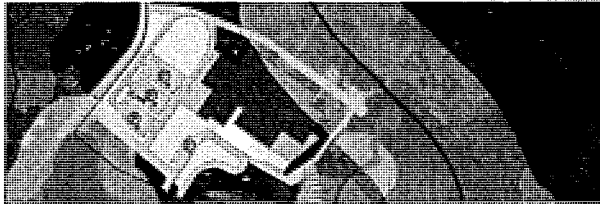
- Grades 1-5
- 425 Student Enrollment
- 2 & 3 Story Building
- 70,500 SF

Short List – Option I Priority #2

**Option I: Addition at the Junior High, New Elementary School, Reno**  
*In Option I, the District builds an addition to RJ Grey to house grades 6-8 students. A new grade 1-5 elementary school is constructed at the Gates site. Conant has a renovation/addition to become an ECC for the district's PK-K students. Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-5 elementary schools. Acton-Boxborough Regional High School remains.*

**Grade Configuration: PK-K / 1-5 / 6-8 / 9-12**

Admin	Blanchard 434 1-5	Conant 347 PK-K Priority #3	Douglas	Gates	Parker-Damon 483 483 1-5 1-5	RJ Grey 1279 6-8 Priority #1	ABRHS 1810 9-12	New Building Projects 435 1-5 Priority #2
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**Priority #3: Renovate/ Add to Conant to be an Early Childhood Center**

- Grades PK-K
- 347 Student Enrollment
- Single Story Building
- 5,500 SF Addition for a total of 60,500 SF

Short List – Option I Priority #3



**Option I: Addition at the Junior High, New Elementary School, Reno**  
*In Option I, the District builds an addition to RJ Grey to house grades 6-8 students. A new grade 1-5 elementary school is constructed at the Gates site. Conant has a renovation/addition to become an ECC for the district's PK-K students. Douglas, and the Admin building are discontinued as a school buildings. Blanchard, Merriam, and McCarthy Towne become 1-5 elementary schools. Acton-Boxborough Regional High School remains.*

**Grade Configuration: PK-K / 1-5 / 6-8 / 9-12**

Admin	Blanchard 434 1-5	Conant 347 PK-K Priority #3	Douglas	Gates	Parker-Damon 483 483 1-5 1-5	RJ Grey 1279 6-8 Priority #1	ABRHS 1810 9-12	New Building Projects 435 1-5 Priority #2
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Building Sites	2016	Priority #1 2023	Priority #2 2029	Priority #3 2035	Phasing Notes
Admin	PK	PK	PK		<b>Priority #1</b> • Build new addition @ RJ Grey • Renovate existing building • Move all of grade 6 to RJ Grey  <b>Priority #2</b> • Build new 1-5 elem. school @ Gates • Move grades 1-5 from Douglas, Conant, & Gates to new elem. school • Move K students from Conant & Gates to Douglas temporarily • Demolish Gates  <b>Priority #3</b> • Renovate Conant to be an ECC • Move all PK & K students to ECC • Douglas and Admin come off-line
Blanchard	PK-4	PK-5	PK-5	1-5	
Conant	E-4	PK-5		PK-K	
Douglas	E-6	E-5	E	1-5	
Gates	E-6	E-5	1-5	1-5	
Parker-Damon	K-5 1-6	PK-5 1-5	1-5 1-5	1-5 1-5	
RJ Grey	7-8	6-8	6-8	6-8	
ABRSD	9-12	9-12	9-12	9-12	

Short List – Option I Phasing





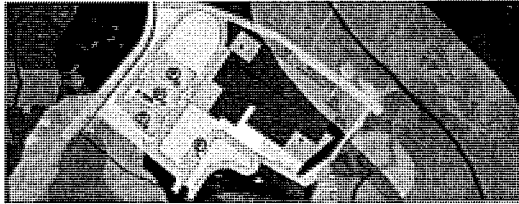
**L**

**Option L: Renovate/Add to Conant, Douglas, & Gates- Grade Configuration Remains**

*In Option L, the District upgrades Conant, Douglas, and Gates with renovations and additions. Douglas has been identified as priority #1. The District will review the needs of Conant and Gates to determine which project will be priority #2 & #3. This option will likely require phased construction and for schools to be in operation during construction. The Admin Building, Blanchard, Merriam, McCarthy Towne, RJ Grey Jr High School and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK / K-6 / 7-8 / 9-12**

Admin 43 PK	Blanchard 434 PK-6	Conant 382 K-6 Priority #3	Douglas 382 K-6 Priority #1	Gates 382 K-6 Priority #2	Parker-Damon 483 483 K-6 K-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects
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**Priority #3: Reno/Addition to Conant**

- K-6 Elementary School
- 382 Student Enrollment
- Single Story Building
- 10,100 SF Addition for a total of 65,100 SF

Short List – Option L Priority #3



**L**

**Option L: Renovate/Add to Conant, Douglas, & Gates- Grade Configuration Remains**

*In Option L, the District upgrades Conant, Douglas, and Gates with renovations and additions. Douglas has been identified as priority #1. The District will review the needs of Conant and Gates to determine which project will be priority #2 & #3. This option will likely require phased construction and for schools to be in operation during construction. The Admin Building, Blanchard, Merriam, McCarthy Towne, RJ Grey Jr High School and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK / K-6 / 7-8 / 9-12**

Admin 43 PK	Blanchard 434 PK-6	Conant 382 K-6 Priority #3	Douglas 382 K-6 Priority #1	Gates 382 K-6 Priority #2	Parker-Damon 483 483 K-6 K-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects
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Building Sites	2016	Priority #1 2022	Priority #2 2028	Priority #3 2034
Admin	PK	PK	PK	PK
Blanchard	PK-6	PK-6	PK-6	PK-6
Conant	K-6	K-6	K-6	K-6
Douglas	K-6	K-6	K-6	K-6
Gates	K-6	K-6	K-6	K-6
Parker-Damon	K-6 K-6	K-6 K-6	K-6 K-6	K-6 K-6
RJ Grey	7-8	7-8	7-8	7-8
ABRSD	9-12	9-12	9-12	9-12

- Phasing Notes**
- Priority #1**
- Construct Temp Portable Classrooms
  - Reno/Add to Douglas in Phases
  - Move students in new areas/phase
- Priority #2**
- Construct Temp Portable Classrooms
  - Reno/Add to Gates in Phases
  - Move students in new areas/phase
- Priority #3**
- Construct Temp Portable Classrooms
  - Reno/Add to Conant in Phases
  - Move students in new areas/phase

Short List – Option L Phasing



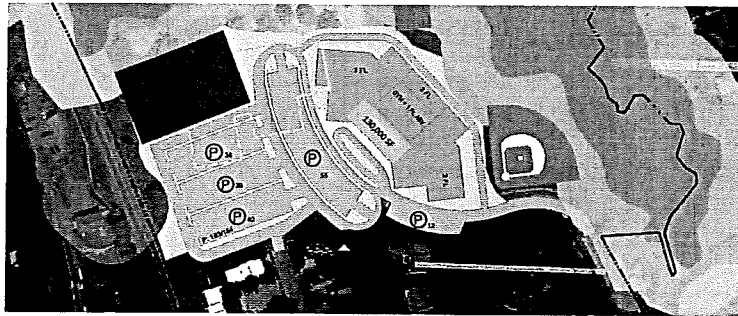
**M**

**Option M: New Twin Elementary School; New Elementary School**

*In Option M, the District builds a new K-6 twin school on the Gates site to serve the Gates and Douglas populations. After completion of the priority project, the District builds a K-6 elementary school on the Douglas site to serve the Conant student population. The Admin Building, Blanchard, Merriam, McCarthy Towne, RJ Grey, and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK / K-6 / 7-8 / 9-12**

Admin 43 PK	Blanchard 434 PK-6	Conant	Douglas	Gates	Parker-Damon 483 483 K-6 K-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 382 382 382 K-6 K-6 K-6 Priority #1 Priority #2	
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**Priority #1: New Twin Elementary School @ Gates**

- Two Schools Under One Roof
- Grades K-6
- 382/382 Student Enrollment=764
- 3 Story Building
- 130,000 SF

Short List – Option M Priority #1



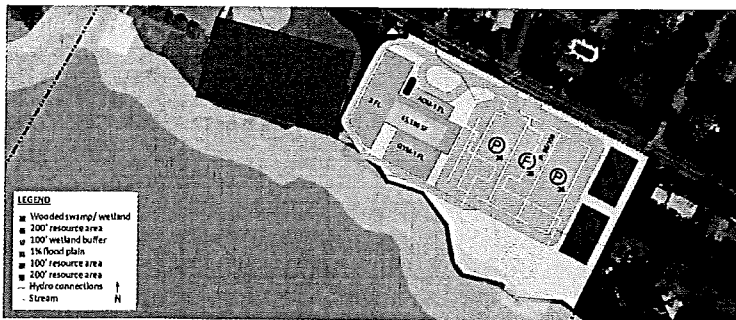
**M**

**Option M: New Twin Elementary School; New Elementary School**

*In Option M, the District builds a new K-6 twin school on the Gates site to serve the Gates and Douglas populations. After completion of the priority project, the District builds a K-6 elementary school on the Douglas site to serve the Conant student population. The Admin Building, Blanchard, Merriam, McCarthy Towne, RJ Grey, and Acton-Boxborough Regional High School remain.*

**Grade Configuration: PK / K-6 / 7-8 / 9-12**

Admin 43 PK	Blanchard 434 PK-6	Conant	Douglas	Gates	Parker-Damon 483 483 K-6 K-6	RJ Grey 863 7-8	ABRHS 1810 9-12	New Building Projects 382 382 382 K-6 K-6 K-6 Priority #1 Priority #2	
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**LEGEND**  
 ■ Wooded/swamp/wetland  
 ■ 200' resource area  
 ■ 100' wetland buffer  
 ■ 1% flood plain  
 ■ 100' resource area  
 ■ 200' resource area  
 --- Hydro connections  
 --- Stream

**Priority #2: New Elementary School @ Douglas**

- Grades K-6
- 382 Student
- 3 Story Building
- 65,100 SF

Short List – Option M Priority #2



# M

## Option M: New Twin Elementary School; New Elementary School

In Option M, the District builds a new K-6 twin school on the Gates site to serve the Gates and Douglas populations. After completion of the priority project, the District builds a K-6 elementary school on the Douglas site to serve the Conant student population. The Admin Building, Blanchard, Merrim, McCarthy Towne, R.J. Grey, and Acton-Boxborough Regional High School remain.

