

Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

Business Meeting Agenda

Wednesday, November 17, 2021, at 7:30 p.m. Virtual Meeting Over Zoom

To attend: <https://us02web.zoom.us/j/84512204162>

To call in: +1 646 876 9923

Meeting ID: 845 1220 4162

I. Call to Order

II. Approval of Minutes

Review and approval of September 22, 2021, meeting minutes

III. Organization/Business Issues

- A. Attorney General Decision RE: SEPACs & Open Meeting Law
 - 1. Implications for AB SEPAC & Discussion of Procedural Preferences
- B. Themes from SEPAC/Director of Special Education Parent/Guardian Conversations
 - 1. Need for Community Building & Meaningful Inclusion
 - 2. Bullying Concerns
 - 3. 504 Plans
- C. Significant Disproportionality Finding for Black Students with Communication Disabilities
- D. Feedback on Draft School Committee Policies & Procedures Service Animals in Schools (IMGA, IMGA-R) & Non-Service Comfort Animals (IMGB, IMGB-R)
- E. Update on Workshops
 - 1. Supporting Students Presentation on December 8 from 7-8 p.m. over Zoom
 - 2. Basic Rights in Special Education in February

IV. New Business – Other topics on people's minds

V. Open Issues

- A. MCAS performance vulnerable for students with disabilities
- B. Mandatory special education training/professional development for regular and special education staff – hiring dual-certified staff
- C. Increasing opportunities for meaningful inclusion across domains
- D. Enhanced Extended School Year, before-, and after-school programming
- E. Increased use of technology in IEP development, revision, & communication
- F. Following up on communication issues noted as barriers to overall satisfaction and subgroup trends for Out of District, Early Childhood, and Specific Learning Disabilities identified via 2015 and 2017 parent/guardian surveys
- G. Need for consistent K-12 executive functioning curriculum

VI. Adjournment

VII. Next Meeting

Wednesday, December 15, 2021, at 7:30 p.m. Virtual Meeting Over Zoom



Acton-Boxborough Regional School Committee Meeting

November 18, 2021
7:00 p.m.

Administration Building Auditorium
15 Charter Road, Acton

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

Note: Public participation is only in person

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
MEETING AGENDA

Administration Building Auditorium
15 Charter Road, Acton

November 18, 2021
7:00 p.m.

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

CALL TO ORDER (7:00)

- a. Chairperson's Welcome - *Adam Klein*
- b. Public Participation
- c. Superintendent's Update - *Peter Light*

PRESENTATION (7:10)

- d. Student Enrollment and Class Size - *Marie Altieri*
- e. All Day Kindergarten Financial Update - *Marie Altieri*

ONGOING BUSINESS (7:40)

- f. FY22 Calendar Updates (12/23/21 & 6/20/22) - **VOTE** - *Peter Light*
- g. Subcommittee and Member Reports
 - i. Policy Committee - *Nora Shine*
 - 1. NEW: Service Animals in School, File: IMGA - *Second Read* - **VOTE**
 - 2. NEW: Non-Service Comfort Animals in School, File: IMGB - *Second Read* - **VOTE**
 - ii. Legislative - *Ginny Kremer*
- h. Consent Agenda - **VOTE** - *Adam Klein*
 - i. Approval of ABRSC Meeting Minutes of 11/2/21
 - ii. Request for Approval of new RJGJHS Marvel Club
 - iii. Request for Approval of Donations Valued over \$1,000 - Douglas PTO
- i. Statement of Warrants/Recommendation to Approve – **VOTE** – *Adam Klein*

FYI

- FY22 School Improvement Plans
- FY23 ABRSD Budget Timeline and Guidelines, 11/2/21
- 2021-2022 ABRSC Meetings, revised 11/2/21
- NEXT Community Coffee: Wednesday, Nov 17 at 7:00 p.m. via zoom

ADJOURN (8:15)

NEXT MEETINGS:

ABRSC on December 2 and 16 at 7:00 p.m. in the Admin Building Auditorium

Posted on 11/12/21 at 4:00 p.m.



Acton-Boxborough Regional School District
Office of the Deputy Superintendent
16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

Marie Altieri
Deputy Superintendent

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Deputy Superintendent
Date: November 12, 2021
Re: Enrollment and Class Size Update

Attached you will find several documents related to enrollment and class sizes for the 2021-2022 school year. The following documents are included:

- Enrollment and Class Size Overview Presentation
- October 1, 2021 Enrollment Report
- Elementary Class Size Guidelines
- Jr. High Enrollment and Class Size Report
- ABRHS Class Count Report

We will present the slides at your meeting on November 18, 2021. We will be happy to answer any questions.

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

WELLNESS • EQUITY • ENGAGEMENT

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

K-12 Enrollment Projections

November 18, 2021

ABRSD

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K-12 Enrollment Change

2021-2022	Oct. 1, 2018	Oct. 1, 2019	Year to year change	Oct 1, 2020	Year to year change	Oct 1, 2021	2021-2022 Change
Kindergarten	330	306	-24	286	-20	317	+31
Elementary	2,706	2,635	-71	2,552	-83	2,552	0
Jr. High	923	860	-63	831	-29	825	-6
High School	1,837	1,816	-21	1,751	-65	1703	-48
Total	5,466	5,311	-155	5,134	-177	5,080	-54

ABRSD

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K-12 Enrollment vs Projection

2021-2022	Oct. 1, 2021	Choice / Staff	October 1 Enrollment without choice	2020 Original Fall Projection (Excludes choice)	Over/Under Fall Projection	2021 Updated Spring Projection	Over/Under Spring Projection
Elementary	2,552	40	2,512	2,544	-32	2,514	-2
Jr. High	825	13	812	815	-3	815	-3
High School	1,703	31	1,672	1,683	-11	1,683	-11
Total	5,080	84	4,996	5,042	-46	5,012	-16

ABRSD

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Kindergarten Enrollment

2020-2021	2020-2021 Original Projection	2020-2021 Updated Projection	October 1, 2021 Actual	Delta
Acton and Boxborough	372	319	312	-7
Acton	318	265	257	-8
Boxborough	54	54	55	+1

ABRSD

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Kindergarten Volatility

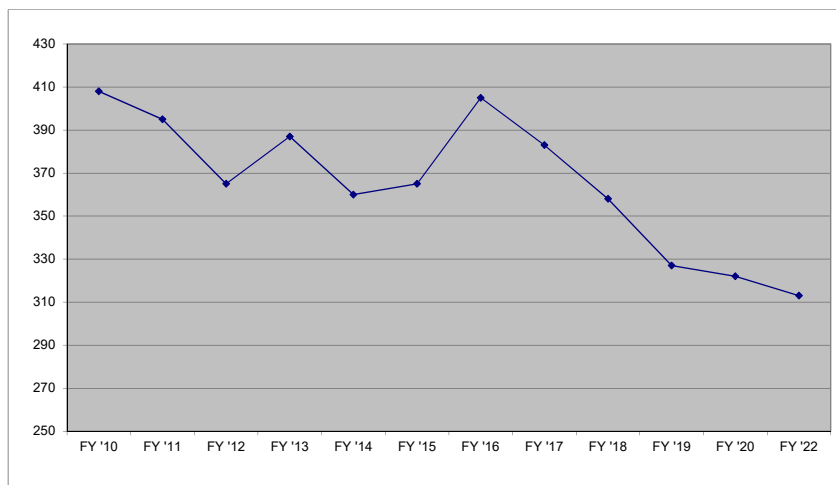
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K Projection	307	279	294	314	342	330	372 (Nov) 319 (April)
K Actual	294	323	349	330	302	279	312
Over Proj	-13	+44	+55	+16	-40	-51	-60/-7

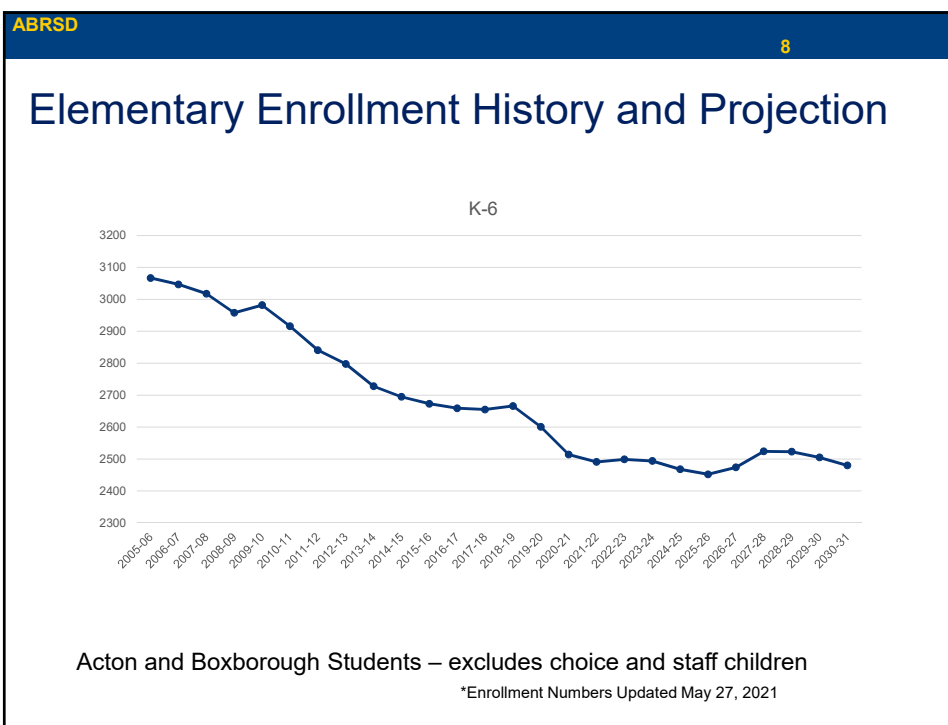
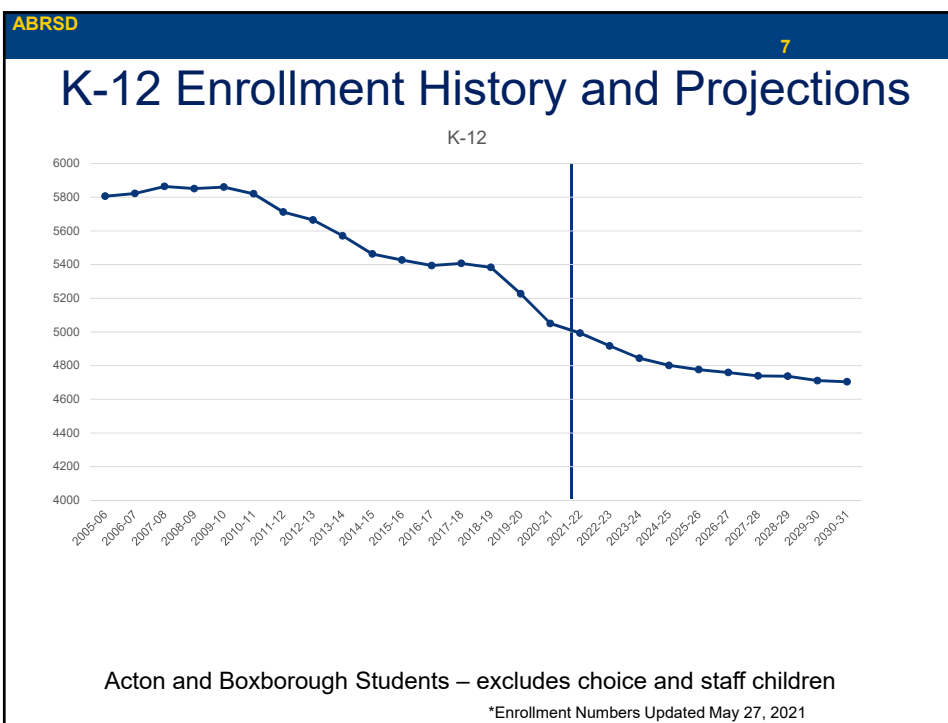
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Acton	245	280	282	266	253	223	257
Boxborough	49	43	67	60	49	55	55
Total	294	323	349	326	302	278	312

ABRSD

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Kindergarten Enrollment Over Time

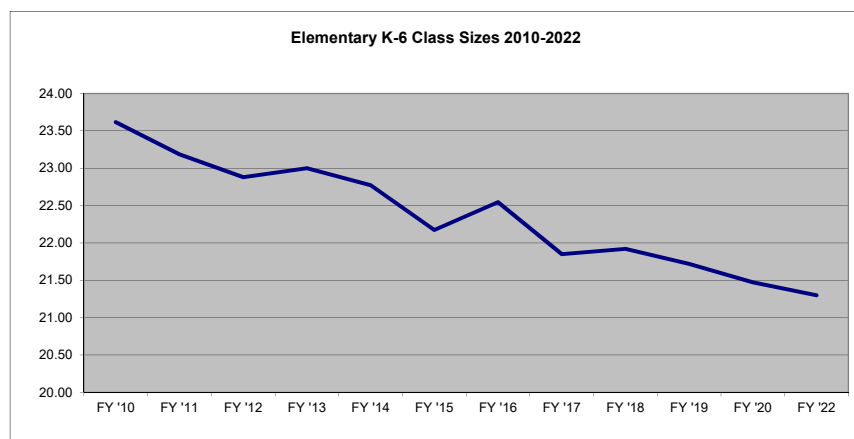




ABRSD

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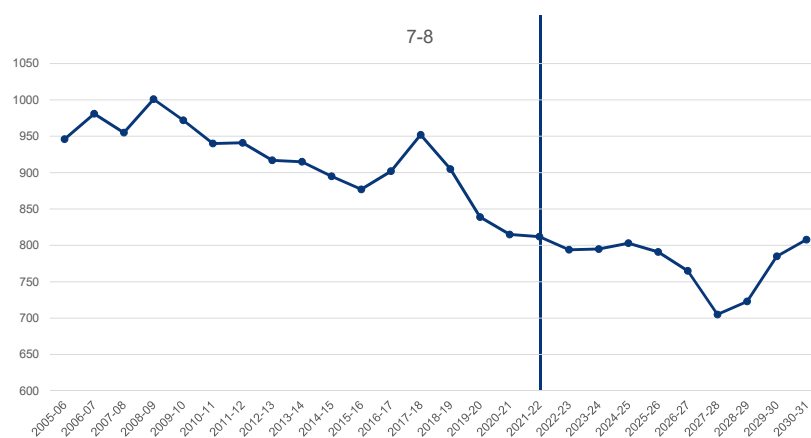
Elementary K-6 Class Sizes 2010-2022



ABRSD

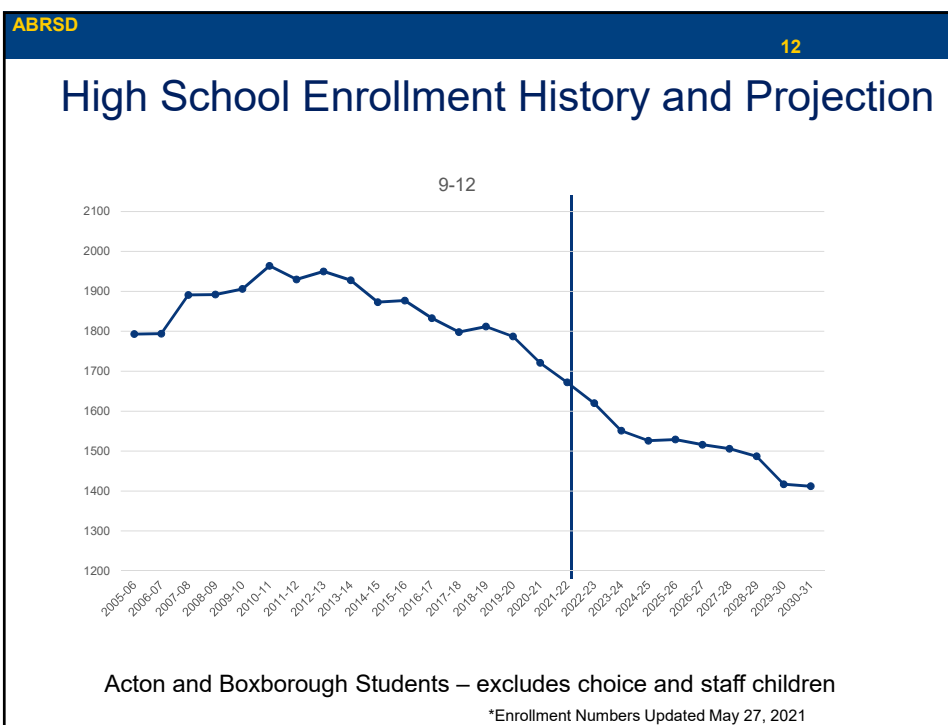
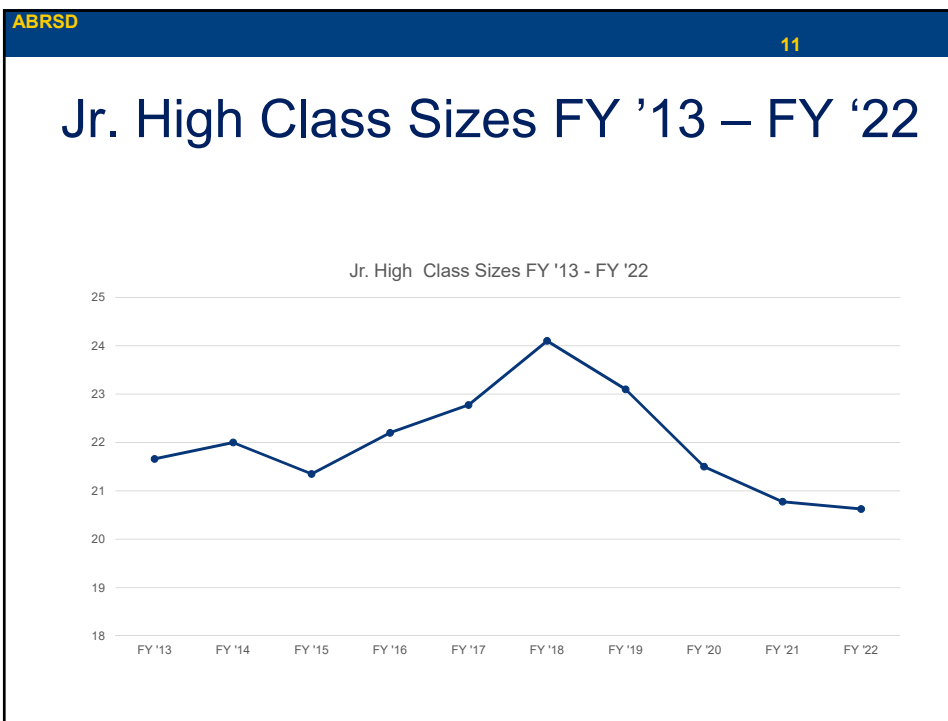
10

Jr. High Enrollment History and Projection



Acton and Boxborough Students – excludes choice and staff children

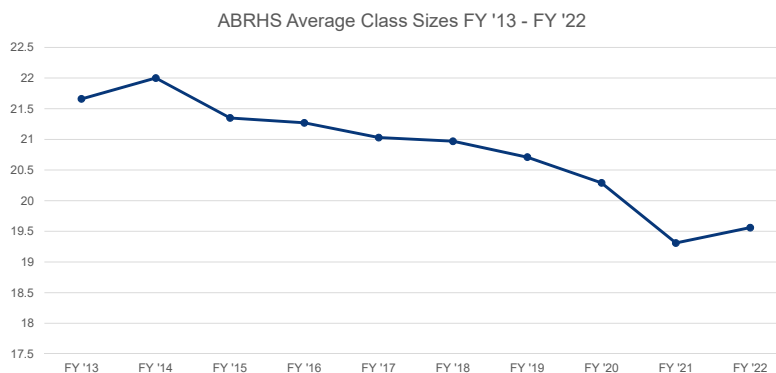
*Enrollment Numbers Updated May 27, 2021



ABRSD

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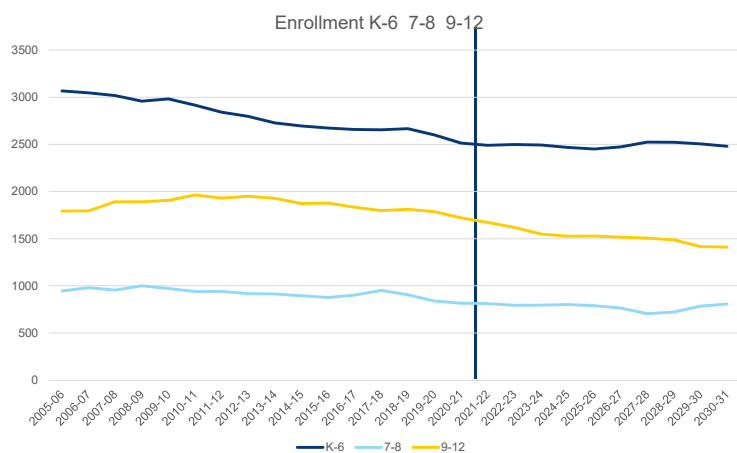
ABRHS Average Class Sizes FY '17 – FY '22



ABRSD

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Enrollment History and Projections Elem, JH, HS



Acton and Boxborough Students – excludes choice and staff children

*Enrollment Numbers Updated May 27, 2021

FY '23 Budget Considerations

- Elementary – Possibly add one section of Kindergarten

	Total K	Acton	Acton Classrooms	Boxborough	Boxborough Classrooms
FY '22	317	258	14	50	3
FY '23 Projection	328	258	14	70	4

- Jr. High – Keep team sizes the same
- High School – Possibly some room to reduce sections through attrition.