### Grade Configuration: PK / K-6 / 7-8 / 9-12

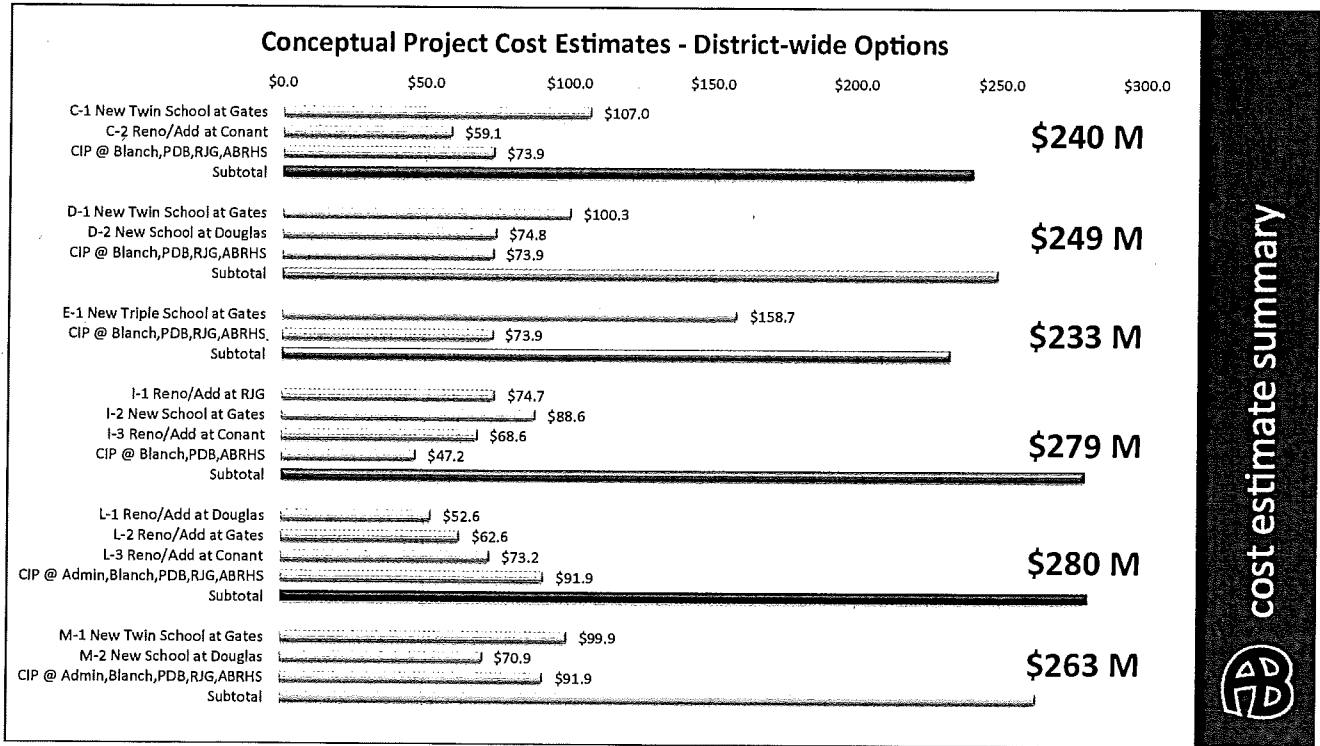
Admin 43 PK	Blanchard 434 PK-6	Conant	Douglas	Gates	Parker-Damon 483 483 K-6 K-6	RJ Grey 863 7-8	ABRHS 3810 9-12	New Building Projects 382 382 382 K-6 K-6 K-6 Priority #1 Priority #2
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Building Sites	2016	Priority #1 2022	Priority #2 2028	Phasing Notes
Admin	PK	PK	PK	<b>Priority #1</b> • Build new twin school on Gates site • Move K-6 students from Gates & Douglas into new K-6 school • Demolish Gates
Blanchard	PK-6	PK-6	PK-6	
Conant	K-6	K-6	K-6	<b>Priority #2</b> • Build new K-6 school on Douglas site, • Demolish existing Douglas • Move K-6 students at Conant into new K-6 school at Douglas • Conant comes off-line
Douglas	K-6	K-6	K-6	
Gates	K-6	K-6 K-6	K-6 K-6	
Parker-Damon	K-6 K-6	K-6 K-6	K-6 K-6	
RJ Grey	7-8	7-8	7-8	
ABRSD	9-12	9-12	9-12	

Short List – Option M Phasing







# study findings

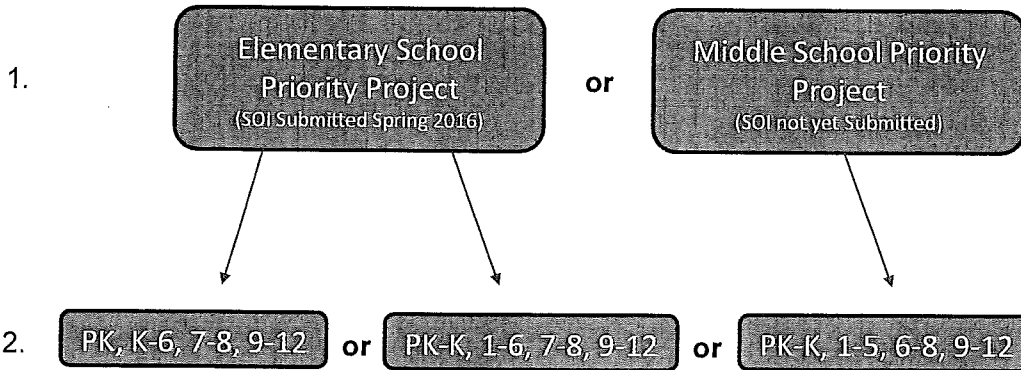
## Master Plan Study Findings

- Admin Building, Douglas, Gates, and Conant need significant long-term improvements or replacement to address physical and educational needs.
- District should consider both Early Childhood Center (PK & K) and conventional middle school (6<sup>th</sup>-8<sup>th</sup>) models.
- 10 yr enrollment trajectory may allow reduction in number of active school facilities, but 20 yr trajectory may require additional facilities.
- Twin and Triple School alternatives are theoretically feasible on the Gates site.
- \$120M +/- worth of deferred maintenance, repairs, and physical upgrades ONLY (CIP). **Almost entirely at District expense.**
- \$250M +/- investment needed to address physical AND educational needs. **MSBA participation will reduce District contribution.**



next  
steps

## School Committee Next Steps



Short Listed Options

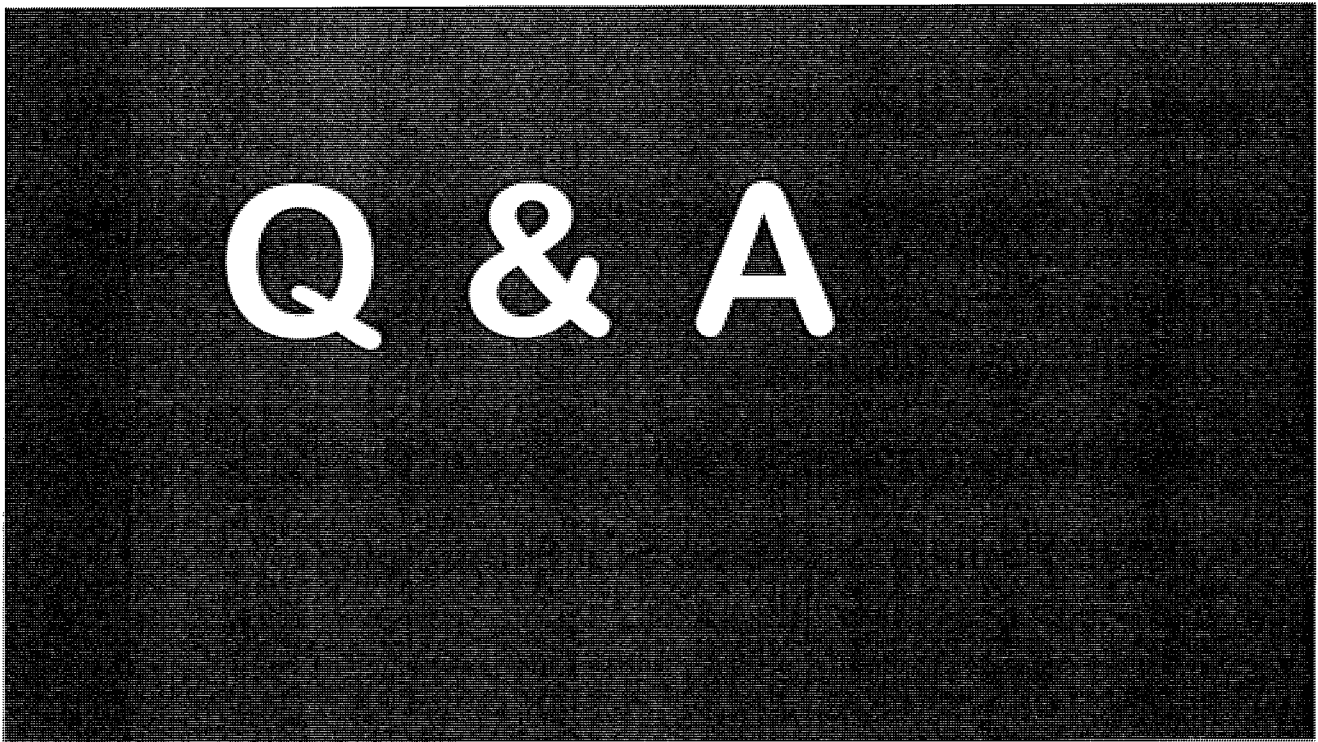
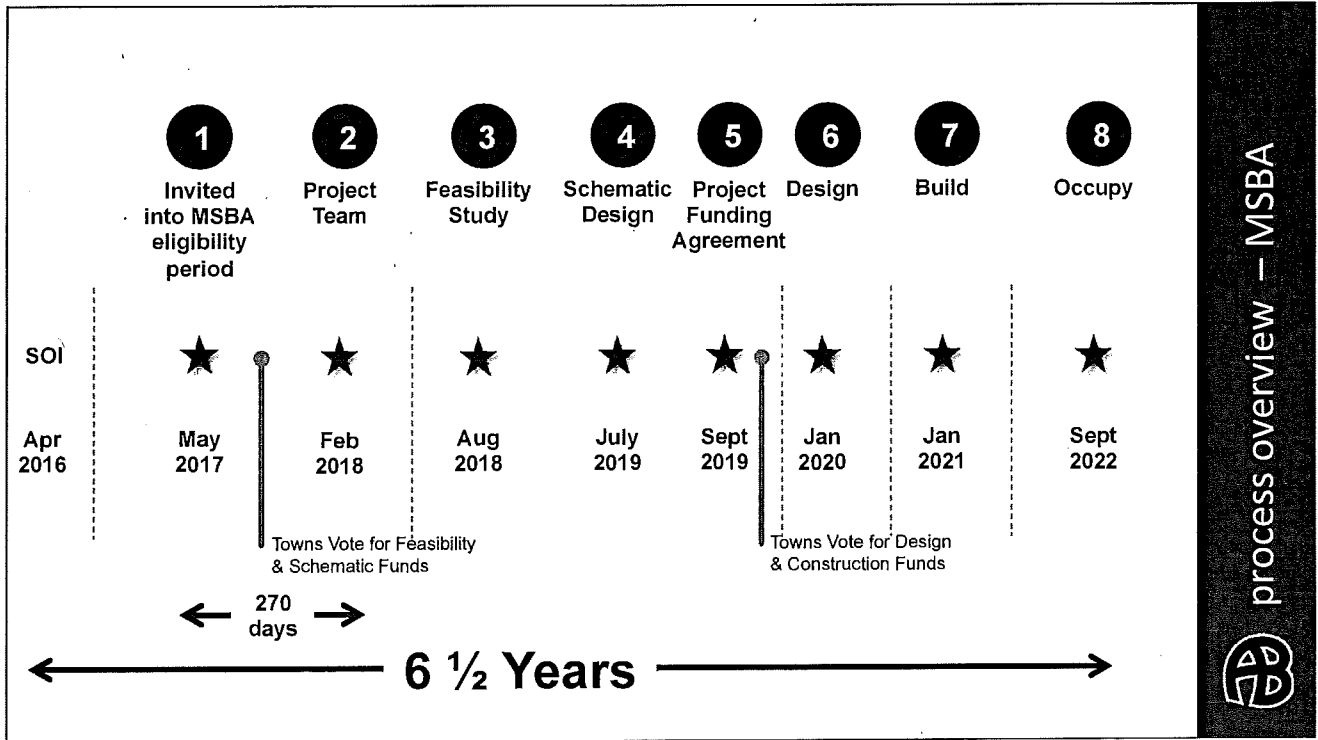


## Master Plan - Next Steps

- D&W to publish Master Plan Report
- Acton-Boxborough School Committee Continues Discussion
- Further Engagement with General Public
- Await Results of MSBA SOI Submission

Next Steps





410455

# feedback exercise

## Instructions

- Use the colored post-it notes to respond to these three prompts:

I like...

I wish...

I wonder...

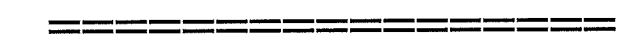


thank  
you

*Acton-Boxborough Regional School District  
16 Charter Road Acton, MA 01720*

# **PLEASE POST**

## **Meeting of the Acton-Boxborough Regional School Committee's Budget Subcommittee**



**Wednesday, April 5, 2017  
at 7:30 a.m.**



**Superintendent's Conference Room #13  
ABRSD Administration Building**

### **Agenda:**

1. Minutes
2. FY17 & FY18 Budget Status
  - a. Acton Leadership Group (ALG)
  - b. Boxborough Leadership Forum (BLF)
  - c. Finance Committees
  - d. Enrollment
3. Capital Improvement Plan (C.I.P.)
  - a. Short Term Capital Priorities – Dore & Whittier
  - b. Community Preservation Committees (CPC) Funding  
School Projects
4. Acton & Boxborough Town Meetings

Acton Boxborough Regional School District  
**Capital Improvement Plan – Implementation**



PROGRESS PRESENTATION

4 April 2017

**Agenda**

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- **Update Since January**
- **CIP Implementation Plan**
  - **Process**
  - **Result**
  - **Schedule/Next Steps**
- **Questions**



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation



### **Update on progress – January to April 2017**

---

1. MSBA invited ABRSD to enter into the “Eligibility Phase” for Douglas E.S.
2. Considered potential impact to CIP plan for Douglas, Gates, Conant
3. We took the “Priority-1” projects as a starting point
4. Developed categories as benchmarks
5. Bundled the projects together into “packages”
6. Determined if “packages” will trigger other code required upgrades



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Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

### **Update on progress – January to April 2017**

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1. MSBA invited ABRSD to enter into the “Eligibility Phase” for the Douglas Elementary School project.
  - What does this mean?
  - What happens next?
  - How does this impact the CIP Plan for the district?



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Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Update on progress – January to April 2017

2. We took the “1-Priority” projects and further broke down these into three subsets:
  - Critical need
  - High Need
  - Energy Efficiency/Operational Cost Savings



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Considerations for Prioritizing Buildings

- a. Minimize extensive work done at buildings that may be affected by the MSBA study or future decisions by the school district.
- b. Feasibility of extending the life of the building vs. replacement



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## **Update on progress – January to April 2017**

3. **Developed the following categories as benchmarks:**

**Operational Budget**

Could be performed by in-house staff easily

**Health & Safety**

Roofing, Site paving and sidewalks, pedestrian & vehicular safety, Electrical

**Indoor Air Quality**

HVAC systems, Roofing, Exterior Envelope

**Exceeded Useful Life**

Roofing, Exterior Envelope, HVAC, Electrical, Interior, Further Study



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Capital Improvement Plan - Implementation

## **Considerations for “Packaging” Work**

- a. District’s ability to self perform work (in house staff).
- b. Package work items together that make financial and construction sequencing sense.
- c. Break scope packages into cost increments that may be reasonably supported by the two Towns.
- d. Package similar sub trade work together across multiple facilities where it makes sense to lower costs.
- e. Investigate code triggers for scope packaged work
- f. Consider construction scheduling during vacation periods to minimize need for temporary facilities.



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Capital Improvement Plan – Considerations

- Possible Code Triggers:
  - Handicap Accessibility
  - Seismic / Structural Upgrades
  - Fire Protection (Sprinklers)
  - Energy Code



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Capital Improvement Plan - Implementation

## Capital Improvement Plan – Considerations

- Accessibility
  - where the cost of the work amounts to **30% or more** of the assessed value of the building then the entire building is required to comply.
  - where the cost of the work amounts to \$100,000 then an accessible entrance and restroom must be provided

CONCLUSION: Only the work being touched will be required to be upgraded; code triggers are not being reached, with the exception of possibly the Admin building – pending decisions

However- the construction cost compared to assessed value is considered over a **3-year period (back or forward)**



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Capital Improvement Plan – Considerations

Seismic / Structural Upgrades

- if renovations, additions or alterations of an existing building exceed **50% of the aggregate area** of the building then the entire facility must be upgraded to meet current seismic codes.

CONCLUSION: Only localized improvements where needed to accommodate the work will be impacted (i.e. structural support at new HVAC equipment on roof, if necessary)



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## Capital Improvement Plan – Considerations

Fire Protection (Sprinklers)

- for major alterations to existing buildings that exceed 7,500 sq.ft. the entire facility must be upgraded to meet current codes.

Both of the following are considered to determine a "major alteration"

- Nature of the Work (ie. if you are removing existing ceilings)
- Scope of the Work (more than 33% of the assessed value)

CONCLUSION: Based on the planned scope, it does not appear that this requirement will be triggered - same 3-year period stipulation applies



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Capital Improvement Plan - Implementation

## Capital Improvement Plan – Considerations

Energy Code

Any new work shall meet current energy code requirements.

CONCLUSION: No impact or code triggers to other parts of the building



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Capital Improvement Plan – April 2017

SUMMARY	Critical	High Need	Energy Efficiency/ Operational Cost Savings	Subtotal
On Docket- Spring 2017 Town Mtg	\$740,750			\$740,750
Operational Budget	\$139,725	\$106,046	\$1,500	\$247,271
Roofing	\$1,390,641	\$144,923	\$0	\$1,535,564
Exterior Envelope	\$694,295	\$360,161	\$0	\$1,054,456
Site Paving and Sidewalk	\$2,777,550	\$125,210	\$0	\$2,902,760
HVAC	\$909,780	\$6,900	\$595,463	\$1,512,143
Electrical	\$284,625	\$862,500	\$172,500	\$1,319,625
Misc. Interior	\$1,253,925	\$106,519	\$0	\$1,360,444
Further Study	\$12,000	\$0	\$0	\$12,000
Pending Decisions	\$1,805,445	\$1,328,286	\$363,113	\$3,496,844
<b>SUBTOTAL</b>	<b>\$10,008,736</b>	<b>\$3,040,546</b>	<b>\$1,132,575</b>	<b>\$14,181,857</b>



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Capital Improvement Plan – April 2017

SUMMARY	ABRHS	RJG	PDB	Blanchard	Douglas*	Gates*	Conant*	Admin**	Maint. Bldg**	Campus	Leary Field	Subtotals
Assessed Building Value	\$29,259,300	\$9,941,100	\$20,000,000	\$4,948,300	\$3,500,000	\$5,400,000	\$5,400,000	\$3,132,200	\$219,800			
30% of Assessed Building Value	\$8,777,790	\$2,982,330	\$6,000,000	\$1,484,490	\$1,050,000	\$1,620,000	\$1,620,000	\$939,660	\$65,940			
Critical Need	\$1,804,176	\$1,086,565	\$907,199	\$1,241,176	\$25,875	\$0	\$0	\$1,898,250	\$352,245	\$1,552,500	\$400k	\$9,267,986
High Need	\$182,419	\$946,335	\$60,075	\$13,196	\$17,250	\$6,900	\$486,085	\$1,328,286	\$0	\$0	\$0	\$3,040,546
Energy Efficiency / Operational Cost Savings		\$185,438	\$41,400	\$43,125	\$1,500	\$316,875	\$181,125	\$363,113	\$0	\$0	\$0	\$1,132,575
<b>Subtotal</b>	<b>\$1,986,595</b>	<b>\$2,218,338</b>	<b>\$1,008,674</b>	<b>\$1,297,498</b>	<b>\$44,625</b>	<b>\$323,725</b>	<b>\$667,210</b>	<b>\$3,589,649</b>	<b>\$352,245</b>	<b>\$1,552,500</b>	<b>\$400k</b>	<b>\$13,441,107</b>
On-Docket - 2017												\$740,750
<b>TOTAL</b>												<b>\$14,181,857</b>