ACTON-BOXBOROUGH REGIONAL SCHOOLS

2021-2022

Levels	Sept. 1				Oct. 1				Nov. 1				Dec. 1				Jan. 1				Feb. 1		
	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot	A	B	C
*Preschool services	13	2	0	15	10	2	0	12	0	0	0	0											
Pre-school	76	23	3	102	79	24	3	106	0	0	0	0											
Preschool Total	76	23	3	102	79	24	3	106	0	0	0	0											
K	258	50	5	313	257	55	5	317	0	0	0	0											
1	243	60	9	312	245	62	9	316	0	0	0	0											
2	281	52	3	336	284	51	3	338	0	0	0	0											
3	301	67	5	373	305	65	5	375	0	0	0	0											
4	319	75	4	398	319	76	4	399	0	0	0	0											
5	341	52	7	400	340	52	7	399	0	0	0	0											
6	324	74	7	405	328	73	7	408	0	0	0	0											
Elem Sub Total	2067	430	40	2537	2078	434	40	2552	0	0	0	0											
OOD Pre k-6	10	1	0	11	11	1	0	12	0	0	0	0											
Elem. Total	2077	431	40	2548	2089	435	40	2564	0	0	0	0											
7	335	64	5	404	337	62	5	404	0	0	0	0											
8	359	54	8	421	358	55	8	421	0	0	0	0											
J.H.S. Total	694	118	13	825	695	117	13	825	0	0	0	0											
9	315	59	10	384	316	59	10	385	0	0	0	0											
10	337	60	11	408	337	59	11	407	0	0	0	0											
11	389	64	6	459	386	64	6	456	0	0	0	0											
12	383	65	4	452	383	64	4	451	0	0	0	0											
13	3	1	0	4	3	1	0	4	0	0	0	0											
P.G.	0	0	0	0	0	0	0	0	0	0	0	0											
H.S. Total	1427	249	31	1707	1425	247	31	1703	0	0	0	0											
Secondary Total	2121	367	44	2532	2120	364	44	2528	0	0	0	0											
OOD 7-13	50	12	0	62	48	12	0	60	0	0	0	0											
Reg. Total	2171	379	44	2594	2168	376	44	2588	0	0	0	0											
Preschool Total	76	23	3	102	79	24	3	106	0	0	0	0											
Elem Total	2077	431	40	2548	2089	435	40	2564	0	0	0	0											
Secondary Total	2171	379	44	2594	2168	376	44	2588	0	0	0	0											
Grand Total	4324	833	87	5244	4336	835	87	5258	0	0	0	0											

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

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

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

All Principals

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

REV: 10/8/2

Actual Acton-Boxborough Grade K-6

10/1/2020

Grade	Blanchard				Total	Conant				Total	Douglas				Total	Gates				Total	McCarthy				Total	Merriam				Total	Total #Sec.vg. Size				
	ADK		AM			ADK		AM			ADK		AM			ADK		AM			ADK		AM			ADK		AM							
			47	8				48	7				48	9				43	12				36	3			50	6							
K		18	19	18	55		19	18	18	55		19	19	19	57		19	17	19	55		20	19	39		19	19	18	56		317	17	18.6		
				11					1					1					5				4					0			22				
Gr. 1	20	18	18	18	74		20	19	39		19	18	18	55		19	19	38			19	17	18	54		18	19	19	56		316	17	18.6		
				15					0					1				0					0					3			19				
Gr. 2		19	20	19	58		21	19	20	60		21	19	19	59		22	19	41			20	20	20	60		21	20	19	60		338	17	19.9	
				15					1					1				1					5					1			24				
Gr. 3	21	21	22	21	85		20	22	22	64			23	22	45		22	22	44			23	23	23	69		22	23	23	68		375	17	22.1	
				28					2					0				2					4					0			36				
Gr. 4	22	22	22	22	88		23	23	23	69			23	23	46		24	21	45			20	21	22	21	84		23	21	23	67		399	18	22.2
				18					2					2					1				0					2			25				
Gr. 5		23	22	24	69		22	24	23	69			23	24	47		24	24	25	73			23	24	23	70		24	24	23	71		399	17	23.5
				23					0					1					3				1					2			30				
Gr. 6	23	22	22	67			24	23	47		24	25	24	73		24	24	24	72			24	25	25	74		25	25	25	75		408	17	24.0	
				8					1					2					6				3					2			22				
				118					7					8					18				17					10			178				
Total	24	20.7		496		19	21.2		403		18	21.2		382		17	21.6		368		21	21.4		450		21	21.6		453		2552	120	21.3		

118 Acton residents attend school in Boxborough

60 Boxborough residents attend school in Acton

School	Number of Students	EL Students	% of EL Students
Carol Huebner	106	4	3.77%
Preschool	106	4	3.77%
Blanchard	496	44	8.87%
Conant	403	60	14.89%
Douglas	382	18	4.71%
Gates	368	29	7.88%
McCarthy-Towne	450	37	8.22%
Merriam	453	26	5.74%
Total Elementary	2552	214	8.39%
JHS	825	19	2.30%
SHS	1703	19	1.12%
Total JHS & SHS	2528	38	1.50%
Grand Total	5186	256	4.94%

Rev10/18/21

Demographics October 1, 2021

School	# of Students	African American/ Black		Asian		Hispanic or Latino		Multi Race Hispanic		Multi Race, Non-Hispanic		Native American		Native Hawaiian or Other Pacific Islander		White	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Carol Huebner	106	5	4.72%	49	46.23%	2	1.89%	2	1.89%	9	8.49%	1	0.94%	0	0.00%	38	35.85%
Total Preschool	106	5	4.72%	49	46.23%	2	1.89%	2	1.89%	9	8.49%	1	0.94%	0	0.00%	38	35.85%
Blanchard	496	12	2.42%	143	28.83%	42	8.47%	4	0.81%	28	5.65%	0	0.00%	0	0.00%	267	53.83%
Conant	403	17	4.22%	228	56.58%	25	6.20%	11	2.73%	18	4.47%	0	0.00%	0	0.00%	104	25.81%
Douglas	382	12	3.14%	56	14.66%	31	8.12%	3	0.79%	31	8.12%	0	0.00%	0	0.00%	249	65.18%
Gates	368	7	1.90%	226	61.41%	18	4.89%	3	0.82%	18	4.89%	0	0.00%	0	0.00%	96	26.09%
McCarthy-Towne	450	15	3.33%	51	11.33%	32	7.11%	7	1.56%	32	7.11%	0	0.00%	0	0.00%	313	69.56%
Merriam	453	15	3.31%	69	15.23%	24	5.30%	2	0.44%	40	8.83%	0	0.00%	0	0.00%	303	66.89%
Total Elementary	2552	78	3.06%	773	30.29%	172	6.74%	30	1.18%	167	6.54%	0	0.00%	0	0.00%	1332	52.19%
JHS	825	27	3.27%	285	34.55%	46	5.58%	11	1.33%	30	3.64%	3	0.36%	2	0.24%	421	51.03%
SHS	1703	48	2.82%	624	36.64%	75	4.40%	26	1.53%	62	3.64%	2	0.12%	2	0.12%	864	50.73%
Total JHS & SHS	2528	75	2.97%	909	35.96%	121	4.79%	37	1.46%	92	3.64%	5	0.20%	4	0.16%	1285	50.83%
Grand Total	5186	158	3.05%	1731	33.38%	295	5.69%	69	1.33%	268	5.17%	6	0.12%	4	0.08%	2655	51.20%

Rev: 10/14/2021

School	Number of Students in school	Number of Economically disadvantaged students	% of Economically disadvantaged
Blanchard	496	58	11.69%
Conant	403	46	11.41%
Douglas	382	52	13.61%
Gates	368	43	11.68%
McCarthy-Towne	450	62	13.78%
Merriam	453	54	11.92%
Total Elementary	2552	315	12.34%
		#	%
JHS	825	116	14.06%
SHS	1703	189	11.10%
Total JHS & SHS	2528	305	12.06%
Grand Total	5080	620	12.20%

Rev 10/14/2021

October 1st, 2021 Non-Resident Column C Breakdown

Grade	Staff Free	Choice	Tuition In	Acton Residents Attending Blanchard	Boxborough Residents attending Acton Schools	Blanchard Staff free	Choice
K	5	0	0	11	11	0	0
1	8	1	0	15	4	0	1
2	2	1	0	15	9	0	1
3	5	0	0	28	8	0	0
4	3	1	0	18	7	0	1
5	7	0	0	24	7	1	0
6	7	0	0	8	14	0	0
Elem. Total	37	3	0	119	60	1	3
7	5	0	0				
8	7	1	0				
Sub Total	12	1	0				
9	6	3	1				
10	7	4	0				
11	5	1	0				
12	2	1	1				
UG							
Sub Total	20	9	2				
Grand Total	69	13	2				

Rev: 10/6/2021

GRADE	10/14	10/15	10/16	10/17	10/18	10/19	10/20	10/21
9	6	9	6	10	10	12	25	29
10	9	8	10	8	8	14	12	24
11	1	10	10	9	6	6	14	11
12	10	2	10	6	8	5	5	14
PG	0	2	2	0	0	0	0	0
ACTON								
TOTAL	26	31	38	33	32	37	56	78
9	2	0	1	3	0	0	2	2
10	0	2	0	1	3	0	0	2
11	2	1	2	0	3	3	0	0
12	0	2	1	2	0	3	2	0
PG	0	1	1	0	0	0	0	0
BOXBOROUGH								
TOTAL	4	6	5	6	6	6	4	4
GRAND								
TOTAL	31	37	43	39	38	43	60	82

Acton-Boxborough Regional School District
October 1, 2021

Grade	Acton	Boxborough	*Non-Residents	Total
K	257	55	5	317
1	245	62	9	316
2	284	51	3	338
3	305	65	5	375
4	319	76	4	399
5	340	52	7	399
6	328	73	7	408
7	337	62	5	404
8	358	55	8	421
9	316	59	10	385
10	337	59	11	407
11	386	64	6	456
12	383	64	4	451
13	3	1	0	4
Post-Grads	0	0	0	0
SE				0
Other				
Total	4198	798	84	5080

Acton Enrollment	4198
Boxborough Enrollment	798
Total Acton /Boxborough	4996
Acton %	84.03%
Boxborough %	15.97%
Total Percentage	100.00%

*Non-Residents include: Choice, Staff Children and Tuition-in

Rev: 10.6.21

Three Year Comparison K through 12

Grade Year -->	<i>Gr. K-12</i> 2019	<i>Gr. K-12</i> 2020	<i>Gr. K-12</i> 2021	<i>Total</i> 3 Years	<i>Average</i> 3 Years
Acton Enrollment	4468	4312	4256	13036	4345.33
Boxborough Enrollment	854	832	811	2497	832.33
Total	5322	5144	5067	15533	5177.67
Acton %	83.95%	83.83%	83.99%	83.92%	83.92%
Boxborough %	16.05%	16.17%	16.01%	16.08%	16.08%
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Source 2019 10/1 Report	K-6	7-13	Total		
Acton	2178	2290	4468		
Boxborough	435	419	854		
	2613	2709	5322		
Source 2020 10/1 Report	K-6	7-13	Total		
Acton	2090	2222	4312		
Boxborough	441	391	832		
	2531	2613	5144		
Source 2021 10/1 Report	K-6	7-13	Total		
Acton	2089	2168	4256		
Boxborough	435	376	811		
	2524	2544	5067		

Rev: 10/15/2021

Three Year Comparison 7 through 12

	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Total</i>	<i>Average</i>
Year -->	2019	2020	2021	3 Years	3 Years
Acton Enrollment	2290	2222	2168	6680	2226.67
Boxborough Enrollment	419	391	376	1186	395.33
Total	2709	2613	2544	7866	2622.00
Acton %	84.53%	85.04%	85.22%	84.92%	84.92%
Boxborough %	15.47%	14.96%	14.78%	15.08%	15.08%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Rev: 10.15.2021

Count Comparison 2019-2021

	Oct. 1, 2019				Oct. 1, 2020				Oct. 1, 2021			
<i>Levels</i>	A	B	C	Tot	A	B	C	Tot	A	B	C	Tot
<i>Preschool</i>	76	23	3	102	55	15	3	73	79	24	3	106
<i>Preschool Total</i>	76	23	3	102	55	15	3	73	79	24	3	106
<i>K</i>	253	49	4	306	223	55	8	286	257	55	5	317
<i>1</i>	274	66	6	346	267	51	3	321	245	62	9	316
<i>2</i>	302	77	2	381	294	65	6	365	284	51	3	338
<i>3</i>	320	53	4	377	299	70	3	372	305	65	5	375
<i>4</i>	312	74	6	392	337	61	6	404	319	76	4	399
<i>5</i>	342	64	6	412	314	70	6	390	340	52	7	399
<i>6</i>	365	50	6	421	342	66	6	414	328	73	7	408
<i>Sub Total</i>	2168	433	34	2635	2076	438	38	2552	2079	434	40	2552
<i>OOD K-6</i>	10	2	0	12	14	3	0	17	11	1	0	12
<i>Elem Total</i>	2178	435	34	2647	2090	441	38	2625	2089	435	40	2564
<i>7</i>	351	53	8	412	353	50	7	410	337	62	5	404
<i>8</i>	365	70	13	448	354	58	9	421	358	55	8	421
<i>J.H.S. Total</i>	716	123	21	860	707	108	16	831	695	117	13	825
<i>9</i>	392	71	7	470	332	62	12	406	316	59	10	385
<i>10</i>	390	69	4	463	391	67	7	465	337	59	11	407
<i>11</i>	354	70	3	427	381	65	4	450	386	64	6	456
<i>12</i>	370	71	8	449	348	75	3	426	383	64	4	451
<i>9-12 Ungr.</i>	4	1	0	5	3	1	0	4	3	1	0	4
<i>P.G.</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>H.S. Total</i>	1510	282	22	1814	1455	270	26	1751	1425	247	31	1703
<i>Total JHS & HS</i>	2226	405	43	2674	2162	378	42	2582	2120	364	44	2528
<i>OOD 7-12</i>	64	14	0	78	59	13	0	72	48	12	0	60
<i>Sec. Total</i>	2290	419	43	2752	2221	391	42	2654	2168	376	44	2588
<i>Preschool Total</i>	76	23	3	102	55	15	3	73	79	24	3	106
<i>Elem Total</i>	2178	435	34	2647	2090	441	38	2569	2089	435	40	2564
<i>Sec. Total</i>	2290	419	43	2752	2221	391	42	2654	2168	376	44	2588
<i>Grand Total</i>	4544	877	80	5501	4366	847	83	5296	4336	835	87	5258

REV: 10/14/2021

File: IIBA - ELEMENTARY CLASS SIZE GUIDELINES

The School Committee has a commitment to provide the highest quality education for our children. The Committee recognizes that desirable class sizes are a necessary part of the growth and development of the individual student. Therefore, the committee recommends that elementary classes are kept within the following ranges. Attainment of class sizes within these ranges shall, however, be dependent on budget and space considerations.

Class size ranges:

Kindergarten 18-20 students

Grades 1-3 20-22 students

Grades 4-6 22-24 students

Students will be placed in schools with an attempt to balance class sizes across the district. Principals will determine class placement within each school.

Elementary class sizes will be reported to the committee monthly.

Approved 12/4/14

Acton-Boxborough Regional School District



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

James Marcotte, Principal
Catherine Boege, Assistant Principal
Elizabeth Broadwater, Assistant Principal
David Lawrence, Assistant Principal

TO: Peter Light, Superintendent
FROM: James Marcotte, Interim Principal
RE: Junior High Enrollment & Class Size Report
DATE: November 10, 2021

This memo is intended to provide a general overview of class sizes at the Junior High for the current **2021-22** school year. The information found herein is based on enrollment as of October 1, 2021.

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

Special Note: We are providing a class size report on the heels of a pandemic schooling year (2020-2021) where we implemented both a hybrid learning model, as well as fully-remote learning model for our students. From September 2020 through April 2021, RJ Grey had **650 students participating in a hybrid learning model**, and **180 students who were attending classes in a fully-remote setting**. After April 2021 several fully remote students joined our in-person program that transitioned to an everyday model. The hybrid and remote models naturally resulted in a very different approach to class scheduling and class sizes, in a way where year-to-year comparisons offer any substantial value. As a result, where available, we will be providing below year-to-year comparisons between this current school year (2021-2022) and class sizes and enrollment from the year prior to pandemic schooling (2019-2020).

OVERALL ENROLLMENT

Overall enrollment at the Junior High had experienced a steady decline since 2008-2009, when we peaked at 1003 students, and fell to 888 in 2015-2016. For those peak years, the Junior High also had a “half-team” in 7th grade, with approximately 45 students, to help reduce team sizes in that grade. In 2012-2013, the half-team was eliminated with the expectation that enrollment would continue to decline significantly over the next 10 years. In 2017-2018, we had a noticeable spike in **enrollment with 964 students**. Last year’s decline in enrollment to 831 students (including both hybrid and fully remote students) closely matched the projected enrollment students. **This year’s current enrollment of 825 students** is our lowest enrollment in recent history.

	7th Grade	8th Grade	Total Enrollment
2016-2017	469	442	911 (actual)
2017-2018	486	478	964 (actual)
2018-2019	435	489	924 (actual)

2019-2020	412	448	860 (actual)
2020-2021 (COVID)	410	421	831 (actual)
2021-2022 (current)	404	421	825 (actual)

TEAM SIZE

As of October 1, **Grade 7** is currently at **404**, and **Grade 8** is currently at **421**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 101 students, and 105 students in Grade 8.

7 Gold	99	7 Blue	100		8 Gold	106	8 Blue	106
7 Green	104	7 Red	101		8 Green	106	8 Red	103

CLASS SIZE ON TEAMS

Within an individual team, average class sizes can be influenced by World Language choices and enrollment and, in the 8th grade, math levels. Since all other team-based classes (Science, English, Social Studies, World Language) are heterogeneous, the enrollment of students (by recommendation and parental override) in the different 8th grade math levels can be a considerable factor in student scheduling. If divided equally into the 5 team classes, average class size this year in both grades would be as follows:

7 Gold	99	19.8	8 Gold	106	21.2
7 Green	104	20.8	8 Green	106	21.2
7 Blue	100	20	8 Blue	106	21.2
7 Red	101	20.2	8 Red	103	20.6

In a single grade, there are 20 math sections (5 sections for each math teacher, of which there are four). Beginning in 2020-2021, 7th grade Math transitioned to an unlevleled single course that accompanied our adoption of the Desmos Math program. The ability to balance class sizes within that grade was aided by this transition. In 8th grade, we transitioned from three levels to two (Math 8 and Algebra I). Again, while not the reason for it, this shift provides more flexibility to organize student schedules in a manner that allows for options to balance class sizes. Because 8th grade continues to have two different levels, it is still important to have enough sections of each level (on each team) to allow for team placement flexibility and honoring other scheduling priorities (i.e. specific academic services, World Language, balancing demographics such as gender and ethnicity). This consideration may influence how many sections of each level are offered within a team.

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

2019-20	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
Math 7	4 sections	3 sections	0	0	0	8 sections	17.8
Extended	1 section	6 sections	5 sections	0	0	12 sections	21.1

**2019-2020 was the last school year in which RJ Grey had two levels in 7th grade math. We have now shifted to a single unlevleled Math curriculum in 7th grade*

2020-2021	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
Math 7	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote

2021-2022 (current)	14-18 Students	19-21 Students	22-24 Students	25-27 Students	28-30 Students	Total	Average
Math 7	3 Sections	15 Sections	2 Sections	0	0	20 Sections	20.48

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

2019-20 (current)	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
Math 8	0	0	4 sections	0	0	4 sections	21.5
Extended	0	6 sections	2 sections	0	0	8 sections	18.9
Algebra I	0	0	7 sections	1 section	0	8 sections	24.8

*2019-2020 was the last school year in which RJ Grey had three levels in 8th grade math. We have now shifted to two Math courses in 8th grade: Math 8 and Algebra I

2020-2021	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
Math 8	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote
Algebra I	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote	COVID - Hybrid & Remote

2021-2022 (current)	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
Math 8	0	5 Sections	6 Sections	0	0	11 Sections	18.9
Algebra I	0	2 Sections	7 Sections	0	0	9 Sections	22.8

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

8 Blue	Math	Science	Social St.	English	World Lang.	Other
Period 1 (T1)	18 (Math 8)	21	19	21	19 (Spanish)	2/LC
Period 2 (T2)	18 (Math 8)	23	22	22	23 (Spanish)	
Period 4 (T4)	25 (Algebra 1)	18	18	19	18 (Spanish)	3 ELL

7 Green	Math	Science	Social St.	English	World Lang.	Other
Period 1 (T1)	20	21	21	20	13 (French)	6/ELL, 5/LC
Period 6 (T5)	19	21	20	19	21 (French)	3/LC
Period 4 (T3)	23	21	21	23	22 (French)	1/LC

EXPLORATORY CLASS SIZE

In both grades we offer four (4) Exploratory classes. In 7th grade, we offer Art 7, Digital Literacy 7, Minuteman Tech 7, and Music. In 8th grade, we offer Art 8, Digital Literacy 8, Drama, and Minuteman Tech 8. Students attend these classes for one-half of the year, every other day (approx. 42 sessions). If one divides an entire team by four, the class sizes for each Exploratory in 7th grade would be between 25 and 26 students, and between 26 and 27 students for 8th grade Exploratory classes. The *actual* enrollment for these classes will sometimes be lower because a number of students who receive other academic services (ASC and Special Education) will often have those services scheduled instead of an Exploratory class. The next chart highlights the current class size ranges for our Exploratory teachers:

Exploratory 2021-2022	Class Count		Class Count
7th Art	20-27	8th Art	22-26
7th Digital Literacy	18-24	8th Digital Literacy	21-25
7th Minuteman Tech	19-26	8th Minuteman Tech	22-26
7th Music	16-24	8th Drama	19-24

The lower team sizes in 7th grade has certainly provided some measure of relief and flexibility for the classrooms and programs that support students in that grade. Having 8th grade team sizes around 105 students is also a more optimal team size, and current enrollment projections predict that team sizes will be at or below these current levels. If and when there is an additional decrease in enrollment, Exploratory class sizes will continue to move away from classes with 25 or 26 students, and reach a more optimal level in the lower to mid-20s.