\*Many Critical Need/High Need Items have not been included– pending MSBA study  
 \*\*Pending outcome of future decisions/study



Acton-Boxborough Regional School District  
 Capital Improvement Plan - Implementation

## Capital Improvement Plan – January, 2016

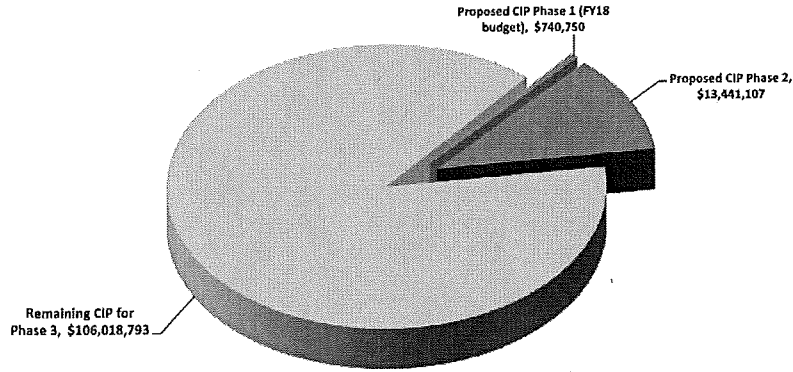
Acton-Boxborough Regional School District Capital Improvements Plan Cost Summary January 15, 2016			
	CIP	Haz Mat	Total
Acton-Boxborough Regional HS	\$ 14,067,387	\$ 319,125	\$ 14,386,512
Campus Site and Leary Field	\$ 4,391,250		\$ 4,391,250
RJ Grey Jr HS	\$ 17,744,365	\$ 324,300	\$ 18,068,665
Parker Damon ES	\$ 9,029,801	\$ -	\$ 9,029,801
CT Douglas ES	\$ 16,980,970	\$ 840,248	\$ 17,821,218
Gates ES	\$ 13,578,764	\$ 1,131,773	\$ 14,710,537
Luther Conant ES	\$ 15,953,403	\$ 1,685,670	\$ 17,639,073
Blanchard ES	\$ 7,244,486	\$ 998,775	\$ 8,243,261
Administration Bldg	\$ 12,998,195	\$ 821,100	\$ 13,819,295
Maintenance Building	\$ 2,064,300	\$ 26,738	\$ 2,091,038
<b>Subtotal</b>	<b>\$ 114,052,922</b>	<b>\$ 6,147,728</b>	
		<b>GRAND TOTAL</b>	<b>\$ 120,200,650</b>



Acton-Boxborough Regional School District  
 Capital Improvement Plan - Implementation

## Capital Improvement Plan – Breakdown

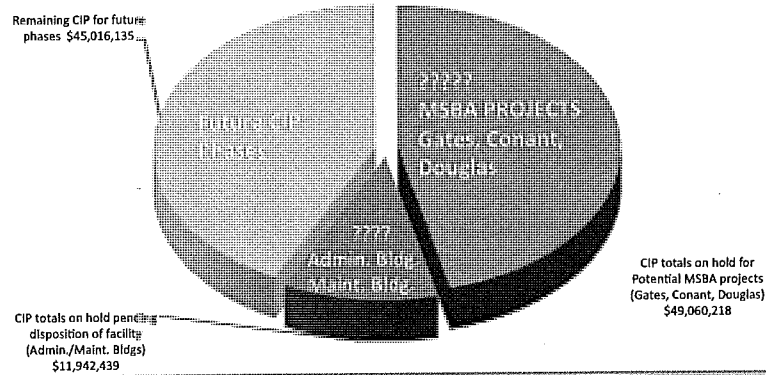
Total CIP Cost: \$120,200,650



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Capital Improvement Plan – Breakdown

Total Remaining CIP Cost after Phase 1 and 2: \$106,018,793



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation



## Capital Improvement Plan – Breakdown

ABRSD Total CIP Costs	Initial CIP Costs/Bldg.	Proposed CIP Phase 1 (FY18 budget)	Proposed CIP Phase 2	Remaining CIP for Phase 3	CIP totals on hold until Potential MSBA projects (C, G, D)	CIP totals on hold pending disposition of facility (Admin/Maint.)	Remaining CIP for future
ABRSD HS	\$ 14,386,512		\$ 1,586,595	\$ 12,399,917			\$ 12,399,917
Campus Site/Leary Field	\$ 4,391,250	\$ 450,000	\$ 1,952,500	\$ 1,988,750			\$ 1,988,750
RJ Grey Jr. HS	\$ 18,068,665		\$ 2,218,338	\$ 15,850,328			\$ 15,850,328
Parker Damon	\$ 9,029,801		\$ 1,008,674	\$ 8,021,127			\$ 8,021,127
CT Douglas	\$ 17,821,218		\$ 44,625	\$ 17,776,593	\$ 17,776,593		
Gates	\$ 14,710,537		\$ 323,775	\$ 14,386,762	\$ 14,386,762		
Conant	\$ 17,639,073	\$ 75,000	\$ 667,210	\$ 16,896,863	\$ 16,896,863		
Blanchard	\$ 8,243,261	\$ 189,750	\$ 1,297,498	\$ 6,756,014			\$ 6,756,014
Admin bldg	\$ 13,819,295		\$ 3,589,649	\$ 10,229,646		\$ 10,229,646	
Maint. bldg	\$ 2,091,038	\$ 26,000	\$ 352,245	\$ 1,712,793		\$ 1,712,793	
<b>Total CIP</b>	<b>\$ 120,200,650</b>	<b>\$ 740,750</b>	<b>\$ 13,441,107</b>	<b>\$ 106,018,793</b>	<b>\$ 49,060,218</b>	<b>\$ 11,942,439</b>	<b>\$ 45,016,135</b>



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## CIP Implementation – Considerations Ahead

### 1. Project Funding

Option A – **Step 1:** Vote for funding for design/engineering - formal bid documents (Fall). **Step 2:** Go to spring Town Meeting with bids in hand for vote on construction funding

Vs.

Option B - Vote for design and construction funding based on scope package estimate at fall Town Meeting

### 2. Construction Delivery

- a. General Contractor (Chapter 149)
- b. Construction Manager at Risk (Chapter 149A)
- c. Any project over \$1.5M requires District to hire an Owner's Project Manager (OPM)



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## CIP Implementation Plan – Schedule Overview

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1. February, 2017
  - a. Develop scope package options and cost estimates
2. March, 2017
  - a. Prioritize Work and finalize cost allowances
  - b. Review possible code triggers
  - c. **Discuss strategy for public informational meetings**
  - d. **Consider construction logistics planning**
3. March - April, 2017
  - a. Town Meeting votes for first round of CIP items
  - b. Identify potential financial 'ceilings'
  - c. Determine timing of bond(s) and future work
4. May - November 2017
  - a. Prepare for potential bond article(s)



Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

## Questions, Comments, Reactions

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Acton Boxborough Regional School District  
Capital Improvement Plan - Implementation

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Glenn Brand <gbrand@abschools.org>

School Start Time Committee

Glenn Brand <gbrand@abschools.org>
To: All Principals <all\_principals@abschools.org>

Thu, Dec 15, 2016 at 4:00 PM

To All Principals,

Could you please forward the email below to all of your School Council members?

To All School Council Members

In the fall of 2016 I shared with the School Committee my commitment to further studying the issue of start times in the district by forming a committee, which will deliver a report by the spring clarifying options, financial costs and other implications of possible changes to our current start times.

The School Start Time Committee will be comprised of members of our wider school community and include staff and parents/guardians and administration. The overview of the plan and work that the Committee will do is outlined in the attached document.

In order to include the parent/guardian representatives, I am seeking the assistance of our school council members across the district. This email and invitation will be sent out to school council members only, and I would ask that the Co-Chairs work with their councils to establish one (1) volunteer who is willing to serve on the committee (with the exception of the high school where the goal is to have two (2) volunteers).

The committee will meet on the following dates from 3:45 - 5:00 p.m.

Tuesday, January 10

Tuesday, February 7

Tuesday, March 14

Tuesday, May 2

The work of the committee will occur in smaller subcommittees and it is likely that some additional meeting time will be necessary, which will be arranged at a mutually convenient time for the members of that group.

It would be much appreciated if Co-Chairs would forward the name (s) of volunteers to Karen Coll, Assistant to the Superintendent, by Thursday, December 22, 2016 at kcoll@abschools.org.

If you have any further questions please don't hesitate to let me know.

lot 27

5/11/2017

Acton-Boxborough Regional School District Mail - School Start Time Committee

Thank you.

Sincerely,

Glenn

--

Glenn A. Brand, Ed.D.  
Superintendent  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, Massachusetts 01720  
978.264.4700 ext. 3206  
Twitter: @SuperABRSD

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 **School Start Time Committee .pdf**  
246K

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**Acton-Boxborough Regional School District**  
**Superintendent's Office**  
16 Charter Road  
Acton, MA 01720  
978-264-4700 [www.abschools.org](http://www.abschools.org)

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

## **ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT SCHOOL START TIME COMMITTEE**

### **A. OVERVIEW:**

In the fall of 2016, Dr. Brand, Superintendent, committed to further studying the possibility of changing start times in the district. This is in direct response to the *Superintendent's Wellness Committee Report* (viewable [here](#)), delivered to the School Committee and the community last spring, which strongly advocated for a change in school start times at the secondary level in light of the growing research connecting sleep, start times and the health and well-being of adolescents.

In order to facilitate this goal Dr. Brand is forming a *Start Time Committee* that will deliver a report to the School Committee in the spring of 2017, outlining the various options, financial costs and other respective implications of changing start times.

A call for volunteers is going out December 16, 2016, and additional information can be found below.

### **B. COMMITTEE COMPOSITION**

The work associated with the *School Start Time Committee* will be completed through the contributions of many members of our wider school community. The composition of the committee includes the following:

#### *Committee Members*

- Parents/guardians selected from each School Council (8)
- School Committee representative (1)
- Teacher representatives (6)
- Elementary & Secondary Building Administrators (3)
- Director of Community Education (1)
- Deputy Superintendent (1)
- Director of Athletics (1)
- Manager of Transportation (1)
- Director of Facilities & Maintenance (1)

## C. SCHEDULE

The committee as a whole will plan to meet on the following dates, with all meetings scheduled from 3:45 – 5:00 p.m.

Tuesday, January 10  
Tuesday, February 7  
Tuesday, March 14  
Tuesday, May 2

Additional meeting times will likely be necessary within the four subcommittees and can be arranged at times that are mutually convenient.

## D. SUBCOMMITTEES

The work of the committee will be largely completed through four (4) subcommittees:

### Outreach Subcommittee

The charge of this subcommittee will be to plan, develop and oversee the outreach campaign that gathers feedback, opinions and perspectives regarding school start times, proposed models, and limitations that are associated with any proposed changes to our current model. Work included as a part of this will be the analysis and reporting of data.

### Scenario & Option Development Subcommittee

The charge of this subcommittee will be to work closely with the transportation department and our bus analysis consultants to refine start time scenarios and options district-wide. This work will include establishing clear schedules and bus routing-related information, and assembling this information in a clear and coherent way that analyzes comparisons of current and proposed schedules.

### Research & Education Subcommittee

This subcommittee will be charged with pulling together relevant information of other surrounding school districts and articulating the key issues connected with changing start times.

### Communications Subcommittee

The charge of this subcommittee will be to develop a communications strategy and platform to disseminate information related to the committee's work. This subcommittee will also focus on assembling the final report to the School Committee.



**Acton-Boxborough Regional School District**  
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**Glenn A. Brand, Ed.D.**  
*Superintendent of Schools*

## ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT SCHOOL START TIME COMMITTEE

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A call for volunteers is going out December 16, 2016, and additional information can be found below.

### B. COMMITTEE COMPOSITION

The work associated with the *School Start Time Committee* will be completed through the contributions of many members of our wider school community. The composition of the committee includes the following:

*Committee Members*

<u>Group/Department Represented</u>	<u>Name(s)</u>
Superintendent	Glenn Brand Marie Altieri
School Committee	Diane Baum Deanne O'Sullivan Eileen Zhang
Elementary/Secondary Building Administrators	Damian Sugrue, Conant Matthew McDowell, McT Allison Warren, RJ Grey Larry Dorey, ABRHS
Teachers	Kate Contini, Blanchard Kerri French, Conant Laura Martin, McT Christine Fenian, RJ Grey Bill Noeth, ABRHS David Green, ABRHS
Parents	Tessa McKinley, Blanchard

	Andrea Keenan, Conant Heather Harer, Douglas Manoj Thadani, Gates Jessica Lubets, McT Michelle Hanlon, RJ Grey Diane Ross, ABRHS
Facilities and Transportation	JD Head Ed Weiner
Community Education	Erin Bettez
Athletics	Steve Martin

**C. SCHEDULE**

The committee as a whole will plan to meet on the following dates, with all meetings scheduled from 3:45 – 5:00 p.m.

- Tuesday, January 10
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- Tuesday, March 14
- Tuesday, May 2

Additional meeting times will likely be necessary within the four subcommittees and can be arranged at times that are mutually convenient.

**D. SUBCOMMITTEES**

The work of the committee will be largely completed through four (4) subcommittees:

Outreach Subcommittee

The charge of this subcommittee will be to plan, develop and oversee the outreach campaign that gathers feedback, opinions and perspectives regarding school start times, proposed models, and limitations that are associated with any proposed changes to our current model. Work included as a part of this will be the analysis and reporting of data.

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The charge of this subcommittee will be to work closely with the transportation department and our bus analysis consultants to refine start time scenarios and options district-wide. This work will include establishing clear schedules and bus routing-related information, and assembling this information in a clear and coherent way that analyzes comparisons of current and proposed schedules.

Research & Education Subcommittee

This subcommittee will be charged with pulling together relevant information of other surrounding school districts and articulating the key issues connected with changing start times.

Communications Subcommittee

The charge of this subcommittee will be to develop a communications strategy and platform to disseminate information related to the committee’s work. This subcommittee will also focus on assembling the final report to the School Committee.



**ABRSD SCHOOL START TIME COMMITTEE**  
**SUBCOMMITTEE MEMBERS OVERVIEW**  
**2016-17**

<b>Outreach</b>	<b>Scenario &amp; Options</b>	<b>Research &amp; Education</b>	<b>Communications</b>
*Larry Dorey <a href="mailto:ldorey@abschools.org">ldorey@abschools.org</a>	*Marie Altieri <a href="mailto:maltieri@abschools.org">maltieri@abschools.org</a>	*Kathryn Contini <a href="mailto:kcontini@abschools.org">kcontini@abschools.org</a>	*Allison Warren <a href="mailto:awarren@abschools.org">awarren@abschools.org</a>
Steve Martin <a href="mailto:smartin@abschools.org">smartin@abschools.org</a>	Damian Sugrue <a href="mailto:dsugrue@abschools.org">dsugrue@abschools.org</a>	Jessica Lubets <a href="mailto:jessicalubets@gmail.com">jessicalubets@gmail.com</a>	Chris Fenniman <a href="mailto:cfenniman@abschools.org">cfenniman@abschools.org</a>
Laura Martin <a href="mailto:lmartin@abschools.org">lmartin@abschools.org</a>	Tessa McKinley <a href="mailto:lilyandsophie2014@gmail.com">lilyandsophie2014@gmail.com</a>	Michelle Hanlon <a href="mailto:mhanlon@mit.edu">mhanlon@mit.edu</a>	Erin Bettez <a href="mailto:ebettez@abschools.org">ebettez@abschools.org</a>
David Green <a href="mailto:dgreen@abschools.org">dgreen@abschools.org</a>	Bill Noeth <a href="mailto:bnoeth@abschools.org">bnoeth@abschools.org</a>		Andrea Keenan <a href="mailto:andreakeenan36@gmail.com">andreakeenan36@gmail.com</a>
Eileen Zhang <a href="mailto:ezhang@abschools.org">ezhang@abschools.org</a>	Heather Harer <a href="mailto:hharer@verizon.net">hharer@verizon.net</a>		Deanne O'Sullivan <a href="mailto:dosullivan@abschools.org">dosullivan@abschools.org</a>
Diane Baum <a href="mailto:dbaum@abschools.org">dbaum@abschools.org</a>	Deanne O'Sullivan <a href="mailto:dosullivan@abschools.org">dosullivan@abschools.org</a>		
Diane Ross <a href="mailto:diane.ross3@verizon.net">diane.ross3@verizon.net</a>	JD Head <a href="mailto:jdhead@abschools.org">jdhead@abschools.org</a>		
Elizabeth McGovern <a href="mailto:liz_mcgovern@yahoo.com">liz_mcgovern@yahoo.com</a>	Kerrie French <a href="mailto:kfrench@abschools.org">kfrench@abschools.org</a>		
	Ed Weiner <a href="mailto:eweiner@abschools.org">eweiner@abschools.org</a>		
	Matt McDowell <a href="mailto:mmcdowell@abschools.org">mmcdowell@abschools.org</a>		

January 18, 2017



Glenn Brand &lt;gbrand@abschools.org&gt;

---

## Possible Changes to School Start Times

---

Glenn Brand &lt;gbrand@abschools.org&gt;

Thu, May 4, 2017 at 7:51 PM

To: All Staff &lt;allstaff@abschools.org&gt;

Bcc: Amy Bisiewicz &lt;abisiewicz@abschools.org&gt;

Dear Members of the Acton-Boxborough Community,

Later school start times provide numerous benefits for adolescents, according to recent research. In large part, such insight is being advanced by institutions such as *The American Academy of Sleep*, which recently confirmed that teenagers require between 8.5 to 9.5 hours in any 24 hour period to maintain health, replenish, and grow. Among the many benefits of additional sleep resulting from later school start times are better cognitive function, less tardiness, fewer signs of depression, and increased attention in class. Conversely, chronic sleep loss has been shown to increase anxiety, depression, physical health problems and stimulant use, and to lower academic performance in adolescents.

The ABRSD *Superintendent's Wellness Committee* studied this issue extensively during the 2015-16 school year and, in their report from June 2016, recommended that the district explore changes in start times at the secondary level in AB based on both the research and their specific findings, which included:

- 85% of AB High School students reported getting 7 or fewer hours of sleep per night
- ABRSD starts in the earliest 8% of MA public middle and high schools
- School districts around the country, including our local cohorts, are undergoing the same process of review. Some are already implementing later start times at the secondary level including districts such as Ashland, Sharon and Concord-Carlisle.

The *School Start Time Committee* was formed this year to explore various options that could adjust our times to a later start for Junior High and High School students. The *Start Time Committee* has been meeting throughout the past several months and is now looking for feedback from our parents/guardians and staff regarding the various options that have been developed.

Please click on the following links to:

- The Start Time Survey
- Background information that will be helpful to read before taking the survey

Additional information on the topics of sleep and school start times is available on our website. That page also includes information on school busing - an important aspect of some of the options developed that would require additional transportation resources.

The survey is open until Sunday, May 14 and, after gathering your feedback, the *Start Time Committee* will be putting forth recommendations to the School Committee in June. Any changes to our current schedule would not take effect until the fall of 2018.

Thank you for your time and input.

Yours in education,

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

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## BACKGROUND INFORMATION FOR SCHOOL START TIME OPTIONS SURVEY

### Start Time Options Survey

A brief survey has been developed that presents the various options and solicits your input. The survey is open now through *Sunday, May 14 at 11:59 p.m.* You can link to the survey [here](#).

### Start Time Website

We have assembled a page on our district website that includes a number of resources as well as links to related research, the Superintendent's Wellness Committee report, an overview of the proposed schedule options and a link to the actual survey. You can link to the website [here](#).

### School Bus Routing Analysis

Some of the options developed require additional buses to support a single-tier option at the elementary level. To determine the actual number of buses we would need to add to our fleet, we partnered with a consulting firm to assist in analyzing our operation and identify ways to achieve this goal with the fewest number of additional buses. The presentation and a full report can be found on our School Start Time webpage [here](#).