ACADEMIC SUPPORT SERVICES

RJ Grey remains committed to providing the support services that are appropriate for our cohort of high-needs students, through Special Education and general education support. Within the arena of general education support, our Academic Support Centers and English Learner program continue to be integral aspects of our work with, and interventions for, a significant percentage of our overall population. As of October 1, our Academic Support Centers (a general education

service) currently work with **105 students (12.7% of the student population)**, with 49 7th graders, and 56 8th graders. The Junior High has welcomed many incoming 7th graders who were fully remote during their entire 6th grade year, and several of them are receiving support through the ASC. They are provided assistance with academic challenges, as well as re-entering a more typical in-person learning environment. Throughout the course of a school year, there are typically students who are able to phase out of ASC services, and other students who join the ASC based on recommendations from teachers and families. Within that cohort of students, we continue to encounter a broad range of students who require more global support in terms of school-parent collaboration and assistance, and whose academic preparation might be below grade level. The Academic Support Center has taken on the responsibility of supporting students whose profiles and areas of struggle require emotional support, difficulties with transitions, continued progress with English language acquisition, and recovery from long-term illness and absence.

Beginning in 2017-18 the Junior High has had a full-time **(1.0) ELE teacher** position that is able to provide a level of instructional time and support commensurate with the growth of the cohort and the evolving needs of our students. With a full-time ELE teacher, we have expanded the number of instructional periods available during the day, and can now more flexibly schedule students into sections by WIDA level and, when appropriate, increase the instructional time for students to receive other support.

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
EL Students at RJG	9	11	7	17	20	21	20	18	19

2019-2020 Entering WIDA Levels for Students Receiving ELE Services

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

2021-2022 (current year) Entering WIDA Levels for Students Receiving ELE Services

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

We hope that the above information provides our community with a useful snapshot of RJ Grey through the lens of class size and enrollment. We appreciate the ongoing support that the School Committee and our larger community offers to RJ Grey. The continued support and recognition of evolving needs at the Junior High has resulted in targeted shifts and increases to staffing at the Junior High that has allowed us to be responsive to those needs. This has certainly been the case within the area of staffing and funding for our programming that supports our high-needs population, and has also been in service of all students at RJ Grey.

Respectfully Submitted,
James Marcotte
Interim Principal, RJ Grey

ABRHS Class Count

Yearly Totals

2021-2022			2020-2021 HLP & RLP			2019-2020			2018-2019			2017-2018			2016-2017		
N = 1706			N = 1751			N = 1818			N = 1837			N=1830			N=1864		
#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.	#Sect.	#Studs.	Avg.
448	8763.75	19.56	463	8942.5	19.31	452	9172.5	20.29	444.5	9205	20.71	439.5	9216.5	20.97	442.5	9307	21.03

N=number of students enrolled at ABRHS

October 1, 2021

Yearly Details by Department and Course

Gray signifies combined
HLP & RLP sections '20-21

			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
		Enrollment	N = 1706			N = 1751 (HLP & RLP)			N = 1818			N = 1837			N=1830			N=1864		
sem	Course#	Course	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.	#Sect.	#Studs.	Avg.
	111	English I H	8	157	19.63	8	141	17.63	6	138	23.00	6	132	22.00	6	133	22.17	5	111	22.20
	112	English I	12	204	17.00	13	233	17.92	17	296	17.41	15	288	19.20	14	266	19.00	15	310	20.67
	151	English I CP1 (Trn)	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00	1	8	8.00
	115	English I CP1	2	8	4.00	3	29	9.67	2	20	10.00	2	18	9.00	1	13	13.00	1	9	9.00
	925	English Foundations	0	0	0.00	0	0	0.00	1	6	6.00	0	0	0.00	0	0	0.00	0	0	0.00
		Total English I	23	378	16.43	25	408	16.32	27	472	17.48	24	451	18.79	22	421	19.14	22	438	19.91
	201	American Studies English AE	1	16	16.00	2	38	19.00	2	42	21.00	2	35	17.50	3	65	21.67	2	40	20.00
	121	English II H	9	192	21.33	8	173	21.63	7	162	23.14	7	150	21.43	7	150	21.43	7	154	22.00
	122	English II AE	7	144	20.57	8	172	21.5	7	151	21.57	8	166	20.75	7	144	20.57	9	187	20.78
	123	English II CP	2	40	20.00	4	63	15.75	4	80	20.00	3	60	20.00	3	69	23.00	4	76	19.00
	126	English II CP1	1	13	13.00	2	13	6.50	2	19	9.50	1	16	16.00	1	11	11.00	2	19	9.50
		Total English II	20	405	20.25	24	459	19.13	22	454	20.64	21	427	20.33	21	439	20.90	24	476	19.83
	131	English III H	9	178	19.78	8	182	22.75	7	163	23.29	7	167	23.86	7	164	23.43	6	149	24.83
	132	English III AE	10	199	19.90	9	173	19.22	9	190	21.11	9	198	22.00	10	221	22.10	9	203	22.56
	133	English III CP	3	58	19.33	4	72	18	3	55	18.33	3	70	23.33	4	82	20.50	4	84	21.00
	134	English III CP1	1	14	14.00	2	18	9	1	16	16.00	1	6	6.00	1	15	15.00	1	10	10.00
		Total English III	23	449	19.52	23	445	19.35	20	424	21.20	20	441	22.05	22	482	21.91	20	446	22.30
	141	English IV H/AP	8	161	20.13	5	124	24.8	4	91	22.75	4	90	22.50	3	64	21.33	2	44	22.00
	162,163,164	Senior English Electives	14	270	19.29	13	288	22.15	11	255	23.18	15	328	21.87	16	327.5	20.47	16	342	21.38
	144	English IV CP1	1	13	13.00	1	14	14.00	1	9	9.00	2	20	10.00	1	8	8.00	1	17	17.00
	146,147	English IV Project AE/H	0	0	0.00	0	0	0.00	4	94	23.50	2	51	25.50	2	47	23.50	2	54	27.00

		Total English IV	23	444	19.30	19	426	22.42	20	449	22.45	23	489	21.26	22	446.5	20.30	21	457	21.76
	490	ACC English	1	10	10.00	1	4	4.00												
	490,486	MAP I & II	0	0	0.00	0	0	0.00	1	10	10.00	1	10	10.00	1	8	8.00	1	6	6.00
		Total Misc. English	1	10	10.00	1	4	4.00	1	10	10.00	1	10	10.00	1	8	8.00	1	6	6.00
		Grand Total English	90	1686	18.73	92	1742	18.93	90	1809	20.10	89	1818	20.43	88	1797	20.41	88	1823	20.72

			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
sem	Course#	Course	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	211	World History H	7	152	21.71	6	128	21.33	6	128	21.33	6	134	22.33	4	105	26.25	4	94	23.50
	212	World History AE	8	154	19.25	12	215	17.92	11	242	22.00	11	221	20.09	11	234	21.27	11	255	23.18
	213	World History CP	4	58	14.50	3	37	12.33	6	77	12.83	5	80	16.00	5	71	14.20	5	80	16.00
	214	World History CP1	1	8	8.00	2	19	9.5	1	8	8.00	0	0	0.00	0	0	0.00	0	0	0.00
	285	World History CP1 (Trn)	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00	1	8	8.00
		Total World History	21	381	18.14	24	404	16.83	25	467	18.68	23	448	19.48	21	419	19.95	21	437	20.81
	202	American Studies SocSt AE	1	16	16.00	2	38	19.00	2	42	21.00	2	35	17.50	3	65	21.67	2	40	20.00
	221	U.S. History/Gov I H	4	118	29.50	4	115	28.75	4	116	29.00	4	115	28.75	4	108	27.00	4	108	27.00
	222	U.S. History/Gov I AE	9	213	23.67	10	220	22	10	220	22.00	10	213	21.30	9	199	22.11	11	252	22.91
	223	U.S. History/Gov I CP	3	44	14.67	4	79	19.75	4	77	19.25	3	56	18.67	4	71	17.75	4	70	17.50
	286	U.S. History/Gov I CP1	2	15	7.50	2	11	5.5	2	19	9.50	1	5	5.00	1	5	5.00	1	9	9.00
		Total U.S. History/Gov I	19	406	21.37	22	463	21.05	22	474	21.55	20	424	21.20	21	448	21.33	22	479	21.77
	231	U.S. History/Gov II H/AP	6	133	22.17	5	121	24.2	5	121	24.20	5	111	22.20	6	161	26.83	5	108	21.60
	232	U.S. History/Gov II AE	10	225	22.50	10	243	24.3	9	225	25.00	10	248	24.80	10	240	24.00	11	264	24.00
	233	U.S. History/Gov II CP	5	86	17.20	5	83	16.6	4	69	17.25	4	76	19.00	4	68	17.00	4	70	17.50
	288	U.S. History/Gov II CP1	1	7	7.00	1	11	11	0	0	0.00	1	11	11.00	1	19	19.00	1	13	13.00
		Total U.S. History/Gov II	22	451	20.50	21	458	21.81	18	415	23.06	20	446	22.30	21	488	23.24	21	455	21.67
	251	Psychology H/AP	6	162	27.00	6	159	26.5	6	153	25.50	6	160	26.67	5	121	24.20	3	130	43.33
	252	Psychology AE	5	111	22.20	5	117	23.4	5	104	20.80	5	121	24.20	7	140	20.00	7	149	21.29
	253	Psychology CP	3	59	19.67	2	39	19.5	3	55	18.33	3	53	17.67	2	37	18.50	3	49	16.33
		Total Psychology	14	332	23.71	13	315	24.23	14	312	22.29	14	334	23.86	14	298	21.29	13	328	25.23
sem	276	Sociology	2	27	13.50	1	14.5	14.50	2	36	18.00	2	32.5	16.25	2	38.5	19.25	3	51	17.00
sem	263, 264	Genocide/Conflict Resolution	1	20.5	20.50	1	20	20.00	0.5	9	18.00	0.5	6	12	0.5	7	14.00	0.5	7.5	15.00
sem	282	You and the Law	1	22	22.00	1.5	21	14.00	1.5	24.5	16.33	1.5	19.5	13.00	1	19	19.00	1.5	24.5	16.33
	284	European History H/AP	1	18	18.00	1	13	13.00	1	21	21.00	2	34	17.00	2	54	27.00	2	61	30.50
	236	Economics	3	77	25.67	3	75	25.00	3	72	24.00	3	83	27.67	3	68	22.67	3	59	19.67
	241	International Relations H	2	44	22.00	3	60	20.00	3	58	19.33	3	65	21.67	3	72	24.00	3	63	21.00

2021-22 Oct 1 Class Counts (Final)

sem	272	Political Science	1	22	22.00	2	33.5	16.75	1	29	29.00	1	27	27.00	1	24	24.00	2	29	14.50
	928	History Foundations	0	0	0.00	0	0	0.0	1	10	10.00	1	20	20.00	1	12	12.00	0	0	0.00
		History Fundamentals	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00
	489	ACC History	1	5	5.00	1	2	2.00												
	489,491,482	MAP I & II, WH, Psy	0	0	0.00	0	0	0	1	10	10.00	1	3	3.00	1	6	6.00	1	3	3.00
		Total Misc. Social Studies	12	235.5	19.63	13.5	239	17.70	14	269.5	19.25	15	290	19.33	14.5	300.5	20.72	17	312	18.35
		Grand Total Social Studies	88	1805.5	20.52	93.5	1879	20.10	93	1938	20.83	92	1942	21.11	92	1954	21.35	94	2011	21.39

			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
sem	Course#	Course	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.	#Sect.	#Studs.	Avg.
	312	Algebra I AE	5	100	20.00	6	119	19.83	7	140	20.00	6	136	22.67	6	135	22.50	6	126	21.00
	313	Algebra I CP	6	92	15.33	5	95	19	6	106	17.67	5	101	20.20	5	88	17.60	5	99	19.80
	316	El.Algebra I-1 CP1	2	25	12.50	2	22	11.00	2	23	11.50	1	12	12.00	2	18	9.00	2	31	15.50
	360	El.Algebra I-1 CP1 (Trn)	1	8	8.00	1	3	3.00	1	9	9.00	2	33	16.50	1	5	5.00	1	4	4.00
	326	El.Algebra I-2 CP 1	2	37	18.50	3	41	13.67	2	43	21.50	1	23	23.00	2	45	22.50	2	42	21.00
	315	Found.Alg/Math Fund.	1	7	7.00	1	3	3.00	1	6	6.00	1	9	9.00	1	7	7.00	1	3	3.00
	310	Algebra I H	0	0	0.00	0	0	0.0	1	24	24.00	1	19	19.00	1	22	22.00	2	40	20.00
		Total Algebra	17	269	15.82	18	283	15.72	20	351	17.55	17	333	19.59	18	320	17.78	19	345	18.16
	311	Geometry H	3	86	28.67	5	115	23	5	113	22.60	4	95	23.75	4	104	26.00	4	107	26.75
	322	Geometry AE	8	152	19.00	8	177	22.13	7	175	25.00	8	194	24.25	8	177	22.13	9	227	25.22
	323	Geometry CP	7	133	19.00	6	139	23.17	6	134	22.33	6	127	21.17	7	133	19.00	8	139	17.38
	324	Geometry CP1	2	24	12.00	1	25	25	1	12	12.00	2	34	17.00	2	30	15.00	1	31	31.00
		Total Geometry	20	395	19.75	20	456	22.80	19	434	22.84	20	450	22.50	21	444	21.14	22	504	22.91
	321	Algebra II H	4	105	26.25	5	111	22.2	3	90	30.00	3	91	30.33	4	107	26.75	3	91	30.33
	332	Algebra II AE	6	143	23.83	7	158	22.57	8	188	23.50	7	173	24.71	8	216	27.00	7	176	25.14
	333	Algebra II CP	8	163	20.38	7	143	20.43	7	137	19.57	7	146	20.86	7	140	20.00	9	169	18.78
	334	Algebra II CP1	2	25	12.50	1	15	15	2	26	13.00	2	27	13.50	1	20	20.00	1	15	0.00
		Total Algebra II	20	436	21.80	20	427	21.35	20	441	22.05	19	437	23.00	20	483	24.15	20	451	22.55
	331	Precalc/Intro Calc H	3	85	28.33	3	73	24.33	2	61	30.50	3	84	28.00	2	63	31.50	2	64	32.00
	352	Precalc/Intro Calc AE	7	161	23.00	8	180	22.5	7	173	24.71	8	182	22.75	7	167	23.86	8	193	24.13
	353	Precalculus CP	7	134	19.14	6	126	21	7	150	21.43	7	159	22.71	8	172	21.50	8	170	21.25
		Total Precalc/Trigonometry	17	380	22.35	17	379	22.29	16	384	24.00	18	425	23.61	17	402	23.65	18	427	23.72
	341	BC Calculus H/AP	1	30	30.00	2	45	22.5	2	47	23.50	1	38	38.00	1	43	43.00	1	30	30.00
	342	AB Calculus H/AP	4	99	24.75	4	99	24.75	4	101	25.25	5	111	22.20	4	95	23.75	3	73	24.33
	343	Calculus AE	2	34	17.00	1	18	18	1	19	19.00	1	15	15.00	1	19	19.00	1	18	18.00

2021-22 Oct 1 Class Counts (Final)

		Total Calculus	7	163	23.29	7	162	23.14	7	167	23.86	7	164	23.43	6	157	26.17	5	121	24.20
sem	358	Intro to JAVA Programming	1.5	36	24.00	1	18.5	18.50												
sem	357	Computer Science H/AP	1.5	33.5	22.33	1	17	17.00	1.5	35	23.33	2	53.5	26.75	1.5	37	24.67	1	23	23.00
	348	Stats. & Probability	1	20	20.00	2	37	18.50												
	349	Stats. & Probability H/AP	4	116	29.00	4	105	26.25												
	623	Accounting	1	20	20.00	1	21	21.00	1	23	0.00	1	28	28.00	1	22	22.00	1	26	26.00
	365	Exploring Comp. Sci.	2	48	24.00	0	0	0.0	2	39	19.50	2	43	21.50	2	37	18.50	2	39	19.50
sem	358	Intro to JAVA AE/H	0	0	0.00	0	0	0.0	1.5	39.5	26.33	2	57.5	28.75	1.5	42	28.00	1	26.5	26.50
sem	346	Probability/Statistics	0	0	0.00	0	0	0.0	2	54	27.00	2	47	23.50	2.5	70	28.00	2	55.5	27.75
sem	347	Statistics H/AP	0	0	0.00	0	0	0.0	2	50.5	25.25	2	44	22.00	2.5	65	26.00	2	53.5	26.75
	345	Consumer Math	1	15	15.00	0	0	0.0	1	18	18.00	0	0	0.00	0	0	0.00	0	0	0.00
	492	ACC Math	1	4	4.00	1	2	2.00												
	483,492	MAP I & II	0	0	0.00	0	0	0.0	1	4	4.00	1	2	2.00	1	2	2.00	1	3	3.00
		Total Misc. Math	13	292.5	22.5	10	200.5	20.05	12	263	21.92	12	275	22.92	12	275	22.92	10	226.5	22.65
		Grand Total Math	94	1935.5	20.59	92	1907.5	20.73	94	2040	21.70	93	2084	22.41	94	2081	22.14	94	2075	22.07

			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
sem	Course#	Course	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.
	411	Earth & Environ. Sci. H	4	74	18.50	5	83	16.6	5	103	20.60	6	114	19.00	4	78	19.50	4	93	23.25
	412	Earth & Environ. Sci. AE	7	84	12.00	6	101	16.83	8	145	18.13	7	127	18.14	7	138	19.71	8	157	19.63
	413	Earth & Environ. Sci. CP	5	54	10.80	3	48	16	4	59	14.75	5	74	14.80	3	55	18.33	3	59	19.67
	414	Earth & Environ. Sci. CP1	1	13	13.00	2	15	7.5	1	8	8.00	1	10	10.00	1	8	8.00	1	8	8.00
	485	Earth & Environ. Sci. CP1 (Trn)	1	9	9.00	1	5	5.00	1	12	12.00	1	13	13.00	1	9	9.00	1	8	8.00
		Total Earth Science	18	234	13.00	17	252	14.82	19	327	17.21	20	338	16.90	16	288	18.00	17	325	19.12
	421	Biology H	11	251	22.82	10	244	24.4	10	244	24.40	9	205	22.78	8	213	26.63	8	210	26.25
	422	Biology AE	5	91	18.20	6	112	18.67	5	93	18.60	6	123	20.50	7	150	21.43	7	151	21.57
	423	Biology CP	4	59	14.75	6	99	16.5	6	111	18.50	4	77	19.25	4	78	19.50	5	93	18.60
	460	Biology CP1	0	0	0.00	1	18	18	2	25	12.50	1	12	12.00	2	15	7.50	2	19	9.50
		Total Biology	20	401	20.05	23	473	20.57	23	473	20.57	20	417	20.85	21	456	21.71	22	473	21.50
	431	Chemistry H	9	213	23.67	8	179	22.38	7	158	22.57	6	134	22.33	6	166	27.67	6	127	21.17
	432	Chemistry AE	8	152	19.00	7	153	21.86	7	151	21.57	8	183	22.88	8	178	22.25	8	163	20.38
	433	Chemistry CP	5	81	16.20	5	94	18.8	6	108	18.00	5	96	19.20	6	104	17.33	7	145	20.71
		Total Chemistry	22	446	20.27	20	426	21.30	20	417	20.85	19	413	21.74	20	448	22.40	21	435	20.71
	441	Physics H/AP	4	99	24.75	4	109	27.25	4	93	23.25	3	97	32.33	3	90	30.00	3	77	25.67
	440	Physics H/AP - Lab	2	49.5	24.75	2	54.5	27.25	2	46.5	23.25									

2021-22 Oct 1 Class Counts (Final)

	442	Physics AE	8	151	18.88	7	153	21.86	7	153	21.86	8	170	21.25	6	131	21.83	7	163	23.29
	443	Physics CP	6	105	17.50	5	106	21.2	7	117	16.71	6	130	21.67	7	134	19.14	7	140	20.00
		Total Physics	20	404.5	20.23	18	422.5	23.47	20	409.5	20.48	17	397	23.35	16	355	22.19	17	380	22.35
sem sem sem sem altdy sem,altdy sem sem sem	439	Adv. Chemistry H/AP	4	83	20.75	3	51	17	2	42	21.00	3	75	25.00	2	45	22.50	2	39	19.50
	438	Adv. Chemistry H/AP - Lab	2	41.5	20.75	1.5	25.5	17	1	21	21.00									
	451	Adv. Biology H/AP	5	103	20.60	4	84	21	5	125	25.00	4	81	20.25	4	83	20.75	3	67	22.33
	450	Adv. Biology H/AP - Lab	2.5	51.5	20.60	2	42	21	3	62.5	20.83									
	459	Environmental Sci. H/AP	3	60	20.00	4	87	21.75	3	66	22.00	3	64	21.33	4	84	21.00	3	59	19.67
	463	Physical Science CP	1	20	20.00	2	32	16	1	10	10.00	1	24	24.00	2	33	16.50	1	22	22.00
	464	Physical Science CP1	1	14	14.00	2	17	8.5	1	11	11.00	1	10	10.00	1	14	14.00	1	14	14.00
	453	Bioethics	1.5	28.5	19.00	2	32.5	16.25	2	49	24.50	1.5	25	16.67	2	36	18.00	2	31.5	15.75
	436	Anatomy & Physiology	2	50.5	25.25	2	33.5	16.75	2	41.5	20.75	2	35.5	17.75	2	34	17.00	2	40	20.00
	466	Marine Biology	1.5	31.5	21.00	1	17.5	17.50	1	26.5	26.50	1	21.5	21.50	2	24	12.00	1.5	31.5	21.00
	465	Project-Based Engineering	1	18	18.00	1	13.5	13.50	1	8.5	8.50	1	13.5	13.50	1	10.5	10.50	1	17.5	17.50
	610	Exploratsn.in Vis.Arts & Sci.	0.5	5.5	11.00	1	13.5	13.50												
	472	Science Academic Support	1	4.25	4.25	1	4.75	4.75	1	5.5	5.50	0	0	0.00	0	0	0.00	0	0	0.00
	452	Sci Tech CP1	0	0	0.00	0	0	0.0	0.5	4.5	9.00	0	0	0.00	2	23	0.00	0	0	0.00
	462	Human Body CP1	0	0	0.00	0	0	0.0	0	0	0.00	1	13	13.00	0	0	0.00	0.5	11	22.00
	461	Sci. & Environment CP1	0	0	0.00	0	0	0.0	0.5	2.5	5.00	1	12.5	12.50	0	0	0.00	0.5	9	18.00
		Total Misc. Science	27	519.25	19.23	27.5	457.75	16.65	25	484.5	19.38	20.5	379	18.49	24	396.5	16.52	19.5	355.5	18.23
		Grand Total Science	107	2004.75	18.74	105.5	2031	19.25	107	2111	19.73	97	1944	20.15	97	1944	20.04	97	1969	20.40

			2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
sem	Course#	Course	#Sects.	#Studts.	Avg.	#Sects.	#Studts.	Avg.	#Sects.	#Studts.	Avg.	#Sects.	#Studts.	Avg.	#Sect.	#Studts.	Avg.	#Sect.	#Studts.	Avg.
	510	Novice French I	1	22	22.00	1	11	11.00	1	11	11.00	1	13	13.00	1	21	21.00	1	15	15.00
	514	French II	5	84	16.80															
	511	French II H	0	0	0.00	2	40	20	3	52	17.33	3	54	18.00	2	55	27.50	2	59	29.50
	512,513	French II AE/CP	0	0	0.00	2	32	16.00	3	49	16.33	3	62	20.67	2	44	22.00	2	51	25.50
		Total French I & II	6	106	17.67	5	83	16.60	7	112	16.00	7	129	18.43	5	120	24.00	5	125	25.00
	521	French III H	2	39	19.50	3	50	16.67	2	44	22.00	3	51	17.00	2	56	28.00	2	56	28.00
	522,523	French III AE/CP	1	26	26.00	3	43	14.33	3	54	18.00	2	39	19.50	0	0	0.00	0	0	0.00
	522	French III AE	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	2	39	19.50

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	523	French III CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00
		French III AE/IV CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	2	53	26.50	0	0	0.00
		Total French III	3	65	21.67	6	93	15.50	5	98	19.60	5	90	18.00	4	109	27.25	5	106	21.20
	531	French IV H	0	0	0.00															
	531,542	French IV H/V AE	3	46	15.33	3	39	13	2	45	22.50	2	57	28.50	2	49	24.50	2	52	26.00
	532,533	French IV AE/CP	2	33	16.50	2	35	17.5	2	30	15.00	2	41	20.50						
	532	French IV AE	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	19	19.00
		French IV AE/V CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	2	35	17.50	0	0	0.00
	533	French IV CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	12	12.00
		Total French IV	5	79	15.80	5	74	14.80	4	75	18.75	4	98	24.50	4	84	21.00	4	83	20.75
	541	French V H/AP	1	22	22.00	2	27	13.5	1	18	18.00	1	23	23.00	2	26	13.00	1	24	24.00
		Total French V	1	22	22.00	2	27	13.50	1	18	18.00	1	23	23.00	2	26	13.00	1	24	24.00
		Grand Total French	15	272	18.13	18	277	15.39	17	303	17.82	17	340	20.00	15	339	22.60	15	338	22.53
	564	Novice Spanish I	3	48	16.00	3	41	13.67	3	50		4	48	12.00	2	47	23.50	4	61	15.25
		Total Spanish I	3	48	16.00	3	41	13.67	3	50	16.67	4	48	12.00	2	47	23.50	4	61	15.25
	565	Novice Spanish II	3	48	16.00	3	46	15.33	3	54	18.00	3	50	16.67	4	55	13.75	3	41	13.67
	561	Spanish II H	0	0	0.00	6	130	21.67	7	150	21.43	6	126	21.00	5	129	25.80	5	109	21.80
	562	Spanish II AE	0	0	0.00	5	100	20	5	98	19.60	6	108	18.00	5	107	21.40	5	107	21.40
	563,566	Spanish II CP/III CP1	0	0	0.00	3	59	19.67	3	66	22.00	3	62	20.67	3	60	20.00	0	0	0.00
	569,566	Int.Spanish II/Spanish III	15	239	15.93															
	563	Spanish II CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	2	38	19.00
		Spanish II CP/III	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	22	22.00
		Total Spanish II	18	287	15.94	17	335	19.71	18	368	20.44	18	346	19.22	17	351	20.65	16	317	19.81
	571	Spanish III H	5	129	25.80	7	142	20.29	5	116	23.20	5	121	24.20	5	112	22.40	5	125	25.00
	572	Spanish III AE	4	100	25.00	5	106	21.2	5	107	21.40	5	100	20.00	4	82	20.50	5	113	22.60
	573,567	Spanish III CP/IV	2	34	17.00	2	31	15.50	3	45	15.00	3	43	14.33	0	0	0.00	3	57	19.00
	573	Spanish III CP	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	3	49	0.00	0	0	0.00
		Total Spanish III	11	263	23.91	14	279	19.93	13	268	20.62	13	264	20.31	12	243	20.25	13	295	22.69
	581	Spanish IV H	6	125	20.83	5	93	18.6	4	95	23.75	4	93	23.25	4	103	25.75	3	75	25.00
	582	Spanish IV AE	4	103	25.75															
	582,593	Spanish IV AE/V CP	0	0	0.00	5	120	24	6	106	17.67	4	82	20.50	5	109	21.80	5	111	22.20
	583	Spanish IV CP	1	18	18.00	2	32	16	2	31	15.50	2	42	21.00	2	42	21.00	2	37	18.50
		Total Spanish IV	11	246	22.36	12	245	20.42	12	232	19.33	10	217	21.70	11	254	23.09	10	223	22.30
	591	Spanish V H/AP	2	45	22.50	3	54	18	3	53	17.67	3	76	25.33	3	58	19.33	2	34	17.00
	592	Spanish V AE	0	0	0.00	2	21	10.5	1	16	16.00	2	21	10.50	2	33	16.50	2	23	11.50
	592,593	Spanish V AE/V CP	2	35	17.50															

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		Total Spanish V	4	80	20.00	5	75	15.00	4	69	17.25	5	97	19.40	5	91	18.20	4	57	14.25
		Grand Total Spanish	47	924	19.66	51	975	19.12	50	987	19.74	50	972	19.44	47	986	20.98	47	953	20.28
	500	Latin I	2	32	16.00	3	42	14	2	36	18.00	2	35	17.50	2	35	17.50	2	30	15.00
	502	Latin II AE	1	25	25.00	2	23	11.5	1	19	19.00	1	18	18.00	1	16	16.00	0	0	0.00
	503	Latin III AE	0	0	0.00	1	13	13	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	503,525	Latin III AE/Latin Lit. H	1	21	21.00	0	0	0.0	1	10	10.00	1	10	10.00	0	0	0.00	0	0	0.00
		Latin III AE/IV	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	1	13	13.00	0	0	0.00
		Latin II AE/III/IV	0	0	0.00	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	2	43	21.50
		Latin III H/IV H	0	0	0.0	0	0	0.0	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00
		Grand Total Latin	4	78	19.50	6	78	13.00	4	65	16.25	4	63	15.75	4	64	16.00	5	84	16.80
	546	Chinese I	1	18	18.00	2	18	9	1	20	20.00	1	11	11.00	1	12	12.00	1	20	20.00
	547	Chinese II AE	1	15	15.00	1	12	12	1	12	12.00	1	10	10.00	1	16	16.00	1	15	15.00
	549,557	Chinese III H / IV H	0	0	0.00	2	23	11.5	0	0	0.00	1	21	21.00	0	0	0.00	0	0	0.00
	548,549,557	Chinese III AE/III H/IV H	0	0	0.00	0	0	0.0	1	18	18.00	0	0	0.00	0	0	0.00	0	0	0.00
	548,549,556,557	Chinese III AE/III H/IV AE/IV H	1	25	25.00															
		Chinese III H/IV AE/IV H	0	0	0.0	0	0	0.0	0	0	0.00	0	0	0.00	1	25	25.00	1	20	20.00
		Grand Total Chinese	3	58	19.33	5	53	10.60	3	50	16.67	3	42	14.00	3	53	17.67	3	55	18.33
		Grand Total World Lang.	69	1332	19.30	80	1383	17.29	74	1405	18.99	74	1417	19.15	69	1442	20.90	70	1430	20.43

	2021-2022			2020-2021			2019-2020			2018-2019			2017-2018			2016-2017		
Enrollment	N = 1706			N = 1751 (HLP & RLP)			N = 1818			N = 1837			N=1830			N=1864		
	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sects.	#Studs.	Avg.	#Sect.	#Studs.	Avg.	#Sect.	#Studs.	Avg.
Grand Total English	90	1686	18.73	92	1742	18.93	90	1809	20.10	89	1818	20.43	88	1796.5	20.41	88	1823	20.72
Grand Total Social Studies	88	1805.5	20.52	93.5	1879	20.10	93	1937.5	20.83	92	1942	21.11	91.5	1953.5	21.35	94	2011	21.39
Grand Total Math	94	1935.5	20.59	92	1907.5	20.73	94	2040	21.70	93	2084	22.41	94	2081	22.14	94	2074.5	22.07
Grand Total Science	107	2004.75	18.74	105.5	2031	19.25	101	1981	19.61	96.5	1944	20.15	97	1943.5	20.04	96.5	1968.5	20.40
Grand Total World Lang.	69	1332	19.30	80	1383	17.29	74	1405	18.99	74	1417	19.15	69	1442	20.90	70	1430	20.43
Total for All Classes	448	8763.75	19.56	463	8942.5	19.31	452	9172.5	20.29	444.5	9205	20.71	439.5	9216.5	20.97	442.5	9307	21.03

with students & sections weighted for semester or alt-day

2021-22

OCT 1 High-Low Summary 2021-22

Class Counts 2021-22	ENG	SOCST	MATH	SCI	WL	all ABRHS
Class Size High:	23	31	30	26	28	31
Class Size Low:	4	5	4	8	12	4
Class Size Weighted Average*:	18.7	20.5	20.6	18.9	19.3	19.6
Class Size Median:	19	21	20	19	18	20
# of Sections Over 25:	0	12	16	4	8	40
# of Sections Under 20:	50	31	42	64	41	228
Total # of Sections:	90	93	97	123	69	472
# of FTE 1.0 Equiv. Sections:	90	88	94	107	69	448

* Averages weighted for # of students & FTE sections

2020-21

LAST YEAR's Oct 1 High-Low Summary 2020-21

(In response to Covid-19, included both a Hybrid/In-person Learning Program and a Remote Learning Program)

Class Counts 2020-21	ENG	SOCST	MATH	SCI	WL	all ABRHS
Class Size High:	30	38	35	35	28	38
Class Size Low:	4	2	2	4	3	2
Class Size Weighted Average*:	18.9	20.1	20.7	19.3	17.3	19.3
Class Size Median:	19	20	22	19	18	20
# of Sections Over 25:	7	18	14	10	3	52
# of Sections Under 20:	50	46	31	66	45	238
Total # of Sections:	92	99	94	121	80	486
# of FTE 1.0 Equiv. Sections:	92	93.5	92	105.5	80	463

* Averages weighted for # of students & FTE sections

2019-20

OCT 1 Class Count Summary 2019-20

	ENG	SS	MTH	SCI	WL	ABRHS
Class Size High:	27	32	32	28	25	32
Class Size Low:	6	8	4	5	10	4
Class Size Average:	20.1	20.8	22.0	19.5	19.0	20.3
Class Size Median:	21	21	23	21	19	21
# of Sections over 25	5	15	22	6	0	48
# of Sections Under 20	35	32	28	51	41	187
Total # of Sections:	90	98	101	123	74	486
# of FTE 1.0 Equiv. Sections:	90	93	94	107	74	458

Class Size Average and Range 2016 - 2021

	2021-22	2020-21 (HLP & RLP)	2019-20	2018-19	2017-18	2016-17
Class Size Average	19.56	19.31	20.30	20.70	20.96	21.00
Class Size Range	4 to 31	2 to 38	4 to 32	2 to 38	2 to 43	3 to 45
Number of Classes Below 20 /Above 25	228/40	238/52	187/48	159/55	160/79	159/69

HLP and RLP 2020-21

	2020-21 HLP	2020-21 RLP
Class Size Average	19.96	16.13
Class Size Range	2 to 38	3 to 35
# of Classes Below 20 /Above 25	182/45	56/7

Hybrid

Remote



Acton-Boxborough Regional School District

15 Charter Road Acton, MA 01720

978-264-4700

www.abschools.org

Peter J. Light

Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Peter Light, Superintendent of Schools
Date: November 12, 2021
RE: Proposed Changes to the FY22 School Calendar

I am requesting your consideration for two changes to the calendar for the current (FY22) school year as noted below:

1. That June 20, 2022 be listed as a holiday in celebration of Juneteenth. Juneteenth became a federal holiday when the President signed the bill on June 17, 2021. This year Juneteenth (June 19) falls on a Sunday. When a federal holiday falls on a Sunday, it should be observed on the Monday following the holiday. Our schools are not currently scheduled to be in session on June 20, however, should the district observe more than two "snow days" this year, there would be no school on Monday, June 20th in observance of the holiday. We would resume our school calendar on Tuesday June 21st and continue until the 180th day.
2. That Thursday, December 23rd be changed from a full day of school to a half day schedule. We begin our winter recess on Friday, December 24th. We have many staff and families who are planning travel over break and we have heard some feedback that travel arrangements are challenging to make this year. We feel that making this day a half-day would recognize the tremendous pressure placed on our students and staff this year and alleviate some of the challenges associated with travel during the vacation week. This change would not extend the school year in June and would only impact this day.

I would recommend two separate motions for these proposals as one is required by federal law and one is discretionary.

Recommended motions:

1. *To list Juneteenth as a federal holiday on the FY 22 school calendar to be observed on Monday, June 20, 2022.*
2. *To make December 23, 2021 a half-day of school for students and staff.*

Thank you for your consideration of these proposed changes.

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

Acton-Boxborough Regional School District

SCHOOL CALENDAR, 2021-2022

Bold BOXED Dates = No School Days / ELEMENTARY EARLY DISMISSAL IS EVERY WEDNESDAY AFTERNOON

Aug.	M	T	W	T	F
	23	24	25	26	27
Sept.	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Teachers' Prof Learning 25, 26
Rosh Hashanah – Sept 7
Labor Day - Sept 6 (no school, 3)
Schools Open – Aug 30
Yom Kippur – Sept 16
School Days – 20

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

Indigenous Peoples' Day – Oct 11*
School Days – 20

Nov.	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

Prof Learning Day – Nov 2
Election Day – Nov 2
Veterans Day – Nov 11
Early Release Day – Nov 24
Thanksgiving Recess – Nov 25-26
School Days - 18

Dec.	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

Early Release Day – Dec 23
Winter Recess - Dec. 24 – Jan 2
School Days - 17

Some major religious and cultural holidays are found on page 2. *Columbus Day has been changed to Indigenous Peoples' Day.

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>
Acton Town Meeting begins April x, 2022. Boxborough Meeting begins May x, 2022.

Acton-Boxborough Regional School Committee Meetings are usually held twice a month. See https://www.abschools.org/school_committee for more information.

Jan.	M	T	W	T	F
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				

Schools Open - Jan 3
Martin Luther King Jr. Day - Jan 17
School Days - 20

Feb.	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28				

Presidents' Day - Feb 21
Winter Recess - Feb 21-25
School Days – 15

Mar.	M	T	W	T	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

School Days - 23

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

Good Friday – Apr 15
Patriots Day – Apr 18
Spring Recess - Apr 18-22
School Days - 15

May	M	T	W	T	F
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

Memorial Day - May 30
School Days - 21

June	M	T	W	T	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Graduation – June 3
Last Day/Early Rel– June 15
School Days – 11 – for total of 180
Juneteenth Holiday – June 20
Last day if 5 snow days – June 23

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2021-2022

Major Religious and Cultural Holidays –
(some are school days, some are not)

July 20-23	Eid al-Adha
September 7-8	Rosh Hashanah
September 16	Yom Kippur
November 4	Diwali begins
November 29	Chanuka begins
December 25	Christmas
December 26-Jan 1	Kwanzaa
February 1	Lunar New Year
April 15	Good Friday
April 16-23	Passover
April 17	Easter
April 3 – May 2	Ramadan
May 3	Eid al-Fitr

The observance of both Jewish and Muslim holidays begins at sundown of the preceding day. Please see our Religious and Cultural Holidays policy IMD on the school website for more information at:

https://www.abschools.org/school_committee/policies

Direct School Phone Numbers:

Blanchard:	978-263-4569
Conant:	978-266-2550
Douglas:	978-266-2560
Gates:	978-266-2570
McCarthy-Towne:	978-264-3377
Merriam:	978-264-3371
All Other Schools:	978-264-4700

2021 - 2022 School Start Times

Carol Huebner Early Childhood Programs:

Morning Session	8:30 – 11:15 am
Afternoon Session	12:15 – 3:00 pm
All-Day Session	8:30 am – 3:00 pm

Kindergarten:

AM 8:50 -11:50

All Day 8:50 - 3:20

All Kindergarten students are dismissed at 12:50 every Wednesday

All Elementary Schools:

8:50 am – 3:20 pm

Every Wednesday is Early Dismissal at 12:50 pm

R.J. Grey Junior High School: 8:00 am – 2:36 pm

AB Regional High School: 8:00 am – 2:47 pm

NEW for 2021-2022!!!

The Junior High & High School will dismiss at 1:00 on these Mondays:

September 13 and 27
October 18
November 1 and 15 and 29
December 13
January 3 and 24
February 7
March 7 and 21
April 4
May 2 and 16

SERVICE ANIMALS IN SCHOOLS
DRAFT for Second Read 11/18/21 (no change)

The Acton Boxborough Regional School District ("ABRSD") does not discriminate against individuals with disabilities, including those who require the assistance of service animals. ABRSD will comply with Massachusetts and federal laws concerning the rights of persons with disabilities who use service animals and will permit such animals on school premises and on school transportation in a manner consistent with the law. ABRSD will provide reasonable accommodations for use of service animals to ensure non-discrimination on the basis of disability.

ABRSD recognizes the definition of a service animal as established by the Title II of the Americans with Disabilities Act ("ADA"). Pursuant to the ADA, "service animal" means any dog or miniature horse that has been individually trained to do work or perform tasks for the benefit of an individual with a disability.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. A service animal is not a pet. Animals whose primary function is to provide emotional support or companionship do not qualify as service animals. Any animal not covered under the ADA service animal definition is not permitted on school premises under this policy, but may be permitted under other ABRSD policies. (*See Comfort/Support Animal policy.*)

ABRSD shall not assume or take custody or control of, or responsibility for, any service animal, the handling of, or the care of feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, property and/or personal injury.