Please note that some of the models developed require additional transportation costs. The first year would include a one-time cost of \$750,000; the ongoing cost is estimated to be \$375,000 starting in the second year, and each year thereafter based upon anticipated regional transportation reimbursement. There may be future savings to the district in transportations for field trips and sports that cannot be evaluated at this time. The cost estimates are based on actual current ridership and propose the following two changes to our current transportation operations. These are changes that the district is considering implementing in the future whether or not we adopt single-tier busing for elementary students:

*i) Removal of servicing cul-de-sacs:* currently our buses travel down cul-de-sacs to pick up students. Doing so results in additional travel time, making routes less efficient. The model developed would reduce this current practice and students would need to meet the bus at the end of the cul-de-sac.

*ii) Cluster stop approach:* in many cases throughout our daily routes, buses stop at the individual homes of students. This results in students spending more time on buses. Proposed changes to minimize bus route times and maximize efficiency would slightly change this approach and would expand the walking distance for students to 0.15 miles (about one and a half city blocks) for elementary students and 0.25 miles at the secondary level if safe conditions permitted.

### Additional Considerations

Any changes to start times for secondary students will have impacts on student schedules and family schedules. Some of the options also change the elementary school schedules, and would have an impact on those students and families. When completing the survey, please keep consider these issues. Potential impacts include:

- Athletic Schedules
- Before and/or after school childcare for younger students or siblings
- After school work schedules
- Sleep - for older students and for younger students
- Parent work schedules
- Transportation costs

# Start Time Options Overview

## 2018-2019 School Year

April 2017

### Schedule for 2017-2018 School Year

### Assumptions for new start times

ABRHS	7:23 am to 2:18 pm	6 hours 55 minutes	6 hours 40 minutes
Jr. High	7:30 am to 2:06 pm	6 hours 36 minutes	6 hours 36 minutes
Elementary early schedule	8:20 am to 2:50 pm	6 hours 30 minutes	6 hours 30 minutes
Elementary late schedule	9:00 am to 3:30 pm	6 hours 30 minutes	6 hours 30 minutes

### Guidelines:

- Minimum 40 minutes between each tier
- Start and end times: Options have been developed so that elementary schools will not start before 7:30. High School will end by 3:30.
- The high school is in the process of reviewing possible changes to the high school schedule. Recommendations for the high school schedule will be made in the fall. For purposes of analyzing district-wide start times, we will estimate the length of the high school schedule to be 6 hours 40 minutes. It could be 10-15 minutes shorter or longer depending on which schedule option is adopted.
- Single Tier Elementary: Options 3 and 4 can only be implemented if we are able to move the elementary schools to a single schedule. This would require an increase in transportation costs estimated to be \$750,000 in the first year and \$375,000 in the second year and each year going forward. This may not be feasible in light of budgetary constraints. We would like feedback on start times separate from the cost so that the School Committee can then appropriately weigh the cost in light of the community's views on start times.

---

#### Option 1: Shift all tiers slightly later; no flipping schedules

HS/JH	HS 7:50 AM - 2:26 PM JH / 2:30 PM HS
Elementary: Early	8:40 AM-3:10 PM
Elementary: Late	9:20 AM- 3:50 PM

---

#### Option 2 Flip HS/JH to third tier

Elementary: Early	7:30 AM- 2:00 PM
Elementary: Late	8:10 AM-2:40 PM
HS/JH	8:50 AM- 3:26 PM JH / 3:30 PM HS

---

#### Option 3 Single Tier Elementary

Cost: \$750,000 year 1; \$375,000 year 2 & Ongoing

Elementary: ALL	7:50 AM- 2:20 PM
HS/JH	8:30 AM- 3:06 PM JH / 3:10 PM HS

---

**Option 4: Elementary Single Tier, No flipping schedules**

Cost: \$750,000 year 1; \$375,000 year 2 & Ongoing

HS/JH 8:00 AM- 2:36 PM JH / 2:40 PM HS

Elementary ALL: 8:40 AM – 3:10 PM

---

**Current Schedule (2017-2018)**

HS 7:23 AM - 2:18 PM

JH 7:30 AM - 2:06 PM

Elementary Early: 8:20 AM – 2:50 PM

Elementary Late: 9:00 AM - 3:30 PM

# THE SCHOOL START TIME COMMITTEE

## Four Potential Options



The Superintendent's Wellness Committee recently recommended that the district explore a change in start times for students at the secondary level based on current sleep research for adolescents. The ABRSD Start Time Committee was formed to explore various options, gather community feedback and make recommendations to the School Committee for further consideration. These options impact all schools at the K-12 level.

The Start Time Committee has created a survey (<https://www.surveymonkey.com/r/ABRSD-StartTime-Survey>) to gather community feedback regarding the potential options. Additional information can be found at <http://www.abschools.org/district/school-start-times>

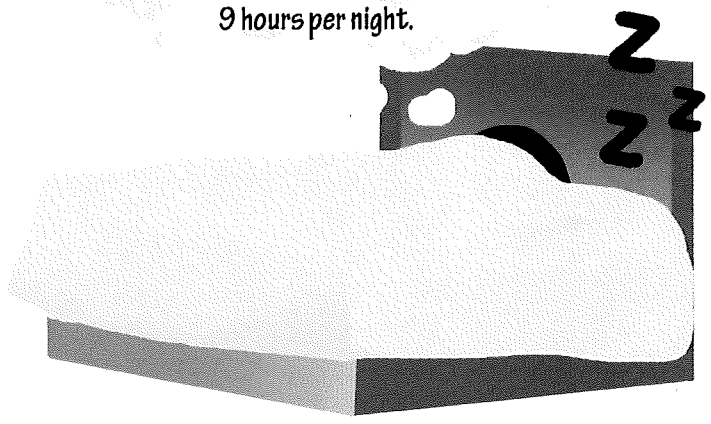
**Option 1:** Shift all tiers slightly later; no flipping schedules  
HS/JH: 7:50 AM - 2:26 PM JH / 2:30 PM HS  
Elementary: Early 8:40 AM - 3:10 PM  
Elementary: Late 9:20 AM - 3:50 PM

**Option 2:** Flip HS/JH to third tier  
Elementary: Early 7:30 AM - 2:00 PM  
Elementary: Late 8:10 AM - 2:40 PM  
HS/JH: 8:50 AM - 3:26 PM JH / 3:30 PM HS

**Option 3:** Single Tier Elementary (Cost Impact)  
Elementary : ALL 7:50 AM - 2:20 PM  
HS/JH 8:30 AM - 3:06 PM JH / 3:10 PM HS

**Option 4:** Elementary Single Tier; no flipping schedules (Cost Impact)  
HS/JH: 8:00 AM - 2:36 PM JH / 2:40 PM HS  
Elementary: ALL 8:40 AM - 3:10 PM

The National Sleep Foundation reports that 87% of high school students sleep less than the recommended 9 hours per night.



# POSSIBLE START TIME OPTIONS FOR 2018-19?



## ABRSD School Start Time Survey

The ABRSD School Start Time Committee has created a survey to seek community feedback regarding potential options for changing school start times. Some of these options involve maintaining our current bus resources ('Three-Tier Options') whereas some of these options would require additional buses ('Two-Tier Options') and, therefore, expanding the operational budget.

Based upon the feedback collected, recommendations will be made to the School Committee for further consideration and any changes to the current schedule that might be implemented would not go into effect until the fall of 2018. This survey should not take more than 5 minutes.

Thank you for your time and input.

Sincerely,

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



## ABRSD School Start Time Survey

**Please choose one**

- I am a parent or guardian with a child enrolled in grade PreK-12 in the Acton-Boxborough Regional School District (ABRSD).
- I am an ABRSD faculty/staff member.
- I am both an ABRSD faculty/staff member and a parent/guardian with a child enrolled in grade PreK-12 in the district.
- I am a community member who does *not* currently have a child enrolled in grade PreK-12 in the district.





## ABRSD School Start Time Survey

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

- Blanchard Memorial School
- Luther Conant Elementary School
- C.T. Douglas School
- Gates School
- McCarthy-Towne School
- Merriam School
- R.J. Grey Jr. High School
- Acton-Boxborough Regional High School
- Carol P. Huebner Early Childhood Program



## ABRSD School Start Time Survey

Please indicate your school or department. (Check all that apply)

- Blanchard Memorial School
- Luther Conant Elementary School
- C.T. Douglas School
- Gates School
- McCarthy-Towne School
- Merriam School
- R.J. Grey Jr. High School
- Acton-Boxborough Regional High School
- Carol P. Huebner Early Childhood Program
- Pupil Services
- Central Office
- Community Education
- Transportation
- Facilities
- Other (please specify)



## ABRSD School Start Time Survey

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

- Blanchard Memorial School
- Luther Conant Elementary School
- C.T. Douglas School
- Gates School
- McCarthy-Towne School
- Merriam School
- R.J. Grey Jr. High School
- Acton-Boxborough Regional High School
- Carol P. Huebner Early Childhood Program



## ABRSD School Start Time Survey

Please indicate the school(s) or department(s) in which you work.