The service animal can be excluded from a school or program if, in the opinion of the building principal, the service animal is not under the control of its handler, or is not housebroken, or presents a direct and immediate threat to others in the school. In such cases, the handler/owner will be required to remove the service animal from the district premises immediately. For miniature horses, the school may also exclude the miniature horse if the particular school facility cannot accommodate the type, size and weight of the horse; or, if the miniature horse's presence in a specific school facility compromises the legitimate safety requirements necessary for safe operations.

The Superintendent of Schools or his or her designee shall be responsible for developing procedures to accommodate a student's use of a service animal in ABRSD facilities and on school transportation.

SERVICE ANIMALS IN SCHOOLS - Procedures
DRAFT 11/18/21

In accordance with state and federal law and ABRSD Service Animal Policy, the Superintendent of Schools implements the following procedures for the use of services animals by individuals with disabilities on ABRSD premise and transportation.

If at all possible, prior to bringing a service animal onto school premises, or to any school activities, the building principal must be notified of an individual with a disability's use of a service animal. If the service animal's task is not readily apparent, the individual with a disability or their parent/guardian, shall be required to answer the following questions from the building principal: 1) Is the service animal required because of the individual's disability? and 2) What work or task has the animal been trained to do for the individual with the disability? The work or task the animal performs must be directly related to the individual's disability. Service animals must be fully trained before they can be taken into public places, including school premises.

Families seeking a student use a service animal at school must provide the building principal with sufficient time to implement a plan for successfully introducing the service animal to the school. This will include, but not be limited to, transportation arrangements (if applicable), notice and training for staff and students for proper engagement with the animal. Both the owner and the handler of the service animal will be designated.

ABRSD has no obligation to provide a handler for a service animal. The designated handler is responsible for caring for and supervising the service animal, which includes toileting, feeding, and grooming. The owner shall remain solely responsible for the service animal, and shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including but not limited to clean up, stain removal, property damage and/or personal injury.

Recognizing the infrequent and highly individualized nature of the use of service animals in schools, the use of service animals will necessitate in most circumstances a collaborative process between the building principal, staff, director of special education, families, and the student, in preparation for the timely and successful introduction and use of service animals in the school setting, including but not limited to the training of students and staff for proper engagement with the animal. A service animal must have a harness, leash, or other tether, unless the use of such would interfere with the service animal's effective performance of work, in which case the service animal must be otherwise under the handler's control.

The service animal can be excluded from a school or program if, in the opinion of the building principal, the service animal is not under the control of its handler, or is not housebroken, or presents a direct and immediate threat to others in the school. In such cases, the

handler/owner will be required to remove the service animal from the district premises immediately. For miniature horses, the school may also exclude the miniature horse if the particular school facility cannot accommodate the type, size and weight of the horse; or, if the miniature horse's presence in a specific school facility compromises the legitimate safety requirements necessary for safe operations.

The law is clear that fear or allergies are not valid reasons for removing or denying access to a service animal. If any student or staff member in the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the situation will be addressed in the moment under the guidance of medical personnel and an alternative plan for moving forward will be developed. If the school has reason to believe that the presence of a service animal may pose a health or safety risk to another student or staff member, it should evaluate that student or staff member to determine what precautions, if any, it needs to take.

In order to minimize risk of the service animal presenting an immediate threat to others in the schools, ABRSD recommends the service animal be: registered pursuant to local licensing/registration requirements; in good health; bathed and groomed regularly; free of and treated for fleas, mites and ticks; spayed/neutered; vaccinated in accordance with state and local veterinary guidelines; and, under the regular care of a licensed veterinarian. Building principals and families are encouraged to work together to agree to share documentation for service animals supporting minimizing risk to others; although, building principals cannot require documentation for service animal entry.

Reference: Title II of the ADA, ADA Regulations, 28 CFR Part 35 (as amended, 2010); M.G.L. c. 272, § 98A

Draft for First Read

11-2-21 + Second 11-18-21

File: IMG B

NON-SERVICE COMFORT ANIMALS

Service animals are not restricted to the limitations in this comfort animal policy. The district's Service Animal Policy applies to service animals and provides for their use in schools.

Comfort animals, which may also be known as emotional support animals, therapy animals, assistance animals, or social-emotional assistance animals, are not service animals as defined by Massachusetts law or Title II of the American Disabilities Act (ADA). This policy addresses only those non-service comfort animals that do not meet the definition of Service Animals, whose use are protected by law. Non-service comfort animals are animals that may provide companionship, comfort, social bridges, and affection, but do not meet the definition of service animal.

While it is understood that non-service comfort animals can provide emotional support and other benefits to individual students, staff members and community members, the use of comfort animals, including dogs and any other animals, is not permitted on any school premises or at any school activity in the ABRSD. This decision is made to provide for the safety and comfort of the students in schools, who would not expect to encounter animals on school premises, and to prevent events that would disrupt or distract from the educational endeavors of the school.

Acknowledging that a teacher or other staff member may wish to use a non-service comfort animal as part of an educational program, a teacher or other staff member may request permission to use a non-service comfort animal as part of a planned educational program. A non-service comfort animal may only be brought onto school premises or to school activities by a teacher or other staff member, as part of a planned program, and for instructional purposes. Prior to bringing the non-service comfort animal to school premises, permission must be obtained from the school principal, and procedures for introducing the animal to the school program must be followed.

The Superintendent of Schools and/or their designee shall develop and implement procedures for the use of comfort/support animals in line with this policy.

Nothing in this policy shall limit ABRSD's ability to provide reasonable accommodations to individuals with disabilities in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Draft - First Read

11-2-21 + Second 11-18-21

File: IMG8-R

SAMPLE PROCEDURES FOR COMFORT ANIMAL

In accordance with ABRSD non-service Comfort Animal Policy, the Superintendent of Schools, or their designee, implements the following procedures for the use of non-service comfort/support animals on school grounds or at school-related events:

1. A comfort/support animal that is not a service animal may only be brought onto school premises or to school activities by a ABRSD staff member, as part of a planned educational program for instructional purposes only. Students, parents/guardians and members of the community are not permitted to bring non-service comfort/support animals on to school premises or to school related events.
2. Prior to bringing the non-service comfort animal to school premises or to a school-related activity by a staff member must obtain permission from the school principal, in consultation with the Director of Special Education, and under the final oversight of the Superintendent or their designee.
3. The ABRSD staff member must provide the following documentation in order to be considered for approval:
 - i. Evidence from a veterinarian of the animal being up-to-date with required vaccinations, including rabies and receiving a clean bill of health.
 - ii. Appropriate licensure from a local animal licensing authority.
 - iii. Where applicable, affirmation that the animal has regular flea prevention treatment and will be well-groomed while on school property or at school activities/events.
 - iv. Statement that the ABRSD staff member, or designated handler, is responsible for any damages caused by their comfort animal, including but not limited to damage to persons or property, . If the handler is a comfort/service animal provider, proof of liability insurance for the comfort/support animal.

The building principal in consultation with the Director of Special Education may deny an ABRSD staff members request for use of a service animal if it's use is not for educational purposes only, if the required documentation is not present and/or if the building principal, in their discretion, believes it would disrupt the educational process and/or school-related activity.

The comfort animal must be obedient and calm as well as affectionate and friendly to strangers. The ABRSD staff member, or designated handler shall ensure that the animal is well behaved and will control the animal such that it may not become a disruption to school activity or nuisance to members of the school community. Additionally:

1. The comfort animal will only be permitted in authorized areas within and outside of the school building, or school related event during designated dates and times approved by the building principal, in consultation with the Director of Special Education.
2. When using a comfort animal in a school setting, the animal must always be under control of the handler with either a harness or a leash no longer than four feet. The handler shall maintain control of the comfort animal at all times and shall not tether the animal to any individual or object.
3. The comfort animal will wear appropriate identification, making visibly clear that they are a comfort animal.
4. Upon arrival at any school, handlers shall sign in the comfort animal, and themselves when not staff of the school, and shall also sign out on departure from the building.
5. The handlers of a comfort animal are responsible for the supervision and care of the animal while on school property including feeding, exercising, and cleaning up after the animal.
6. The school principal will notify families, students, and staff that a comfort animal will be present on school property or at school activities and events. Families, students, and staff will have the opportunity to express their wish to avoid the animal, and such wishes will be taken into consideration in planning for the program.

The handler shall remove the comfort animal to a separate area as designated by the school administrator in such instances where any student or school employee who suffers allergies or aversions to the animal is present in an office, hallway, or classroom. Students who are unable to participate in class activities will be provided with an alternative learning experience or be provided with accommodations, as appropriate.

If a request for a comfort animal visit is granted, the owner of the comfort animal is solely responsible for any damage to persons or school property caused by the animal. The owner is also solely responsible for ensuring that the comfort animal does not unduly interfere with school activities and is under control at all times while on school property.

Exceptions to these provisions may be made by the Superintendent. The Superintendent may also, at their sole discretion, revoke previously granted permission for the use of a comfort animal on school premises or at school activities.

Nothing in this policy shall limit ABRSD's ability to provide reasonable accommodations to individuals with disabilities in accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.



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

James Marcotte, Principal
Catherine Boege, Assistant Principal
Elizabeth Broadwater, Assistant Principal
David Lawrence, Assistant Principal

Date: November 9, 2021

To: Acton-Boxborough Regional School Committee
Peter Light, Superintendent of Schools

From: Jim Marcotte, RJ Grey Principal

Re: New JH Club: Marvel Club

Dear Peter,

Enclosed is our New Student Activity Program request for our new Marvel Club. Your approval is required along with a vote to approve by the School Committee.

Please let me know if you have any questions.

Regards,

Jim Marcotte
Principal, RJ Grey JHS

/enclos.

JH Student Activity Program Request - Club/Team/Organizations Operating Guidelines SY22

Club/Team/Organization Name:	Marvel Club
Advisor Name(s):	Kristin Wachtelhausen
Statement of purpose:	This is a club for any student who enjoys watching Marvel movies, creating stories, art or just talking about the MCU universe.
Description of activities, including mid-year update:	My plan for the club is to make films, art, and stories inspired by the Marvel Universe. They could be about, what-if scenarios, (what if Spider-Man never got bit by the radioactive spider?), predictions for the future, or adding onto current stories. We could also watch some Marvel TV shows or movies for inspiration, and after, debrief and debate the episode or movie.
Number of participants:	25
Estimate of expenses, including transportation and salary factors:	Staff Stipend: \$1,072.00
Use of facility description and availability:	Room 317
Schedule of meetings:	2 Thursday/ Month every 2nd and 4th Thursday of each month.
Statement of availability of competitions if appropriate:	N/A
Financial support from Principal for supplies? If yes, please indicate amount:	N/A
Statement of Fundraising:	N/A
Cost to students for transportation, fees and materials?	N/A

(over)

Club/Team/Organization Name:	Marvel Club	
School Year:	SY22	
Staff Stipend:	\$1,072.00	
Operating expenses:		
Total Costs for school year:	\$1,072.00	
<i>Financial Support:</i>	<i>\$0.00</i>	
<i>Student Activity Funds available:</i>	<i>\$0.00</i>	

TO: Superintendent Peter Light
FROM: Lucia Sullivan, Douglas School Principal
DATE: 11/12/21
RE: Request for Approval of Donations Valued over \$1,000

Per ABRSC policy KCD, "Public Gifts to the Schools", I would like to request approval from the Acton-Boxborough Regional School Committee for the following anticipated FY22 donations from the Douglas School PTO:

Cultural Enrichment	\$6,000
Classroom Enrichment	\$3,600
Teachers' Classroom Expenses	\$3,200
Sixth Grade Yearbook	\$2,000
Staff Appreciation	\$2,000

Thank you for your consideration.



Acton-Boxborough Regional School District

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

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

November 18, 2021

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

Members –

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

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

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

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

Thank you for your consideration and cooperation with this request.

<u>Warrant Type</u>	<u>Date</u>	<u>Warrant #</u>	<u>Amount</u>
PAYROLL	10/21/21	P2209	\$ 2,747,487.15
	11/04/21	P2210	\$ 2,780,381.05
VENDOR	10/14/21	22-008 (AP Vendor)	\$ 668,966.69
	10/21/21	22-009PR (Payroll Vendor)	\$ 1,136,556.26
	10/28/21	22-009 (AP Vendor)	\$ 2,185,821.63
	11/04/21	22-010PR (Payroll Vendor)	\$ 554,332.19



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

Recommended Motion Wording

I move that the School Committee vote to approve:

Payroll warrant(s) as follows –

Number P2209	dated 10/21/2021	in the amount of	\$2,747,487.15;
Number P2210	dated 11/4/2021	in the amount of	\$2,780,381.05;

Payroll deduction warrant(s) as follows –

Number 22-009PR	dated 10/21/2021	in the amount of	\$1,136,556.26;
Number 22-010PR	dated 11/4/2021	in the amount of	\$ 554,332.19;

Vendor warrant(s) as follows –

Number 22-008	dated 10/14/2021	in the amount of	\$ 668,966.69;
Number 22-009	dated 10/28/2021	in the amount of	\$2,185,821.63.

For Your Information

Blanchard Memorial School

School Improvement Plan

School Year 2021-22



Members of the School Council

Dana Labb	Principal (Chair)	
Mike Votto	Asst. Principal (Secretary)	Ad Hoc
John Greven	Parent	2021 (2-year term)
Sarah O'Rourke	Parent	2022 (2-year term)
Kelly Sturniolo	Parent	2021 (2-year term)
Kerin Crockett	Faculty	2022 (2-year term)
Kerry Cusick	Faculty	2022 (2-year term)
Kelsea McAllister	Faculty	2022 (2-year term)
Nikunj Jariwala	Community Representative	Appointed
Olivia Jones	Community Representative	Appointed

SCHOOL COUNCIL MEETING SCHEDULE - 2021-2022

School Council is scheduled every 3rd Tuesday of the month from 4:00-5:30 PM, except where noted:

9/28/21 (4th Tuesday) Open House is scheduled on 9/21/21, 10/19/21, 11/16/21, 12/21/21, 1/18/22, 2/15/22, 3/15/22, 4/26/22 (4th Tuesday),

School Vacation scheduled on 4/19, 5/17/22.

Overview:

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, action steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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

GOALS:

Goal #1:

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

By June 2022, Blanchard staff will ensure effective evidence-based screening, instruction, and assessment in literacy in all general education classrooms K-2.

Alignment:

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

We chose this goal because it is aligned with the ABRSD strategy for Inclusive Practices and Equitable Opportunities and Outcomes.

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

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

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

Outcomes:

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

<p>Description of Starting Point (Baseline): Currently at Blanchard what is working...</p> <ul style="list-style-type: none"> • Increased stamina (in reading and writing - Grade 5) • Best Friend Books (shared literacy experience across grade levels) • Foundations implementation K-2; 2021-22 3rd grade • SRSD strategies to support Lucy Calkins workshop model (one grade level to the next) • Templates that kids see from one year to the next - build on things learned • Growing Leveled Library and access to decodable texts • Mentor Text library (needed) to teach strategies • PL options (Literacy focused) • Choice of reading/writing (students) • Joy in first grade 	<p>Description of what will be different when the goal is achieved?</p> <ul style="list-style-type: none"> • Classroom libraries that reflect student interests, identities and provide mirrors, windows, and sliding glass doors to topics, cultures, race, identities, social and family makeup that are relevant and responsive. • Employ instructional practices to respond to diversity of students. Expand classroom libraries to reflect diversity of our students, clarify roles and programs to ensure alignment with the needs of students. • Pacing to incorporate shared reading and independent reading (K-2+) • Unify practices across grade levels to support implementation. • Adopt district screening and assessment per dyslexia guidelines, ie. Dibels, EarlyBird, etc. (See Below).
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Educators in K-2 will participate in a series of seven workshops that will provide educators with strategies that can efficiently build literacy skills by targeting students' areas of weakness. Through guided practice, teachers will have the opportunity to interpret students' assessment results, plan	<p>Each Trimester review of interim assessment data</p> <p>Trimester (and interim) instructional meetings</p> <ul style="list-style-type: none"> • Beginning, middle, and end of the year i-Ready results 	<p>Building-based PL on seven Wednesdays</p> <p>Instructional Meetings in October, January, May</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • MTSS Team • Literacy coach • Reading specialist • Teachers

<p>instruction, and practice evidence-based routines centered in the Science of Reading.</p> <p>Through targeted progress monitoring and assessment, teachers will know where student levels are and inform instruction based on this data.</p> <p>Early Literacy screening tool (EarlyBird) for students as a baseline for kindergarten.</p> <p>Work with Crafting Minds on best practices to address gaps in student learning.</p> <p>Use of a literacy coach and reading specialist to model teaching practices and offer insight and advice.</p> <p>Heggerty Training (Grade 1) to develop phonemic awareness skills.</p> <p>DIBELS Assessment Training (date TBD) to support our universal screening endeavor Grades 1-3.</p>	<p>Progress monitoring for students</p> <p>Use of Lexia for interventions.</p> <p>Exit tickets for specific lessons designed for vocabulary/comprehension instruction.</p> <p>Observational teacher data from reader's workshop.</p> <p>EarlyBird Data</p> <p>DIBELS data</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall 2021</p> <p>Sweep team 3x a year to assess</p> <p>October 19, 2021</p>	
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

-Instructional Learning Form

-Support for Building Administrators from the Leadership Academy:

 CRP.Classroom.Practice.Guide.docx

[A Framework for School & School System Leaders](#)

Goal #2:

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

By June 2022, Blanchard K-6 educators will implement social-emotional and behavioral learning into our Multi-tiered System of Support (MTSS).

Alignment:

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

We chose this goal because it is aligned with the ABRSD strategy for Inclusive Practices and Equitable Opportunities and Outcomes.

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

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

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

Outcomes:

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

Description of Starting Point (Baseline):

Currently there is no formal benchmark assessment or survey consistently used by the district to monitor SEL. Responsive Classroom (RC) and Positive Behaviors, Interventions, and Support (PBIS) are used inconsistently

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

- Data that supports increased tiered support at all MTSS levels related to SEL and behavior.
- Morning meeting and advisory in every classroom for every student

<p>throughout classrooms and school. Currently we use the RC SEL Competencies to inform our practices K-6. Staff utilize cross-grade STARR Buddies, and Community Meeting, advisory and morning meetings occur sporadically and with varied levels of training. Tiered instruction has not traditionally included SEL that followed the MTSS schedule.</p>	<p>regardless of placement or program.</p> <ul style="list-style-type: none"> • Staff will be able to identify students with SEL and Behavior needs and determine what amount of support is needed. • Counselors will be able to work with teams and students to recognize criteria for when students need support and when they are released from tiered intervention. • Counselor will support SEL Tiered instruction by mirroring the MTSS schedule. • Assistants trained to embed restorative practices into our intervention response. • Build out a structured MTSS leadership team. • Defined and aligned roles and responsibilities of general educators, coaches, specialists, counselors and psychologists to provide a clear continuum of services in K-6. • Students with disabilities get tiered support separate from their service delivery and EL students get entry points of access as needed after receiving language support. • Social-emotional learning practices embedded into the scope and sequence of curriculum maps across content areas.
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Educators will participate in a facilitated workshop series of six sessions focused on student social-emotional needs. Emphasis will be the	Teacher self-assessment on their toolkit for de-escalating and managing challenging behaviors in classrooms.	Seven Building-Based PL Sessions.	<ul style="list-style-type: none"> • School Counselor • School Psychologist • Principal

<p>intersection of MTSS and SEL with specific tiered strategies discussed and implemented. This is a staff-driven facilitated group led by staff interests. Participants will determine topics of interest for the group to discuss and learn about.</p> <p>BOY SEL surveys will incorporate a question on connectedness of students to trusted approachable adult staff members when they are in need.</p> <p>Develop our STARR Values to include descriptors and actions associated with them.</p> <p>Complete an MTSS self-assessment to identify existing practices consistent with an MTSS model, identify gaps, and create a plan for implementation of MTSS at the school level.</p> <p>Progress Monitor our work around MTSS. (What can we do better/differently, or is anything overlooked?)</p>	<p>The varying levels of support needed for identified students and data collected on them.</p>	<p>Ongoing, ever-changing and adapted to fit the needs of what we see in our corridors.</p>	<ul style="list-style-type: none"> ● Assistant Principal ● MTSS Team ● Teachers
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

We will need a comprehensive survey K-6 that enables us to disaggregate social emotional competencies.

[RC SEL Competencies](#)

Goal #3:

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

By June 2022, Blanchard educators will participate in developing baseline knowledge, language and understanding regarding Professional Learning Communities (PLCs) and introduce these elements to their teams in order to increase our collective efficacy.

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

We chose this goal because it is aligned with the ABRSD strategy for Inclusive Practices and Equitable Opportunities and Outcomes.

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

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

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

Outcomes:

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

Description of Starting Point (Baseline):

- Varied teaming including: Self-contained, Team-Teaching, Departmentalized make it challenge to vertically aligned practices.
- Varied understanding/entry points of PLCs
- Inconsistent Instructional meetings focused on individual student limitations.
- Limited use of Principal and AP subbing days to observe peers.
- Coaching cycles that do not include some teachers.

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

- Instructional Meetings that are procedural, normed, student centered in data and adult centered in adjustments to practice.
- Utilizing administration subbing days (monthly) for increased teacher-to-teacher classroom observations (one to one or grade-level triads).
- Building-wide coaching support and relationships.
- Vested interest in team collaboration weekly/bi-weekly on adjustments to practice based on student data.