- Blanchard Memorial School
- Luther Conant Elementary School
- C.T. Douglas School
- Gates School
- McCarthy-Towne School
- Merriam School
- R.J. Grey Jr. High School
- Acton-Boxborough Regional High School
- Carol P. Huebner Early Childhood Program
- Pupil Services
- Central Office
- Community Education
- Transportation
- Facilities
- Other (please specify)



## ABRSD School Start Time Survey

### 2017-2018 SCHEDULE

High School	7:23 AM - 2:18 PM
Junior High	7:30 AM - 2:06 PM
Elementary: Early	8:20 AM - 2:50 PM
Elementary: Late	9:00 AM - 3:30 PM

### THREE-TIER OPTIONS

*Note: All times are approximate and may need to be refined as routing is completed. There are no additional budgetary costs with these two options.*

**Between Option I or II which do you prefer?**

**Option I:**

**All start times shift at least 20 minutes later**

High School	7:50 AM - 2:30 PM
Jr. High School	7:50 AM - 2:26 PM
Elementary: Early	8:40 AM - 3:10 PM
Elementary: Late	9:20 AM - 3:50 PM

**Option II:**

**Elementary schools start before JH/HS**

**All start times adjusted**

Elementary: Early	7:30 AM - 2:00 PM
Elementary: Late	8:10 AM - 2:40 PM
Jr. High School	8:50 AM - 3:26 PM
High School	8:50 AM - 3:30 PM

**Comparing Options I and II above with the 2017-2018 schedule, which do you prefer?**



**Option I:**

**All start times shift at least 20 minutes later**

High School	7:50 AM - 2:30 PM
Junior High	7:50 AM - 2:26 PM
Elementary: Early	8:40 AM - 3:10 PM
Elementary: Late	9:20 AM - 3:50 PM



**Option II:**

**Elementary schools start before JH/HS**

**All start times adjusted**

Elementary: Early	7:30 AM - 2:00 PM
Elementary: Late	8:10 AM - 2:40 PM
Junior High	8:50 AM - 3:26 PM
High School	8:50 AM - 3:30 PM



**2017-2018 Schedule**

High School	7:23 AM - 2:18 PM
Junior High	7:30 AM - 2:06 PM
Elementary: Early	8:20 AM - 2:50 PM
Elementary: Late	9:00 AM - 3:30 PM



## ABRSD School Start Time Survey

### **TWO-TIER OPTIONS**

*Note: All times are approximate and may need to be refined as routing is completed. There are additional budgetary costs necessary to support these options and, as a result, these options may not be feasible due to budgetary implications.*

**Between Option III or IV which do you prefer?**

- Option III**  
Elementary: ALL      7:50 AM - 2:20 PM  
Junior High            8:30 AM - 3:06 PM  
High School            8:30 AM - 3:10 PM
- Option IV**  
High School            8:00 AM - 2:40 PM  
Junior High            8:00 AM - 2:36 PM  
Elementary: ALL      8:40 AM - 3:10 PM

---

**In order to implement any of the two-tier options, transportation costs would increase. The first year would include a one-time cost of \$750,000; the ongoing cost is estimated to be \$375,000 starting in the second year, and each year thereafter.**

**If you are a resident in one of the two towns would you be willing to support a two-tier option through reallocation of funds in the current budget and/or an increase in the assessment?**

- Yes, through reallocation of funds in the current budget
- Yes, through an increase in the assessment
- Yes, through reallocation of funds and/or an increase in the assessment
- No
- N/A - not a resident of either town



## ABRSD School Start Time Survey

Please rank the start time options in order of preference.

Note: All times are approximate and may need to be refined as routing is completed.

First Choice   Second Choice   Third Choice   Fourth Choice   Fifth Choice

### Option I:

#### All start times shift at least 20 minutes later

High School	7:50 AM - 2:30 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior High	7:50 AM - 2:26 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: Early	8:40 AM - 3:10 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: Late	9:20 AM - 3:50 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Option II:

#### Elementary schools start before JS/HS

#### All start times adjusted

Elementary: Early	7:30 AM - 2:00 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: Late	8:10 AM - 2:40 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior High	8:50 AM - 3:26 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School	8:50 AM - 3:30 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Option III:

#### (budgetary implications)

Elementary: ALL	7:50 AM - 2:20 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior High	8:30 AM - 3:06 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School	8:30 AM - 3:10 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Option IV:

#### (budgetary implications)

High School	8:00 AM - 2:40 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior High	8:00 AM - 2:36 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: ALL	8:40 AM - 3:10 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2017-2018 Schedule

High School	7:23 AM - 2:18 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior High	7:30 AM - 2:06 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: Early	8:20 AM - 2:50 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary: Late	9:00 AM - 3:30 PM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**What are the most important factors that influence your decision? Please select all that apply.**

- A. Student health and well-being
- B. Impact on student sleep
- C. Athletics in the AM
- D. Athletics in the PM
- E. After school care
- F. Morning care
- G. Late drop off for elementary students
- H. Early pick up
- I. Gap in supervision between dismissal and after school activities
- J. After school jobs
- K. Budgetary considerations of the two-tier models
- L. Other (please specify)



## ABRSD School Start Time Survey

Please provide any additional comments that you would like the Start Time Committee to be aware of as it relates to these options.



## ABRSD School Start Time Survey

**Thank you for completing this survey! Please click the Submit button.**



# Acton-Boxborough Regional School District

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## School Start Times

### School Start Times

- [2016-2017 School Start Times](#) for all schools
- [2017-2018 School Start Times](#) for all schools

### Research and Resources

- In the News
- In the Research
- In Other Communities
- In Our District

### Background Information

### Start Time Possible Options

The School District is in the process of evaluating options for changes to our school start times. [See a flyer](#) and [link to an overview](#) of the various options for school start times, which would go into effect in the fall of 2018.

### School Bus Routing Options

Changing the start times of our schools may require modifying our school busing system. To support these changes, a review was conducted of our current transportation system and the changes that might be required to support changes to our school start times. On April 27, 2017 a presentation was made to the AB School Committee, describing the findings of the review. [See the slides](#) and [read the full report](#).

26 of 27

• **The FY2016 Superintendent's Wellness**

**Committee** examined issues of sleep and school start times, and how they affect the health and well being of our students.

On June 9, 2016, the committee presented its finding to the AB School Committee. [See the slides](#) and [watch the video](#). The committee also issued a [full report](#).

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Acton-Boxborough Regional School District  
16 Charter Road  
Acton, Massachusetts 01720

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*Office of the Superintendent*  
 Acton-Boxborough Regional School District  
 16 Charter Road  
 Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)  
 978-264-4700

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand**  
**Date: September 9, 2016**  
**Re: Superintendent's 2016-17 Goals**

At the School Committee Workshop on September 1, I provided you with an overview of my performance goals for the upcoming 2016-17 school year. The goals below represent a restatement of those brought before you that evening for your consideration.

Since that meeting I have had the opportunity to further reflect upon these goals and have made some minor changes to Goal II.B. as noted below.

**I. Professional Practice**

My particular area of focus under *Professional Practice* centers on my efforts to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools.

*Goal I. A. Implementation of a Superintendent's Council*

<i>Strategies</i>	<i>Outcomes</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff throughout the district.	<ul style="list-style-type: none"> <li>• A council that includes representation from all parts of the district.</li> <li>• Regularly kept minutes and agendas that provide accessible information to the entire staff community.</li> <li>• An improvement in staff feedback regarding the Superintendent's accessibility and presence throughout the district.</li> </ul>

**II. Student Learning Goal**

*II. A. Implementation of Massachusetts Tiered System of Supports  
(Two-Year Goal 2016/17 & 2017-18)*

This is an offshoot of my Student Learning Goal during the 2015-16 school year that examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that as a district, we have a wide variety of approaches and gaps in these areas and a more unified system level response would provide far greater opportunities for district-wide success.

<i>Strategies</i>	<i>Outcomes</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> <li>• Multiple ways that students who struggle to learn can receive help.</li> <li>• Consistent process across the district to identify gaps in learning.</li> <li>• Provide systematic general education interventions.</li> <li>• Develop a coherent system that establishes the ability to monitor student progress when students don't learn.</li> </ul>

*II. B. Assessing the Culture and Climate of Our School Communities  
(Revision - Two-Year Goal 2016/17 & 2017-18)*

“Over the last three decades there has been an extraordinary and growing body of research that attests to the importance of school climate. Positive school climate supports learning and positive youth development.” *National School Climate Center*

A powerful and important field of data centers on the state of the culture and climate of our school communities. The use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and principal level.

<i>Strategies</i>	<i>Outcomes</i>
Using members of this year's Superintendent Wellness Committee committee I will oversee a process during the 2016-17 school year that will develop/select an instrument and process	<ul style="list-style-type: none"> <li>• The recommendation of specific measurable areas that are believed important in generating an understanding regarding culture and climate in schools and departments.</li> </ul>

<p>that captures information about the views around school community climate and culture and also presents that information in a usable format that can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> <li>• The adoption of a tool that allows for the collection of data related to the agreed upon areas.</li> <li>• The establishment of a reporting process that makes available the information collected to all relevant stakeholders.</li> <li>• A template (s) that can help generate an action plan that school communities and departments can use to guide improvement planning related to culture and climate.</li> </ul>
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**III. District Improvement**

*III. A. School Space & Capital Planning (Two-Year Goal 2016/17 & 2017-18)*

The district is in the second phase of a capital study which will culminate with the Development of a *District Master Plan* in the fall. Upon the completion of this report the School Committee will need to identify capital and infrastructure related priorities.

<i>Strategies</i>	<i>Outcomes</i>
<p>Develop a comprehensive capital and infrastructure improvement plan that spans both short, medium and long-term goals.</p>	<ul style="list-style-type: none"> <li>• Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements.</li> <li>• By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan.</li> <li>• Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.</li> </ul>



*III. B. Change in School Start Time Report*

The *Superintendent's Wellness Committee* completed a year-long study during the 2016-17 school year (<http://www.abschools.org/district/school-start-times>). Upon the receipt of this report, the School Committee has requested that I begin to examine all that would be involved in switching our start times.

It is my intention to form a working group to deliver an initial report to the School Committee by May 1, 2017 that outlines the various options, financial costs and other respective implications.

<i>Strategies</i>		<i>Outcomes</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is pursued.	<ul style="list-style-type: none"> <li>• A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.</li> </ul>
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.	

*III. C. Elementary School Funding Report*

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

<i>Strategies</i>		<i>Outcomes</i>
I.	Review the use of regular education classroom assistants and clarify their role, purpose	<ul style="list-style-type: none"> <li>• A clear district-wide vision of regular education classroom support across all schools in</li> </ul>

<p>and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources to the elementary school level.</p>	<p>support of teaching and learning.</p> <ul style="list-style-type: none"><li>• A coherent set of procedures that establish an appropriate allocation of classroom assistants by building.</li><li>• An analysis of the funding streams and their contributions to staff and programs.</li><li>• Recommendations that can be considered which respond to any notable inequities which impact teaching and learning services.</li></ul>
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**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand**  
**Date: February 10, 2017**  
**Re: Superintendent's 2016-17 Goals – Mid Year Report**

In September 2016, I provided the School Committee with an overview of a number of performance goals that would span the 2016-17 school year. As a Committee you approved these goals at your regularly scheduled meeting on September 15, 2016.

As you will recall, these goals were both ambitious and extensive in their scope and potential impact on the District. Despite the fact that these last five months have included unforeseen challenges that our entire school system has had to endure, I am generally pleased with the progress that has been made in these areas.

In the document below I have provided you with a restatement of the original goal(s) along with an additional column that provides information around various activities and action-steps to-date as we are at the mid-year point.