Strategy

Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>During a six session workshop where establishing a collaborative culture that can significantly impact student achievement and our own professional practice is the focus, teachers will explore articles, videos, books, and coach each other through problems of practice that elevate our collective partnerships, teaming, and meetings. Topics may include error analysis, lesson study, unit planning, direct interventions, observing each other's practice, common assessment, and more.</p> <p>Comprehensive overview of PLC'S, benefits of and how to implement elements of effective and efficient teams with fidelity.</p> <p>Conduct Self-assessments of a team. Then share our aspirations with various teams and stakeholders.</p> <p>Establish a teacher representative as a liaison to MTSS and building leadership team.</p> <p>Illustrative Math (IM) job-alike support affinity group.</p> <p>Protocols to regularly collaborate to discuss the process of collection and monitoring data, review</p>	<p>Feedback from staff on professional learning and outcomes</p> <p>Observational data from PLC meetings with teams.</p> <p>Survey teachers at the beginning and end of the year on PLC work to ascertain the growth in understanding of PLC benefits, implementation and effective elements.</p> <p>Frequency of team meetings focused on student outcomes, adjustments to teaching practices, open and honest dialogue.</p>	<p>Monthly check-ins with staff</p>	<ul style="list-style-type: none"> ● Teachers ● Principal ● Assistant Principal

data, and assess interventions.			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

[Learning Forward: 5 Questions PLCs Should Ask to Promote Equity](#)

[School Reform Initiative PLC Survey](#)

SIP Revision 10/25/21

Luther Conant School
School Improvement Plan
School Year 2021-22



Members of the School Council

Abigail C. Dressler, Interim Principal

Valery Gransewicz, Interim Assistant Principal (Ad hoc member)

Nancy Auger, Teacher

Katelyn Norsworthy, Teacher

Debby Lee, Parent

Dan Birchall, Parent

Tyler Russell, Community Member/School Resource Officer

School Council Meeting Dates

September 29, 2021

November 3, 2021

January 19, 2022

March 9, 2022

April 13, 2022

June 8, 2022

All meetings will be held over Zoom at 3:30 p.m.

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, actions steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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

Goal #1: English Language Arts

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

Students in Kindergarten through Grade Three will be assessed using the DIBELS (*Dynamic Indicators of Basic Early Literacy Skills*) tool in September/October 2021, January 2022, and then again in May/June 2022.

Fall assessment scores will be used as one data point to consider if a student requires intervention. Fall scores that are at or below DIBELS Benchmark designations for strategic and/or intensive intervention will be discussed during a building-based MTSS data meeting, to be held no later than October. Students who require additional support will be monitored in consultation with the Reading Specialist.

Alignment:

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

This goal was chosen to align with District Strategy **Equitable Opportunities and Outcomes**, 3.2: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:

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

Description of Starting Point (Baseline):

In past years, all first graders were assessed with DIBELS, and selected Kindergarten and Second Grade students were also assessed. This school year, all students in Kindergarten through Third Grade will be assessed in the fall, winter, and again in the spring.

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

When this goal is achieved, at a minimum we will have three DIBELS assessments completed for all primary students. Data will be used to inform instruction, intervention, and determine whether additional assessment protocols are indicated. 95% of all students will read at grade level, as the research indicates is an achievable goal.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-MTSS Data Meetings will be scheduled regularly to provide time and structure to support data review.</p> <p>-All classrooms will implement a WINN block</p> <p>-Core classroom instruction that implements systematic and explicit phonics instruction</p> <p>-When indicated, targeted instruction will be planned for students that complements and extends core classroom instruction</p>	<p>-All students who are in the red or yellow zones will make progress by June 2022.</p> <p>-95% of all students will read at grade level, as the research indicates is an achievable goal.</p> <p>-Other assessment protocols may be implemented (Quick Phonics/Spelling Screener, the PAST, Heggerty Assessment, Developmental Spelling Inventory, Benchmark Assessment System, etc.)</p>	<p>Students will be assessed three times per year: September/October 2021, January 2022, and May/June 2022.</p>	<p>Principal, Reading Specialist, Literacy Coach, Reading Assistant, Classroom Teachers</p>

What existing resources will you leverage to implement this action plan? What additional resources might you need?

The Reading specialist and Reading assistant will conduct DIBELS Assessments. Teachers who are interested will be trained in this assessment. Classroom educators in Kindergarten through Third Grade will implement Foundations programs with fidelity.

Classroom educators in Kindergarten & First Grade will implement Heggerty phonemic awareness programs with fidelity; First grade teachers will benefit from coaching from the literacy coach to achieve this goal.

Goal #2: Mathematics

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

In order to deepen students' mathematical understanding, provide equitable outcomes and support vertical alignment, all elementary students will participate in the Illustrative Mathematics Program, Kindergarten through Grade Six.

Alignment:

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

This goal was chosen to align with District Strategy **Equitable Opportunities and Outcomes 3.2**: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:

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

Description of Starting Point (Baseline):

Prior to 2021-2022, the six elementary schools did not have the same

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

All six elementary schools will utilize a common math program: Illustrative

mathematics program.	Mathematics.
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-Conant will have a full-time mathematics specialist and a half-time STEAM coach.</p> <p>-Conant will prioritize professional learning time on Illustrative Mathematics.</p> <p>-In data team meetings, time will be devoted to discussing and analyzing the iReady results and comparing and contrasting the results with Illustrative Mathematics assessments.</p>	<p>-Students will be assessed using IReady three times per academic year.</p> <p>-Students will participate in Illustrative Mathematics common assessments to measure progress toward anchor standards.</p> <p>-Data will be continuously reviewed in building-level data team meetings.</p> <p>-Implementation of Illustrative Mathematics lessons will be observed in all classrooms.</p> <p>-Students will show growth in IReady scores.</p>	<p>-iReady will be administered in the Fall, Winter, and Spring.</p>	<p>-Classroom teachers, the building administrators, the mathematics specialist, and STEAM Coach will work together to support the full implementation of Illustrative Mathematics.</p>

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What existing resources will you leverage to implement this action plan? What additional resources might you need?

The Conant mathematics specialist and STEAM Coach will provide ongoing professional learning and support to teachers.

<p>Goal #3: Social-Emotional Learning <i>(What area of student learning do we want to improve?)</i></p>
<p>Over the course of the next three years, our goal is to expand and increase the consistent use of evidence-based teaching practices which support and nurture students’ social and emotional development. In service of that goal, faculty and staff will expand Responsive Classroom implementation such that all students will engage in regular Morning Meetings as well as other Responsive Classroom practices (reinforcing language, interactive modeling, etc.)</p>

<p>Alignment: <i>(We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)</i></p>
<p>This goal was chosen to align with District Strategy Social-Emotional Learning 4.2: Embed and integrate instruction across general education classrooms K-12 that is aligned with core SEL competencies and which allows teachers to more proactively address social, emotional, and behavioral needs at the universal level.</p>

Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i>	
Description of Starting Point (Baseline): Few Conant professional staff members have been trained in Responsive Classroom. At the conclusion of the 2020-2021 school year, based on data provided, only five out of twenty-two faculty reported being trained in Responsive Classroom. Some classrooms have a daily Morning Meeting time in which students have the opportunity to practice core competencies in Social-Emotional Learning; other classrooms do not.	Description of what will be different when the goal is achieved? This is a multi-year goal. During the summer of 2021, thirteen Conant faculty participated in voluntary Responsive Classroom training. When this goal is achieved, all students will participate in a daily Morning Meeting time that is based on Responsive Classroom methodologies.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
-Faculty will be provided with Responsive Classroom training opportunities during the summer of 2021 and the summer of 2022, courtesy of the <i>Office of Teaching and Learning</i> . -Faculty will be provided with materials necessary to implement the strategies and routines	-Grade-Level Teams will be asked to share successes and challenges in implementing Responsive Classroom during monthly "B Meeting" times. -Classroom teachers will be encouraged to implement a daily Morning Meeting.	-Faculty training will be ongoing. New faculty will be asked to be trained within two years of the date of hire. -This is a multi-year goal.	-The Conant Guidance Counselor, School Psychologist, Assistant Principal and Principal will model Morning Meeting routines during monthly Faculty Meetings.

promoted in Responsive Classroom. For example: classroom teachers will have the Responsive Classroom chime, necessary books, and the Assistant Principal will maintain a lending library of additional books and materials.	<p>Schedules will reflect minutes per week devoted to Social-Emotional-Learning time.</p> <p>-Students will be surveyed on the effectiveness of Morning Meeting time.</p>		-The Assistant Superintendent for Teaching and Learning will be available to consult on implementation, as needed.
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

<p>Goal #4: Diversity, Equity, and Inclusion <i>(What area of student learning do we want to improve?)</i></p>
<p>In an effort to build more inclusive and culturally sustaining spaces for our students, Conant faculty will participate in on-going professional learning to grow their culturally responsive teaching practice. Conant faculty will partner with Gates faculty to explore Sara K. Ahmed's book, <i>Being the Change</i>. Educators will implement lessons and routines which encourage positive identity development (ex: identity mapping, windows/mirrors/sliding glass doors).</p>

<p>Alignment: <i>(We chose this goal because... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)</i></p>
<p>The goal was chosen to align with the District's Strategy Inclusive Practices 2.2 and 2.3: Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices; Ensure that educators in all schools and classrooms employ practices and materials which are responsive to the diversity of our students and families.</p>

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Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i>	
Description of Starting Point (Baseline): Educators and staff at Conant offer a diverse range of experiences and familiarity with culturally responsive and anti-racist teaching practice. Several staff have completed the district’s SEED seminar, and six participated in a summer 2021 R&D to develop student resources for positive identity work. Others have less fluency with these concepts, as well as how to explicitly teach and discuss them with students. As a component of our work on this goal, exit tickets and feedback will be collected on a regular basis to assess student and staff comfort and understanding.	Description of what will be different when the goal is achieved? At a minimum, for the 2021-2022 school year, each teacher will be expected to identify and implement an explicit practice for learning and correctly pronouncing each student’s name within the first week of school. Additionally, students at all grade levels will participate in a developmentally appropriate identity mapping activity, which will evolve as the year goes on and relationships/community develops. In addition to this, there will be annotated resources, professional learning communities, and organized professional learning to support educators in this work.

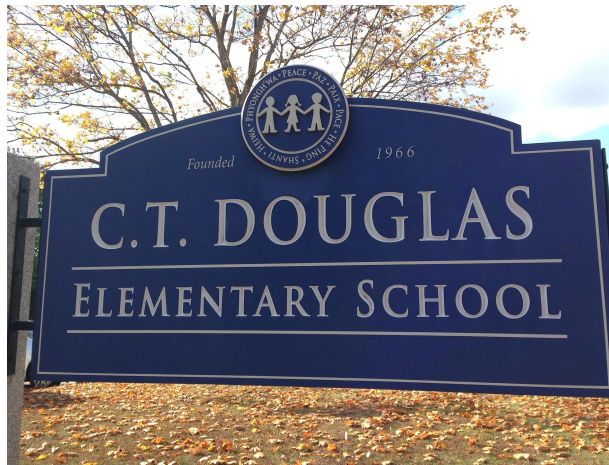
Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-Staff will have a foundational professional learning session on August 26th to review this overarching goal, as well as specific practices for positive identity development.</p> <p>-Over the course of the year, Conant and Gates will engage in a minimum of 4 professional learning afternoons focused on our reading of <i>Being the Change</i>, and have an opportunity to plan actionable steps and lessons in grade-level bands.</p> <p>-Each school will offer a growing library of resources (texts, digital, video, art) for both students and staff</p>	<p>-Staff will supply their routines for pronouncing student names as well as their plan for identity mapping during goal setting meetings with their evaluator.</p> <p>- Staff will be surveyed after each PL session to assess the impact of each session on their practice and planning</p> <p>- Select staff who participated in our R&D will create developmentally appropriate surveys for their students to evaluate the impact of specific assignments</p> <p>-As a result of this work, students will be able to see themselves reflected in the curriculum, materials, and resources available at school.</p>	<p>The goal of growing our capacity as a school to implement culturally responsive teaching practices is multi-year and ongoing. However, the goal of implementing a process for learning and pronouncing student names and an identity mapping activity will be completed in the 2021-2022 school year by all educators.</p>	<p>The principals and assistant principals of both Conant and Gates are responsible for supporting the implementation of the two, newly mandatory practices (names/identity as previously identified).</p> <p>School leadership, along with the Equity/Being the Change Critical Friends Group will be responsible for planning and delivering the four professional learning opportunities.</p>

What existing resources will you leverage to implement this action plan? What additional resources might you need?

District SEED leadership and resources, Sara K. Ahmed's *Being the Change*, existing staff expertise.

Douglas Elementary School Improvement Plan

School Year 2021-22



Members of the School Council
Lucia Sullivan, Interim Principal
Jenna Larrenaga, Assistant Principal
Julie Schwartz, Parent
Ryan Gagne, Parent
Michelle Cohen, Parent
Heather Sheehan, Parent
Paige Johnson, Teacher
Holly Martin, Teacher
Anne Marie Phelan, Teacher
Mimi Kirkman, Community Member

School Council Meeting Dates

November 16, 2021 @3:45pm-4:45pm
January 18, 2022 @3:45pm-4:45pm
March 22, 2022 @3:45pm-4:45pm

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, action steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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

Goal #1: Data Informed Instruction

Develop structures to support data informed instructional decisions in the areas of literacy and mathematics through data meetings with literacy & STEAM coaches and reading & math specialists multiple times throughout the school year.

Alignment:

The goal was chosen to align with the District's Strategy **3.1** Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning and **3.2** Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12

Outcomes:

Description of Starting Point (Baseline):

Currently teachers are using the BAS and WTW to assess their students and to create small group lessons. Reading Specialists are using the BAS, WTW and DIBELS to create skill and strategy groups to reinforce the skills taught in the classroom. iReady data is being used as a universal screening tool.

Currently teachers are using the iReady results to inform intervention and/or further assessments with significant support from specialist/coach. This is mostly initiated by specialist/coach. Some teams meet regularly with coach/specialist, some do not. IM Cool downs are used inconsistently. Some teachers collect data and use it to drive instructional decisions.

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

Teachers will consistently use data in collaborative teams to support and improve equitable and excellent academic outcomes. Teachers and specialists will use research-based data to determine student needs. For instance, DIBELS & iReady data to inform the initial implementation of multi-tiered systems of support.

Teachers will be able to explain the data cycle.

Teachers will talk about data when making instructional decisions.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> Identify Instructional leadership team Develop a professional learning plan that supports data understanding around collection and interpretation Identify assessments used, collection of data, and how to interpret data from multiple sources Professional learning plan on screeners/assessments as needed Examine our IST team use of data to inform next steps Begin to define intervention block Support knowledge building activities related to MTSS, RtI, PBIS, UDL Provide supportive Professional learning on MTSS structure 	<ul style="list-style-type: none"> review of interim assessment data quarterly weekly instructional meetings Reflection throughout the school year around data decision meetings 	<ul style="list-style-type: none"> Spring 2023 	<ul style="list-style-type: none"> Principal Assistant Principal STEAM & Literacy Coach Reading Specialist Math Specialist

What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Instructional Learning Form?
- district identify assessment to be used and training on administering and interpreting
- data from the Kathy Richardson AMC assessments, IM cool downs, pre unit assessments and mini assessments
- resource on best practices for intervention blocks
- Protocols for using data

Goal #2: Mathematics

In order to deepen students' mathematical understanding, provide equitable outcomes and support vertical alignment, all elementary students will participate in the Illustrative Mathematics Program, Kindergarten through Grade Six.

Alignment:

This goal was chosen to align with District Strategy **Equitable Opportunities and Outcomes**, 3.2 Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:**Description of Starting Point (Baseline):**

Teachers are beginning implementation of Illustrative Mathematics (IM) as a new mathematics program that will be common across elementary schools.

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

Adopting a common program will allow teachers to collaborate across the district. It will also enable district-wide support of math instruction. Educators will be able to use the routines, such as cool downs, to provide more equitable outcomes for students. In addition, educators will begin to identify culturally responsive practices that are embedded in IM.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> •Each elementary school will have a full-time mathematics specialist and a half-time STEAM coach. •Each school will prioritize professional learning time on Illustrative Mathematics. <p>Teachers struggling with the implementation of IM will be given additional support from math specialist and STEAM coach</p>	<ul style="list-style-type: none"> •Students will be assessed using iReady three times per academic year. •Students will participate in Illustrative Mathematics common assessments to measure progress toward anchor standards. •Data will be continuously reviewed in building-level instructional leadership teams. •Implementation of Illustrative Mathematics lessons will be observed in all classrooms. <p>Illustrative Math will be in use in all classrooms when conducting walk throughs during math instructional blocks.</p>	<ul style="list-style-type: none"> •IReady will be administered in the Fall, Winter, and Spring. <p>Cool down data, Illustrative assessment, will be used to progress monitor in grades 1-6 by 2022.</p>	<ul style="list-style-type: none"> •Classroom teachers, the building administrators, the mathematics specialist, and STEAM Coach will work together to support the full implementation of IM.

What existing resources will you leverage to implement this action plan? What additional resources might you need?

-Districtwide professional learning will support the implementation of Illustrative Mathematics.

-Building mathematics specialist, STEAM coach and Math Coordinator will provide ongoing professional learning and support to teachers

Goal #3: Diversity, Equity & Inclusion

Douglas staff will develop a shared understanding of equity and culturally responsive schools.

Alignment:

This stated goal is aligned with 2.2 (Ensure that all staff engage in going professional development to implement culturally responsive and inclusive practices) and 2.3 (Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.)

Outcomes:**Description of Starting Point (Baseline):**

Six staff members have taken the SEED seminar and 23 have completed the district PD focused on UDL.

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

Staff members will have a common understanding of what equity means in a school setting. This will inform future equity work and allow staff members to have fruitful discussions about the ways Douglas can continually strive toward equity.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<p>Staff will work through the self assessment of culturally responsive schools in order to determine individual and community on-ramps for equity work.</p> <p>Staff will examine district-wide and school-wide disaggregated MCAS and iready data in order to identify achievement gaps.</p>	<p>Staff will begin to use common language around equitable practices that will close achievement gaps and lead to equitable outcomes for students.</p>	<p>May 2022</p>	<p>Principal Assistant Principal Staff</p>

What existing resources will you leverage to implement this action plan? What additional resources might you need?

The Director of Special Projects and Assistant Superintendent for Diversity, Equity & Inclusion, SEED trained staff in the district, consultants from The Leadership Academy

Paul P. Gates School

School Improvement Plan

School Year 2021-2022



Members of the Gates School Council 2020 - 2021

Lynne Newman, Principal
Allison Warren, Assistant Principal (Ad Hoc)
Cindy Holt, Teacher
Jennifer Smith, Parent
Depin Suja, Parent
Nina Deng, Parent
Tyler Russell, Community Member/School Resource Officer

Gates School Council Meeting Dates 2020 - 2021

Monday, September 27, 2021
Monday, October 25, 2021
Monday, November 29, 2021
Monday, January 31, 2022
Monday, February 28, 2022
Monday, March 28, 2022
Monday, April 25, 2022
Monday, May 23, 2022

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, action steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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Action Steps:	The specific actions that members of the school will take in order to achieve the goal
Measurement:	The qualitative or quantitative ways that members of the school community will know the <i>action steps</i> have been achieved or completed.
Timeline:	The specific timeline intended for each of the action steps that the school has committed to meeting.
Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Goal # 1 Data Informed Instruction

Develop structures to support data informed instructional decisions in the areas of literacy and mathematics through data meetings with literacy & STEAM coaches and the reading specialist multiple times throughout the school year.

Alignment:

The goal was chosen to align with the District's Strategy **3.1** Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning and **3.2** Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12

Outcomes:

Description of Starting Point (Baseline):

- Weekly grade level meetings will be used for data meetings
- Reading specialist is using the DIBELS screener with 1st & 2nd Grade, and students whom more data is needed
- Classroom teachers have one year of experience with iReady
- Staff have one year of experience with IM

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

- Staff will better understand how data informs instruction
- Instructional leadership team will be established
- Staff will have a better understanding of how to collect and interpret data

Strategy

Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none">• Identify Instructional Leadership Team (ILT)• Develop a professional learning plan that supports data understanding around collection and interpretation• Identify assessments used, collection of data, and how to interpret data from multiple sources	<ul style="list-style-type: none">• Each Trimester review of interim assessment data• Monthly instructional meetings• Reflection throughout the school year around data decision meetings	<ul style="list-style-type: none">• Spring 2023	<ul style="list-style-type: none">• Principal• Assistant Principal• STEAM & Literacy Coach• Reading Specialist• Math Specialist (Pending)

<ul style="list-style-type: none"> • Professional learning plan on screeners/assessments as needed • Examine our Instruction Support Team's (IST) use of data to inform team's next steps • Begin to define intervention block • Review MTSS structure with Gates Staff 			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Instructional Support Team form and new district guidelines
- District identify assessments to be used and training on administering and interpreting in IST meetings
- Resources on best practices for intervention blocks

Goal # 2: Diversity, Equity, and Inclusion
<p>In an effort to build more inclusive and culturally sustaining spaces for our students, Gates will utilize culturally responsive teaching practices.</p> <p>The Gates faculty will participate in on-going professional learning to grow their culturally responsive teaching practice. The Gates faculty will partner with the Conant faculty to explore Sara K. Ahmed's book, <i>Being the Change</i>. Educators will implement lessons and routines which encourage positive identity development (ex: identity mapping, windows/mirrors/sliding glass doors).</p>

Alignment:
<p>The goal was chosen to align with the District's Strategy Inclusive Practices 2.2 and 2.3: Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices; Ensure that educators in all schools and classrooms employ practices and materials which are responsive to the diversity of our students and families.</p>

Outcomes:	
<p>Description of Starting Point (Baseline): Gates educators and staff at Conant offer a diverse range of experiences and familiarity with culturally responsive and anti-racist teaching practice. Several staff have completed the district's SEED seminar, and six participated in a summer 2021 R&D to develop student resources for positive identity work, and most have completed the district PD around UDL. Others have less fluency with these concepts, as well as how to explicitly teach and discuss them with students. As a component of our work on this goal, exit tickets and feedback will be collected on a regular basis to assess student and staff comfort and understanding.</p>	<p>Description of what will be different when the goal is achieved? By the end of the school year, staff will have come up with practices to learn how to correctly pronounce students names, support student's ability to pronounce classmates' names, and completed at least two identity activities. From these lessons, students will know more about their own identity and the identity of others, creating a respectful and informed community who welcomes differences.</p>

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<p>-Staff will have a foundational professional learning session on August 26th to review this overarching goal, as well as specific practices for positive identity development.</p> <p>-Over the course of the year, Conant and Gates will engage in a minimum of 4 professional learning afternoons focused on our reading of <i>Being the Change</i>, and have an opportunity to plan actionable steps and lessons in grade-level bands.</p> <p>-Each school will offer a growing library of resources (texts, digital, video, art) for both students and staff</p> <p>-Staff may elect to write a professional practice goal that identifies and supports implementation of culturally responsive practices in the classroom</p>	<p>-Staff will supply their routines for pronouncing student names as well as their plan for identity mapping during goal setting meetings and/or collaboration meetings with their evaluator.</p> <p>- Staff will be surveyed after each PL session to assess the impact of each session on their practice and planning</p>	<p>The goal of growing our capacity as a school to implement culturally responsive teaching practices is multi-year and ongoing. However, the goal of implementing a process for learning and pronouncing student names and an identity mapping activity will be completed in the 2021-2022 school year by all educators.</p>	<p>The principals and assistant principals of both Conant and Gates are responsible for supporting the implementation of the two, newly mandatory practices (names/identity as previously identified).</p> <p>School leadership, along with the Equity/Being the Change Critical Friends Group will be responsible for planning and delivering the four professional learning opportunities.</p>

-By the end of the school year, audio recording of students' names will be imported into Powerschool			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

District SEED leadership and resources, Sara K. Ahmed's *Being the Change*, existing staff expertise, and staff attending SEED course

Goal # 3: Mathematics
In order to deepen students' mathematical understanding, provide equitable outcomes and support vertical alignment, all elementary students will participate in the Illustrative Mathematics Program, Kindergarten through Grade Six.

Alignment:
This goal was chosen to align with District Strategy Equitable Opportunities and Outcomes , 3.2 Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:	
Description of Starting Point (Baseline): Currently all six elementary schools do not have the same mathematics program.	Description of what will be different when the goal is achieved? Educators will be able to use the routines, such as cool downs, to provide more equitable outcomes for students. In addition, educators will begin to identify culturally responsive practices that are embedded in IM.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> •Gates will have a half-time STEAM coach who will support the implementation of IM through professional learning •Gates will hire a math specialist to support the implementation of IM •Each school will prioritize professional learning time on IM. Professional learning will focus on the curriculum as well as the culturally responsive routines embedded in the program. •Staff may elect to write a math goal that aligns with culturally responsive practices used in IM. 	<ul style="list-style-type: none"> •Students will be assessed using IReady three times per academic year. •Students will participate in IM common assessments to measure progress toward anchor standards. •Data will be continuously reviewed by the Instructional Leadership Team. •Implementation of IM lessons, including cool downs, will be observed in all classrooms. 	<ul style="list-style-type: none"> • 2021-2022 school year 	<ul style="list-style-type: none"> •Classroom teachers, the building administrators, and STEAM Coach will work together to support the full implementation of IM (math specialist when hired).

What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Districtwide professional learning will support the implementation of IM
- Building STEAM coach will provide ongoing professional learning and support to teachers

McCarthy - Towne

School Improvement Plan

School Year 2021-22



Members of the School Council

Christy Nealon

Justin Kessler

Tara Carnright

Kari James

Nancy Kolb

Joe Biedenkapp

Marni Zelnick

Maureen Lanoix

Eden Dunckel

School Council Meeting Dates

Tuesdays 7:30-8:30

9/28, 10/26, 11/16, 1/25, 3/22, 4/26, 5/24

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, actions steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high-impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

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Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

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Strategy:	The strategy is the action plan for the goal which includes the combination of action steps, measurement, timelines and ownership necessary to achieve the goal.
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Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Goal #1: (Re) Connect *(What area of student learning do we want to improve?) Social, emotional learning and culturally responsive practices*

By focusing on **reconnecting** our school community, revitalizing our current SEL practices, auditing our current SEL practices with an increased focus on equity, and utilizing additional protocols that intentionally use culturally responsive practices, we will have more staff, students, and families reporting a sense of belonging in June 2022 than we did in October 2021.

Alignment:

We chose this goal because of its alignment with the strategic objective of Inclusive Practices 2.1

Outcomes:

- *We will have revisited and articulated our school's mission, vision, and values.*
- *We will have an increase in the amount of staff, students, and families reporting a sense of belonging.*
- *We will have completed an assessment of our*

Description of Starting Point (Baseline):

- Most, but not all of the classroom teachers are trained in Responsive Classroom
- Structures in place to link the community such as daily morning meetings, reading buddies, assemblies, PTSO events and art integration opportunities. However, some of these structures looked different or didn't happen during COVID.
- We have a portion (approx. 17% of students) of our school community (staff, students, and families) returning from remote learning.
- We have a new principal and a new parent involvement coordinator who are learning our school community and their roles in it.
- Families have not been able to be physically present in the school.

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

Our community will have an enhanced sense of belonging which will positively impact academic outcomes, discipline referral outcomes, and reports of positive school culture.

<ul style="list-style-type: none"> • We have not held school-wide assemblies or had reading buddies for more than a year. • Families and students all have varying levels of comfort and responses to the current Covid Pandemic. 	
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> • Measure belonging with a survey to students (grades 4,5 and 6), staff, and family • Provide orientation for each new student and student returning from RLP. • Use Family Groups and Connection Circles as a part of every staff meeting (A) • Use Art Integration as a way to connect staff, students, and families. • Research and articulate the ways that art integration develops SE skills and can support culturally responsive practices. • Create a rotating schedule so staff members that are not classroom teachers are all attending a morning meeting on a regular basis. • Every classroom will have a morning meeting each day. <ul style="list-style-type: none"> ○ Specialists and staff will rotate around 	<ul style="list-style-type: none"> • Measure belonging with a survey to students (grades 4,5 and 6), staff, and families. • Anecdotal reports from Counselors, Psychologists, nurses, etc • Attendance records with follow up from administrators • Self Assessment of Culturally Responsive Practices 	<ul style="list-style-type: none"> • September/October 2021, May 2022 	<ul style="list-style-type: none"> • Principal, Assistant Principal, PTSO, School Council • Parent Coordinator, 6th Grade Students, Principal Nealon • McTILT • Art Integration Committee • Art Integration Committee • STEAM Coach • All Classroom Teachers • AP McDowell • Classroom teachers

<p>classrooms to participate in the responsive classroom circles.</p> <ul style="list-style-type: none"> • Work with a consultant, Liza Taluzan, to assess the current functioning level of Culturally Responsive Practices and identify high-leverage next steps. • Work with a consultant, Liza Taluzan, to provide PL on Culturally Responsive practices • Reinstate school-wide assemblies with a focus on culturally responsive practices and invite all families to these events. • Partner with the PTSO and the School Council to plan community events such as (but not limited to) an art show, a world heritage event, a Spring Fling, and a 50th Anniversary Celebration that highlights the impact of Art Integration. 			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

Existing Resources:

Responsive Classroom Program

Social Thinking Language

Further Training on Connection Circles

SSG (student support group) team meetings (School counselor, School Administrators, Nurse, School Psychologist)

Staff who are already SEED trained

Staff-led BIPOC group

[McT Professional Learning Plan](#)

What additional resources might you need?

Goal #2: Explore

(What area of student learning do we want to improve?) K-2 Literacy Assessment and Analysis and 3-6 Mathematics Assessment and Analysis

By June 2023, the McCarthy-Towne staff, in collaboration with district staff, will enhance our data culture and school-wide assessment practices and therefore create more equitable outcomes for all students.

Alignment:

We chose this goal because of its alignment with the strategic objective of Equitable Opportunities and Outcomes 3.1 (Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, and social-emotional and behavioral learning).

Outcomes:

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

- We will have held two rounds of data meetings with each grade level using I-Ready, new literacy screeners, Foundations, and/or Illustrative Mathematics data (year 1; 2021-2022)
- All staff will begin to be able to articulate what MtSS is and how it is implemented into our teaching and learning in our school. (year 1; 2021-2022)
- All staff will have developed a shared understanding of diagnostic tools, formative assessments, and consistent progress monitoring techniques to inform instruction. (During year 1 we will choose and pilot literacy assessment in grades k-3 and math assessments in grades 4-6. During year 2 (2022-2023), we will expand to have common assessments in k-6 for literacy and mathematics).
- We will have created agreed-upon norms for data meetings.
- We will have experimented with data meeting schedules, the master schedule, and structured working blocks to provide tiered instruction time.

- We will identify the next steps for improving our MtSS practices and how they interact with current practices.

Description of Starting Point (Baseline):

BASLINE: According to entry data collected during Principal Nealon's entry process, it appears that data collection, analysis, and data-informed intervention are happening within individual classrooms and through the Child Study process.

Description of what will be different when the year 1 steps of the goal are achieved?

- Our school will have a schoolwide data culture as evidenced by staff survey data, improved I-Ready data, and improved alignment between instruction and formative data within the Illustrative Math program.
- We will have articulated norms for data meetings.
- We will have begun to articulate shared assessment strategies that inform tiered instruction.
- We will have held two rounds of data meetings for each grade level and planned interventions from them.
- We will have gathered staff input around the data process and structures and made adjustments for next year.
- We will have completed an MtSS self-assessment to inform future planning.

Strategy

Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> • Form an Instructional Leadership Team that includes classroom teacher from each grade level span, a special educator, literacy specialist, math specialist, Assistant Principal McDowell, Principal Nealon, Literacy Coach, STEAM coach, School Counselor, 	<ul style="list-style-type: none"> • Staff surveys • Literacy data k-3; Math data 4-6 chosen by staff from a list of options given by the district 	Staff Meeting A - All Faculty 9/13, 10/4, 11/1, 12/6, 1/3, 2/7, 3/7, 4/4, 5/2, 6/6	<ul style="list-style-type: none"> • Principal Nealon • Instruction Leadership Team (McTILT)- Classroom teacher to represent each grade level span, a special educator, literacy

<ul style="list-style-type: none"> ● Staff Meeting Professional Learning: <ul style="list-style-type: none"> ○ What is MtSS? ○ How do we know that kids are learning what we are teaching? What if they're not? ○ What are our current assessment practices? ○ What does data currently look like? ○ What universal screening tools do we currently have? ● Choose or learn a common assessment in each band of grade levels to practice data cycles <ul style="list-style-type: none"> ○ K-3 Pilot literacy assessments (I-ready, Foundations, Early Bird, DIBELS, WTW) ○ 4-6 Pilot math assessment (I-Ready, IM assessment, tools from Math dept) ● Continue with Staff Meeting Learning in both operational changes and adaptive changes: <ul style="list-style-type: none"> ○ Operational: <ul style="list-style-type: none"> ■ What can we learn from the data we have? ■ What do interventions look like at each tier? ■ How are we using working blocks? How can we leverage all staff to improve outcomes for students during working blocks? ■ How is the schedule working for students? For collaboration? For instruction? Reflect on Data Meetings and next steps for each grade level ■ What is the current 		<p>Staff Meeting B - Classroom Teachers 9/20, 10/18, 11/8, 12/13, 1/10, 2/14, 3/14, 4/11, 5/9. 6/13</p> <p>We will complete these steps by 6/13.</p>	<p>specialist, math specialist, Assistant Principal McDowell, Principal Nealon, Literacy Coach, STEAM coach, School Counselor,</p>
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<p>intersection with Child Study? What changes do we want to make to improve outcomes for students?</p> <ul style="list-style-type: none"> ○ Adaptive: <ul style="list-style-type: none"> ■ Norms for Data Meeting <ul style="list-style-type: none"> ● Fears ● Hopes ● Bridges and Walls ○ Reflect on Data Meetings and next steps for each grade level ○ What is the current intersection with Child Study? What changes do we want to make to improve outcomes for students? <ul style="list-style-type: none"> ● Educate families about our MtSS process and how it impacts current practices. ● K-2 Teachers will attend district-wide training for teachers in universal screeners, diagnostic assessments, and progress monitoring tools. ● Training and coaching for Principal Nealon in DEI and to improve equitable outcomes for students. ● Complete two rounds of data meetings for each grade level. ● Administer staff surveys to collect feedback on the data cycles. ● Use the results from this survey to inform 2022-2023 data processes. 		<p>Mid-October; Late February September; Late April</p> <p>October, Mid-May</p>	<p>Principal Nealon, Asst Principal McDowell, the school council, and the curriculum department (Literacy Specialists, Literacy Coaches, Math Specialist, Math Coordinator)</p> <p>Central Office through the Leadership Academy</p> <p>Grade level data teams</p> <p>McTILT</p>
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

Existing Resources:

- Support from the Math Coordinator, Literacy coaches, STEAM coach, and Math specialists in linking assessment to our new math curriculum.

- PL schedule and staff meeting time set aside for team collaboration.
- [MAEC Data Inquiry Guide](#)
- [McT Professional Learning Plan](#)

Needed Resources:

- Clear, updated curriculum maps for 2021-2022 school year that includes assessment dates
- Training for teachers in universal screeners, diagnostic assessments, and progress monitoring tools.
- Data Collection and visualization tools (Data Analytics) with a timeline for rollout.

Goal #3: Implement

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

By June 2022, the 100% percent of McCarthy-Towne students who have been assessed as needing tier 2 or tier 3 support in the composite math scores in I-Ready will have met their typical growth goal and 30% will have reached their stretch goal. (I-Ready training materials say to expect 100% of students to reach their typical growth goal and 25%-35% of students to reach their Stretch Goal).

Alignment:

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

This goal was chosen to align with District Strategy **Equitable Opportunities and Outcomes**, 3.2 Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:

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

<p>Description of Starting Point (Baseline):</p> <p>Four teachers piloted Illustrative Math last year.</p> <ul style="list-style-type: none"> • 1 6th grade teacher is on her third year of using it • 3 returning from RLP teachers have piloted <p>48% of our students in grades 3-6 met or exceeded expectations on Math MCAS Test of Spring 2021.</p> <p>The following is the percent of students in need of Tier 3/2 Support in Math Percentage of students who are in Tier 3 and Tier 2 categories of intervention. for each grade according in June, 2021 to I-Ready:</p> <p>Grade 1- 0%/45%</p> <p>Grade 2- 9%/24%</p> <p>Grade 3- 5%/33%</p> <p>Grade 4- 8%/29%</p> <p>Grade 5- 4%/73%</p> <p>159 students (37% of McT students) in grades 1-6 performed one grade level or more below benchmark on the spring '21 iReady Math assessment.</p>	<p>Description of what will be different when the goal is achieved?</p> <p>All six elementary schools will utilize a common math program (Illustrative Math).</p> <p>All teachers will be trained in using Illustrative Mathematics</p> <p>We will see an increase in the number of students in grades 3-6 who are meeting or exceeding expectations in the 2021 MCAS.</p> <p>90% percent of McCarthy-Towne students who are categorized as needing tier 2 or tier 3 support in the composite math scores in I-Ready will have met their typical growth goal and 30% will have reached their stretch goal.</p>
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> • In order to deepen students' mathematical understanding, improve academic outcomes for all students and support vertical alignment, all elementary students will participate in the 	<ul style="list-style-type: none"> • Students will be assessed using IReady three times per academic year. • Students will participate in Illustrative 	<ul style="list-style-type: none"> • IReady will be administered in the Fall, Winter, and Spring. 	<ul style="list-style-type: none"> • Classroom teachers, the building administrators, the mathematics specialist, and STEAM Coach will work

<p>Illustrative Mathematics Program, Kindergarten through Grade Six.</p> <ul style="list-style-type: none"> • Each elementary school will have a full-time mathematics specialist and a half-time STEAM coach. • Each school will prioritize professional learning time on Illustrative Mathematics. 	<p>Mathematics common assessments to measure progress toward the anchor standards.</p> <ul style="list-style-type: none"> • Data will be continuously reviewed in building-level instructional leadership teams. • Implementation of Illustrative Mathematics lessons will be observed in all classrooms. 		<p>together to support the full implementation of IM.</p>
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What existing resources will you leverage to implement this action plan?

- Teachers who have already piloted
- Support from our math coordinator, math specialists, and STEAM coach
- [McT Professional Learning Plan](#)

What additional resources might you need?

- Training for teachers in universal screeners, diagnostic assessments, and progress monitoring tools. (District?)
- Data Collection and visualization tools (Data Analytics)

Merriam Elementary School

School Improvement Plan

School Year 2021-22



Members of the School Council

Juliana Schneider, Principal
Bryant Amitrano, Assistant Principal
Vanessa Mann, Teacher
Trish Underwood, Teacher
Maureen Jones, School Nurse
Gail Townsend, Parent
Laura Huizinga Marie, Parent
Melissa Buono, Parent

School Council Meeting Dates

Tuesday, October 19, 2021
Tuesday, November 9, 2021
Tuesday, December 14, 2021
Tuesday, January 11, 2022
Tuesday, February 8, 2022
Tuesday, March 8, 2022
Tuesday, April 12, 2022
Tuesday, May 10, 2022
Tuesday, June 14, 2022

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, action steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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

Goal #1:

Merriam School will leverage our Instructional Leadership Team for the purpose of leading our faculty forward in understanding the structures of an aligned system of support. The ILT will lead faculty meetings throughout the year in order to support a Professional Learning culture focused on MTSS. As part of this work, we will grow our data culture to support general education interventions in order to meet the needs of all of our learners.

Alignment:

This goal was chosen because of its alignment with the strategic objective of Equitable Opportunities and Outcomes 3.1 (Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, and social-emotional and behavioral learning).

Outcomes:

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

Description of Starting Point (Baseline):

Merriam has had a Curriculum Team which has representatives from every grade-level team, as well as special education and related services. This team meets regularly in order to plan all of our building based PL, and members facilitate all of our grade-level collaboration time to incorporate project-development, work around curriculum implementation, look together at assessment tools and student work. This group regularly leads Building-base PL.

Additionally, teachers K- 6 have participated in data meetings specifically in the area of literacy and SEL over the past years.

We have also used data and evidence through our CST process in order to track interventions and effective progress.

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

There will be an ILT (different from Curriculum Team).

This group will take on the work of understanding MTSS, and going through the self-assessment process. From that self-assessment process, staff members will identify areas of strength and growth. From the identified areas of growth, we will set goals to address areas of weakness regarding our implementation of MTSS.

Things that will be different include schedules, data collection, how general education interventions are implemented, and other areas that will be determined in the self-assessment process.

Grade levels will identify common assessments or work samples in the area of math and literacy and will continue to grow out the meetings that already exist for literacy to include math.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> Begin learning about MTSS together as ILT and staff Staff Meeting Professional Learning: <ul style="list-style-type: none"> What is MTSS? How do we know that kids are learning what we are teaching? What if they're not? What universal screening tools do we currently have? How do we utilize the information that we get from assessments/ screeners? Continue with Staff Meeting Learning: <ul style="list-style-type: none"> What can we learn from the data we have? What do interventions look like at each tier of instruction? How are we using working blocks? How can we leverage all staff to improve outcomes for students during working blocks? How is the schedule working for students? For collaboration? For instruction? Reflect on Data Meetings and next steps for each grade level What is the current intersection with Child Study? What changes do we want to make to improve outcomes for students? K-2 Teachers will attend district-wide training 	<ul style="list-style-type: none"> ILT will begin by a reflection process utilizing the MTSS self-assessment tool at beginning and end of year. Grade levels will decide on assessment tools at every grade level and these will be added to our Merriam curriculum maps. We will survey staff as needed to gather data on current practices as well as to give our teachers voice and agency. We will examine Child Study notes and processes to assess the impact on intervention planning and plan 	<p>August 2021</p> <p>September/ October 2021</p> <p>Throughout the year</p> <p>Spring 2021</p>	<p>Juliana, Principal and Bryant, AP</p> <p>Grade-levels with Literacy and Math specialist and coaches</p> <p>Curriculum Team</p> <p>Curriculum Team with counselor</p>

for teachers in universal screeners, diagnostic assessments, and progress monitoring tools. <ul style="list-style-type: none"> • Equity Coach for principal • Administer staff surveys to collect feedback on the progress related to MTSS. • Use the results from this survey to inform the following year. 	the next steps.		
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Utilize our Curriculum Team
- Passionate Teachers
- Grade level time (Thursdays and Fridays)
- Build intervention blocks into our schedule.
- Reading and Math Specialist as well as STEAM Coach, Literacy Coach

Goal #2:
Merriam School will relaunch the Illustrative Math program with a specific lens of providing additional structures that support equitable math learning outcomes for all students.