**I. Professional Practice**

My particular area of focus under *Professional Practice* centered around an effort to enhance my engagement with the staff throughout the district, in addition to my regularly scheduled monthly visits to our schools. Two specific efforts to support this include the implementation of a Superintendent's Council that is comprised of staff representing almost all departments throughout the district as well as offering staff coffees to promote two-way communication.

*Goal I. A. Implementation of a Superintendent's Council*

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Implement a council comprised of both certified and support staff representing all nine schools as well as each major department across the district. The council will meet regularly throughout the year as a means to enhance two-way communication between the Office of the Superintendent and staff	<ul style="list-style-type: none"> <li>• A council that includes representation from all parts of the district.</li> <li>• Regularly kept minutes and agendas that provide accessible information to the entire staff community.</li> <li>• An improvement in staff feedback regarding the Superintendent's</li> </ul>	<ul style="list-style-type: none"> <li>• General call for staff interested in serving on the Council went out in October</li> <li>• Meetings scheduled for the following dates: November 17; January 12; March 16 and May 18</li> <li>• Meetings have been held November 17</li> </ul>

throughout the district.	accessibility and presence throughout the district.	& January 12 <ul style="list-style-type: none"> <li>Minutes from the meetings were taken and distributed to staff</li> </ul>
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
I.A.i.	Original email announcement & call for volunteers
I.A.ii.	List of Superintendent Council Members
I.A.iii.	Minutes of November 17 Meeting
I.A.iv.	Minutes of January 12 Meeting
I.A.v.	Superintendent's Coffee Emails

## **II. Student Learning Goal**

### *II. A. Implementation of Massachusetts Tiered System of Supports (Two-Year Goal 2016/17 & 2017-18)*

This is an offshoot of my Student Learning Goal during the 2015-16 school year that examined intervention strategies and the Child Study Team practices across the district. The culmination of that work led to the realization that, as a district, we have a wide variety of approaches and gaps in these areas, and a more unified system level response would provide far greater opportunities for district-wide success.

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

This goal, also formalized within our new strategic plan, is a multi-year goal and extensive work has begun this year to establish the foundation for the implantation of MTSS in the 2018-19 school year. This year, work centers on completing a district self-assessment. We are moving toward more formalized learning about MTSS during the remainder of this year.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Implement a MTSS framework for school improvement that focuses on system level change across the classroom, school and district.	<ul style="list-style-type: none"> <li>• Multiple ways that students who struggle to learn can receive help.</li> <li>• Consistent process across the district to identify gaps in learning.</li> <li>• Provide systematic general education interventions.</li> <li>• Develop a coherent system that establishes the ability to monitor student progress when students don't learn.</li> </ul>	<ul style="list-style-type: none"> <li>• In November, district leaders from counseling, special education &amp; curriculum met to complete a MTSS self-assessment.</li> <li>• In December, Dr. Stevan Kukic &amp; Dr. George Batsche (MTSS Consultants) visited the district to explore key questions from the self-assessment around six (6) areas: leadership, professional learning, collaboration, instruction, assessments, and supports &amp; resources.</li> <li>• MTSS Consultants will return in March to begin capacity building with elementary principals around the MTSS framework.</li> <li>• MTSS self-assessment results will be shared in the spring.</li> </ul>

*II. B. Assessing the Culture and Climate of Our School Communities  
(Revision - Two-Year Goal 2016-17 & 2017-18)*

A powerful and important field of data centers on the state of the culture and climate of our school communities. The use of this data can be extremely valuable for action planning within our school communities at the school council, PTO and principal level.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
With members of this year's <i>Superintendent Wellness Committee</i> , I will oversee a process during the 2016-17 school year to develop/select an instrument and process to capture information about the views around	<ul style="list-style-type: none"> <li>• The recommendation of specific measurable areas that are believed important in generating an understanding of culture and climate in schools and departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness Committee formed in the fall of 2016</li> <li>• Work has begun to review various instruments and available survey tools</li> </ul>

<p>school community climate and culture and present that information in a usable format, which can then be used at the school and district level for improvement planning.</p> <p>The assessment will be administered during the 2017-18 school year.</p>	<ul style="list-style-type: none"> <li>• The adoption of a tool that allows for the collection of data related to the agreed upon areas.</li> <li>• The establishment of a reporting process that makes available the information collected to all relevant stakeholders.</li> <li>• A template(s) that can help generate an action plan for school communities and departments to use as a guide for improvement planning related to culture and climate.</li> </ul>	
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Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
II.B.i.	Original Wellness Committee Memo (announcement & call for volunteers)
II.B.ii.	List of Wellness Committee Members

### **III. District Improvement**

#### *III. A. School Space & Capital Planning (Two-Year Goal 2016-17 & 2017-18)*

The district is in the second phase of a capital study that will culminate in the Development of a *District Master Plan*, which was presented to the community in December 2016. Upon the completion of this report, the School Committee will need to identify capital and infrastructure related priorities.

Since September, work has continued to evolve in a number of areas spanning the short, medium and long-term capital planning. Some of the more pressing short-term needs identified from the Capital Improvement Plan (CIP) were advanced as part of the FY18 Budget proposal. With the ongoing support of our consultant Dore & Whittier, efforts continue to identify those more pressing items as part of the medium

term planning. Most recently, this includes a focus on developing ‘scope packages’ that will be available for the Committee in the spring to begin to consider for a possible financial strategy that involves future bonding (see item III.A. ii. attached).

Concurrent to all of this is the continual pursuit of our efforts around long-term planning through our recent application to the Massachusetts School Building Authority (MSBA) as we seek to enter the grant process and explore possibly funding for new construction or renovation.

<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
Develop a comprehensive capital and infrastructure improvement plan that spans across short, medium and long-term goals.	<ul style="list-style-type: none"> <li>• Develop a short-term capital prioritization list to inform the FY18 budget that includes high-value/low-cost items for district-wide infrastructure improvements.</li> <li>• By the fall of 2017 establish a medium-term capital prioritization list in consideration of the Existing Conditions Report and District Master Plan.</li> <li>• Establish a committee (i.e. a Feasibility Committee) by the spring of 2017 that utilizes the District Master Plan and produces a report that identifies options related to building renovation and construction by the spring of 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• District Master Plan Report presented to the School Committee in December 2016</li> <li>• Short Term capital items identified and included in the FY18 budget proposal</li> <li>• Work continues to assemble a prioritization of items on the Capital Improvement Plan (CIP)</li> <li>• Dore &amp; Whittier will provide a “scope package” list by March that will allow the Committee a better sense of the most critical needs and resources necessary to implement them</li> <li>• <i>District Master Plan Review Committee (DMPRC)</i> proposed to the School Committee in November and approved in December 2016</li> </ul>

Attached to this memo are the following supportive documents:

<i>Item</i>	<i>Description</i>
III.A. i.	Update on Capital Improvement – FY18 Budget Saturday Document

III.A.ii.	Capital Improvement Plan Implementation Presentation
III.A.iii.	District Master Plan Working Group

*III. B. Change in School Start Time Report*

This goal centers on the formation of a committee (herein known as the School Start Time Committee). Originally, it was my thought that this committee would be able to report out to the School Committee by May 1; however I think it most likely that this report will have to be presented at the June 8, 2017 ABRSD School Committee meeting.

I want to remind the School Committee that this report will outline the various options, financial costs and other implications while also providing feedback from stakeholders throughout the community regarding the options. While this report will make recommendations to the School Committee, the Start Time Committee will not be selecting one specific option.

<i>Strategies</i>		<i>Outcomes</i>	<i>Mid-Year Status Update</i>
I.	Form an internal working group that will examine options, financial costs and identify implications or respective changes that will need to be pursued if a change in start time is adopted.	<ul style="list-style-type: none"> <li>A report to the School Committee that will make recommendations based upon planning and feedback regarding future school scheduling start and end times.</li> </ul>	<ul style="list-style-type: none"> <li>Small internal administrator working group met on October 7; November 16; December 15 to identify possible scheduling scenarios</li> <li>Invitation to staff to be a part of a Start Time Committee sent out in the fall.</li> <li>Start-Time Committee met on January 10 &amp; February 7</li> <li>Smaller subcommittees are now working collaboratively</li> <li>Outreach to the Acton and Boxborough community anticipated to begin towards the end of March or early April.</li> </ul>
II.	Establish a wider stakeholder group that can then assist with the work, provide public outreach and help gather community feedback on proposals.		

<i>Item</i>	<i>Description</i>
III.B.i.	School Start Time Committee Overview & Membership



III. C. Elementary School Funding Report

Over the past few years, there have been growing questions in the district regarding the level of funding at the elementary schools. As part of our full regionalization, the metric of per pupil cost has been introduced in accordance with the requirements of the regional agreement. This goal will attempt to analyze the funding mechanisms in all of our elementary schools and make recommendations to the School Committee. In conjunction with this analysis, there will also be a review of the use of regular education classroom assistants.

Work has been ongoing throughout the year to date that aims to unpack a rather complicated and long-standing set of practices in the district related to the use of various funding mechanisms for support staff in the district at the elementary level. Additionally, while there is long-standing reliance upon the use of classroom assistants throughout the district, there is not necessarily a coherent vision as to their use, level of need etc. As a result, it is challenging work that is taking considerable time to work through.

	<i>Strategies</i>	<i>Outcomes</i>	<i>Mid-Year Status Update</i>
<p>I. Review the use of regular education classroom assistants and clarify their role, purpose and appropriate level of distribution across school settings.</p> <p>II. Review funding mechanisms district-wide that provide financial resources at the elementary school level.</p>	<ul style="list-style-type: none"> <li>• A clear district-wide vision of regular education classroom support across all schools in support of teaching and learning.</li> <li>• A coherent set of procedures that establish an appropriate allocation of classroom assistants by building.</li> <li>• An analysis of the funding streams and their contributions to staff and programs.</li> <li>• Recommendations that can be considered which respond to any notable inequities that impact teaching and learning services.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple (3) meetings held with the elementary principals and the Assistant Superintendent for Teaching &amp; Learning; Assistant Superintendent for Student Services &amp; the Deputy Superintendent.</li> <li>• Data is being gathered related to per-pupil expenditures for the last three fiscal years.</li> <li>• Financial data also being gathered and analyzed around PTO funding, Extended Day and Community Education programs.</li> </ul>	