Alignment:
This goal was chosen to align with District Strategy Equitable Opportunities and Outcomes , 3.2 Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:

<p>Description of Starting Point (Baseline):</p> <p>Three years ago our 5th and 6th grade team visited Brookline Public Schools for the purpose of learning more about IM. The following year (19/20), our 6th grade team implemented IM within our 6th grade classroom as a pilot. Last year (20/21) we piloted IM K-6.</p> <p>Because of the circumstances around covid, the implementation last year was difficult and needed to be adapted to a hybrid and remote learning environment. Additionally we were not able to support teachers at the level we would have liked because of social distancing.</p>	<p>Description of what will be different when the goal is achieved?</p> <p>This year we will “start anew” and work with our district math coordinator as well as with our math specialist and STEAM coach in order to provide the support for teachers to implement curriculum with support and consequently feel more confident with the curriculum. Teachers will understand the resources, have experience implementing the routines and structures and use cool-downs and other curriculum materials to inform their work with children daily.</p>
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Strategy			
Action Step(s)	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> Each elementary school will have a full-time mathematics specialist and a half-time STEAM coach in order to support instructional time, as well as to be a daily resource for teachers. Merriam School has scheduled PL for teachers during our back to school PL day, as well as monthly during our Grade-level collaboration time. Teachers will use grade-level collaboration time to support one another, plan together and learn together around this curriculum. Focus on using cool-downs for the purpose of quick, formative assessment. 	<ul style="list-style-type: none"> Students will be assessed using IReady three times per academic year. Students will participate in Illustrative Mathematics common assessments Grade Levels will select work samples (cool downs/ IM work samples) and other formative assessment to unpack on continuous cycles Illustrative Mathematics lessons will be featured during triad observations. 	<ul style="list-style-type: none"> IReady will be administered in the Fall, Winter, and Spring. 	<ul style="list-style-type: none"> Classroom teachers, the building administrators, the mathematics specialist, and STEAM Coach, and teachers will work together to support the full implementation of IM.

<ul style="list-style-type: none"> ● Extend our literacy data meetings to include math in order to look at how students are progressing throughout the year, and in order to provide additional support. ● Begin reviewing student progress data with a particular focus on specific subgroups (race, disability, socio-economic) to identify any areas requiring additional attention or adjustment. ● Focus on universal instruction. 			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Districtwide professional learning will support the implementation of Illustrative Mathematics.
- Building math specialists and STEAM coaches will provide ongoing professional learning and support to teachers
- New math Specialists
- District Math Curriculum Coordinator (Heather Haines) will work with principals and support principals so that we can best support our staff

Goal #3:
Merriam School will restructure loops to align with the developmental needs of children, as well as with district and state level standards.

Alignment:
The benefits of looping are many, including deepened relationships that lead to more academic growth, reduced transitions and gained time on teaching and learning in the second year. Bringing these benefits earlier in a child's academic journey is developmentally beneficial for our youngest learners. In addition to that, this model will allow 6th graders different opportunities for independence and relationship building. Lastly, the state curriculum standards are written in a K-5 band and a 6- 8 band, and these changes will allow us to support the content area needs of our older learners.

Outcomes:	
Description of Starting Point (Baseline): Merriam School historically has been a looping school beginning in the 1st grade. Children have looped 1st to 2nd grade, 3rd to 4th grade, and 5th to 6th grade, with kindergarten being a stand alone grade.	Description of what will be different when the goal is achieved? Merriam will change its looping structure so that kindergarten loops to 1st grade, 2nd to 3rd, 4th to 5th grade, and 6th grade stands alone.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> Reestablishment of our collaborative grade level teams (norm setting, trust building) Support the organization of materials and supplies for teachers Invest in classroom libraries to support the new loop of students Provide PL for teachers as they learn new curriculum (Math, assessment tools, foundations, WTW, projects) Provide grade-level time to revisit curriculum maps, revise them and make changes using our Curriculum Team protocols 	<ul style="list-style-type: none"> Began with a baseline of teacher input around what they felt they needed in order to support this change. Various check-ins using surveys as well as through attending grade-level collaboration time. Allow for feedback and input and make tweaks in the supports along the way. 	<p>We went through a comprehensive process around eliciting feedback as to whether people were in support of this, or not during the 2020/2021 school year.</p> <p>The structural changes have been made, and we will see this through during the next two years (and thereafter) as teachers teach through their first new loop. This</p>	<p>Teachers, Curriculum Team, Principal and Assistant Principal.</p>

<ul style="list-style-type: none"> Merriam School will use the triad structure at grade-levels to support looping. 		focus will end in spring of 2023.	
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

We will utilize our Curriculum Team to support grade-levels and collaboration, as well as utilize literacy and steam coaching in the building to provide additional curriculum support to our teachers as they learn new grade-level curriculum. We will also assess our teaching resources, reallocate resources and purchase materials for classroom libraries and content that support the new loops

RJ Grey Junior High School

School Improvement Plan

School Year 2021-22



Members of the RJ Grey School Council

Jim Marcotte, Interim Principal
Anthony Zeese, Teacher
Liz Walker, Teacher
Cathy Brooks, Grade 8 Parent
Kate Nelson, Grade 8 Parent
Brian Andrew Smith, Grade 7 Parent
Kerry Lewis, Grade 7 Parent

School Council Meeting Dates

Monday, October 4, 2021
Monday, November 15, 2021
Monday, January 3, 2022
Monday, February 7, 2022
Monday, March 14, 2022
Monday, April 11, 2022
Monday, May 16, 2022

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, actions steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

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Outcome:	A narrative that describes both the starting point of reference for the goal as well as a picture of what will look different when the goal has been achieved. The outcome provides data and <i>targets</i> that allow the school to benchmark progress toward the goal and allow for the school to assess completion of the goal.
Strategy:	The strategy is the action plan for the goal which includes the combination of action steps, measurement, timelines and ownership necessary to achieve the goal.
Action Steps:	The specific actions that members of the school will take in order to achieve the goal
Measurement:	The qualitative or quantitative ways that members of the school community will know the <i>action steps</i> have been achieved or completed.
Timeline:	The specific timeline intended for each of the action steps that the school has committed to meeting.
Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Goal #1: Increase engaged learning

Ensure that all students spend their days invested in learning interesting, relevant concepts and skills through methods that are engaging, cooperative, and culturally responsive.

Alignment: The [2019 Challenge Success data](#) from RJ Grey suggests that our students were slightly less engaged since the 2016 survey. Our focus on engaged learning is intended to study engagement (behavioral, cognitive, and affective) and create engaging learning experiences for our students. Teachers at RJ Grey responded in an unbelievably professional and creative manner during the hybrid/remote plan from last year. They tried new techniques and found ways to include online platforms to engage their students. We will continue this work in a more typical face-to-face manner this year.

This aligns with the District Strategy 1.4 (Identify and utilize best practices, including digital tools, from remote learning to improve student engagement.) and District Strategy 2.3 (Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families)

Outcomes:

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

Description of Starting Point (Baseline):

The staff does not have a full understanding of the theory or practices of Universal Design for Learning.

Teacher comfort with teaching about bias/racism in culturally responsive and relevant ways is varied.

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

1A. Classroom instruction will be strengthened by implementation of UDL.
By engaging in professional learning on UDL this year, all teachers will have a shared understanding and common language about UDL, and will be able to articulate/utilize UDL practices that improve student engagement.

1B. Curriculum will be more meaningful and culturally relevant to students.
Through continued Prof Learning, teachers will have more comfort and agility with teaching about bias/racism and other culturally relevant, engaging topics.

Students report inconsistent levels of engagement with material, which does not often become known to the teacher.	Regular collection of student feedback about relevance will increase the teacher's ability to provide meaningful instruction.
We do not have a clear set of practices to support learners who become disengaged in several of their classes.	1C. Teachers will respond more skillfully to disengaged learners. Teachers will implement strategies to engage all learners. Discussion about effective practices will result in teachers being able to respond when students appear disengaged.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
1A. Classroom instruction will be strengthened by implementation of UDL.			
1A1. Provide all staff with UDL professional learning to build capacity on those instructional practices and strategies.	UDL practices will be observable through classroom observations and change in practice will be discussed in follow-up conversations with evaluators.	May, 2022	Teachers will regularly use UDL practice; evaluators will observe and discuss these practices in follow-up conversations
1A2. Professional learning sessions dedicated to collaboration amongst staff about how best to incorporate strategies to engage all students.	<ul style="list-style-type: none"> Exit tickets and other reflective statements will be captured following professional learning and collaboration sessions. Each teacher will incorporate learned strategies into lessons and will share reflections on them with their evaluator. 	May, 2022	Principal, teachers

1A3. Assessment data (iReady, for example) will be shared with teachers to better understand students' learning needs and readiness.	After each iReady administration, a list of students will be identified and strategies for use in the classroom will be created and implemented.	May, 2022	Teachers, counselors, assistant principals
1B. Curriculum will be more meaningful and culturally relevant to students.			
1B1. Each department will audit their texts and learning materials to make sure that they are using high-quality instructional materials that support all students in accessing and achieving rigorous college- and career-ready academic standards.	Departments will create a list of their resources and measure their quality compared to the standards; also measure for windows and mirrors and diverse voices.	May, 2022 and beyond	Department coordinators, teachers, principal
1B2. Teachers will create ways to regularly ask students about their own levels of engagement (behavioral, cognitive, affective).	Teachers will create opportunities for students to provide feedback on their level of engagement within three particular units or lessons. This feedback will be shared with the evaluator.	May, 2022	Teachers, evaluators
1C. Teachers will respond more skillfully to disengaged learners.			
1C1. The ABRSD DCAP will be used by staff as a set of sample strategies when talking about students who are not fully engaged in their learning.	Counselors will maintain a list of DCAP strategies for students and will document when strategies have been used and their effectiveness.	May, 2022	Teachers, counselors, assistant principals
<ul style="list-style-type: none"> 1C2a. Teams will create and use a structured protocol to track effective strategies for shared students. 1C2b. Departments will create a living document to track the methods they use to increase student engagement and collaboration. 	<ul style="list-style-type: none"> Teachers will have thorough, efficient conversations focusing on how to engage individual students or groups of students. Evaluators will look for these best practices during observations. 	May, 2022	Teachers, department coordinators, assistant principals, counselors

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Existing resources: Early release Mondays to provide for UDL training, teacher collaboration time

Additional resources: Assistance with developing a trimester-based student survey

Goal #2: Cultivate culturally-responsive instructional practices and materials	
Ensure that all students, staff, and families feel welcomed and included by intentionally implementing culturally-responsive instructional practices and materials.	
Alignment: (We chose this goal because ... ; The stated goal is aligned with the District Strategic Objective/ Initiative to...)	
This goal is closely aligned with Strategic Initiative 2.2 <u>Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices</u> . RJ Grey JHS began this work several years ago, with a commitment to focusing on correct name pronunciation, correct pronoun usage and other items. While the pandemic drew attention from the deliberate nature of this work, it has remained an important aspect of how we interact with students at RJ Grey and one that we wish to continue to study. We have added elements about how we communicate and interact with families as this has not been a focus for us over recent years.	
Outcomes: (What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)	
Description of Starting Point (Baseline):	Description of what will be different when the goal is achieved?
<ul style="list-style-type: none">There is inconsistency in our relationships and communications with families of minoritized students.	2A. Minoritized families will feel welcome and included. <ul style="list-style-type: none">Families of minoritized students will feel welcome and comfortable communicating as needed with staff at RJ Grey; non-English speaking families will report a similar level of comfort in two-way communication

<ul style="list-style-type: none"> • We lack data on best practices for engaging with families of varied socio-economic and cultural backgrounds. • There is inconsistency with how interpreters and translation services are used with families. 	<ul style="list-style-type: none"> • as English speaking families. • Identify and use effective communication strategies with families of varied socio-economic and cultural backgrounds. • Staff will understand the resources available for connecting with families in any language; families will feel included and understood when communicating with RJ Grey staff.
There are varied levels of confidence and practice amongst staff for working with students who express questions around gender identity.	2B. Staff will more skillfully navigate issues of student gender identity. Staff will have a common language and protocol for use when a student expresses interest in changing gender identity, name, pronouns, etc.
Each subject area has varying levels of cultural relevance.	2C. Teachers will be more skillful at culturally-responsive instruction. All subject areas will have areas where students see themselves reflected in the curriculum (mirrors), as well as areas where they can view their classmates (windows).

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
2A1. Form a DEI Staff Advisory group that will organize and facilitate opportunities for staff to participate in conversations about topics related to diversity, equity and inclusion, and support implementation of related Professional Learning.	Opportunities will be created for study of these topics, meaningful professional learning will be organized and planned based on efforts of the Advisory Group.	May, 2022	Principal, assistant principals
2A2. Implement a process so that families of EL students have 2-3 opportunities to engage with	Counselors and EL teacher will set the meetings and keep notes on student	May, 2022	Counselors, EL teacher, teachers

teachers throughout the year with a provided interpreter.	progress and needs.		
2A3. Each team will identify 5-7 of their students/families who need an individualized communication and engagement plan. Teams will design and document a plan for each student/family that will include specific methods and frequency, and be shared and utilized by all members of the team (teachers, admin, counselors).	Development of the engagement plans, and review of fidelity to the plan by the team. Gather feedback from the 40-60 families for whom individualized engagement plans were utilized.	May 2022	Teachers, teams, administrators, counselors
2B. Staff will more skillfully navigate issues of student gender identity.			
2B1. Provide professional Learning on gender identity	Staff professional learning agendas and feedback from teachers.	May, 2022	Principal, department coordinators, Asst Superintendent for DEI
2C. Teachers will be more skillful at culturally-responsive instruction.			
2C1. Conduct professional Learning on how to teach about race in literature and with other texts.	Staff professional learning agendas and feedback from teachers.	May, 2022	Principal, department coordinators, Asst Superintendent for DEI

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Existing resources: Current staff proficient in the study and implementation of DEI work; Lexikeet as a way to communicate in multiple languages

Additional resources: Potential speakers or resources for PL on gender identity, how to teach about race in the classroom context

Goal #3: Cultivate a stronger school culture and climate

Ensure that all students, staff, and families feel welcomed and included by cultivating a stronger school culture and climate that relies on established relationships between and amongst staff, students, and families.

Alignment: Our goal aligns with District Strategy 2.1: *Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.*

Outcomes:

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

Description of Starting Point (Baseline):	Description of what will be different when the goal is achieved?
The most recent (2019) Challenge Success Survey indicated that <u>70.5%</u> of RJ Grey students felt they had an adult at school they could go to when necessary.	3A. By June 2022, 80% of students will indicate that they have a trusted adult who knows them well and to whom they can turn for support. By June 2023, this number will be at 90% with the implementation of an advisory program.
RJ Grey does not have a mechanism in place to deliver a Social-Emotional Learning curriculum.	3B. By June 2022, we'll have a framework for a student advisory program ready to implement in the fall of 2022.
Not all students feel welcome and included at RJ Grey. There is no current plan to regularly check-in on or support students who enter RJ Grey from other districts.	3C. All students feel supported, welcome and included, and comfortable to be themselves at RJ Grey.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
3A. By June 2022, 80% of students will indicate that they have a trusted adult who knows them well and to whom they can turn for support.			
3A1. Survey students three times during the year (November, March, June), asking them to identify their “trusted adult” and other school culture-related items.	Student survey that allows for students to disclose their race, grade, gender, and other relevant characteristics.	May, 2022	Principal, assistant principals
3B. By June 2022, we’ll have a framework for a student advisory program ready to implement in the fall of 2022.			
3B1. Form a task force to study/design an Advisory Program for the 22-23 school year.	The development of an advisory program, curriculum, and schedule.	Plan developed by June 2022	Principal, Task Force members
3C. All students feel supported, welcome and included, and comfortable to be themselves at RJ Grey.			
3C1. Implement tours and orientation for new students and formerly remote students in August, leading to an immediately familiar face when students start school. Collect feedback about new-to-AB students and their experience at RJ Grey.	Participation rates and feedback after the tours/orientation.	September, 2021	Principal, assistant principals, counselors
3C2. Celebrate large and small accomplishments <ul style="list-style-type: none"> Publicly congratulate athletics, arts, academic, and other accomplishments Recognize kindness from students Recognize growth and effort 	Track how often/who we recognize for growth, effort, and kindness.	May, 2022	Principal, assistant principals
3C3. Team community-building days are built into the calendar 3x per year.	Student reflection on the effectiveness of the community-building day activities.	May, 2022	Principals, assistant principals, teachers

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Goal #4: Ensure equitable opportunities and outcomes
Ensure that every student has access to equitable opportunities and outcomes, regardless of gender, socioeconomic status, race, disability, gender identity or other differentiated characteristics. This is a multi-year goal.

Alignment: 3.1 Development and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning. 3.2 Ensure effective evidence-based screening instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i>	
Description of Starting Point (Baseline):	Description of what will be different when the goal is achieved?
Not all students are performing at grade level in ELA and math	4A. Every student will be proficient in literacy and math. This goal will take several years to complete, but when achieved, every student will be proficient (at or above grade level) in literacy and math
Student learning within identified subgroups is varied and does not meet grade-level standards at the same rate as our overall student population.	4B. We will better understand the literacy and math proficiency of student sub-groups, and will set future goals for improvement as required. <ul style="list-style-type: none"> In year one, we will focus on understanding the composition of the sub-groups and will begin to set a growth measurement for each subgroup. In subsequent years, student subgroups will be given a growth measurement so as to achieve grade-level proficiency in 2024-2025 as

	measured on iReady and MCAS tests.
We don't currently use data to analyze specific goals around student achievement.	4C. We will have a consistent system of reviewing student outcomes and achievement, both at an individual and sub-group levels. Multi-year goal is that MTSS, when fully implemented, will advance the goals of increasing learning for all students.
Math Fundamentals and English Fundamentals classes are pull-out classes where students are not present in the grade-level class.	4D. We will have a refined plan for effectively supporting all students whose current literacy or math proficiency is three or more years below grade-level. <ul style="list-style-type: none"> • reducing the number of students in pull-out classes overall • implement a co-teaching model where a special educator and regular educator deliver instruction and supports in the team classes • Clarify entry and exit criteria for supports • Determine if changes to our current model might more effectively meet the needs of these students

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
4A. Every student will be proficient in literacy and math.			
4A1. Implement iReady assessment 3 times per year in ELA and Math classes.	Each ELA and Math class will implement the diagnostic assessment in September, January, and April.	May, 2022	Math and ELA department coordinators, teachers, and principal/assistant principals
4A2. Identify the students who are below grade level	Each ELA and Math teacher will identify their	September, January, April	All teachers, assistant principals,

after the first and second assessments and dedicate staff collaboration time within the school schedule for staff to study the students and determine action items to help students gain proficiency.	students; Each team will track the students from these assessments and will track strategies that teachers commit to using to improve skills.	2022	counselors
4B. We will better understand the literacy and math proficiency of student sub-groups, and will set future goals for improvement as required.			
4B1. Provide professional learning on using data and interpreting data.	PL sessions will be delivered; teachers will give feedback on the effectiveness of the sessions.	May, 2022	Asst Superintendent for Teaching and Learning, Principal, department coordinators
4C. We will have a consistent system of reviewing student outcomes and achievement, both at an individual and sub-group levels.			
4C2. Establish a working group of staff to explore how we can more systematically support student growth.	A summary of ideas generated by the work group for implementation and further exploration the following year.	May, 2022	Assistant principal
4D. We will have a refined plan for effectively supporting all students whose current literacy or math proficiency is three or more years below grade-level.			
4D1. Analyze student data to develop clear, rational entrance and exit criteria for Math Explorations, Math Fundamentals, and English Fundamentals.	Documented entrance and exit criteria.	May, 2022	Assistant principal, department coordinators
4D2. Pilot different short-term models for including students enrolled in Math Fundamentals and English Fundamentals in regular education classes that would be co-taught by special educators and general education teachers.	The models will determine next steps for staffing and scheduling to include students in regular education classes where possible.	May, 2022	Principal, JH special education coordinator, ABRSD Director of Special Education, special educators

Acton-Boxborough Regional High School

School Improvement Plan

School Year 2021-22



(List) Members of the School Council

ABRHS Staff	Parent Reps	Student Reps	Community Rep
Joanie Dean	Tracey Sierra	Claire Kearney	Kristina Rychlik
Beth Baker	Sri Balaji	Saanvi Vutukur	
Janet Maxwell	Kristin Graffeo	Aaron Wright	
Stephen Hitzrot		Selma Woolfolk	
Sarah Turner		Michael He	
		Mariana Maranga	

(List) School Council Meeting Dates

October 6

December 8

February 9

April 6

May 18

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, action steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

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

Goal #1: Engaged Learning

Identify and utilize best practices to improve student engagement by increasing the variety and relevance of learning experiences.

Alignment: Student engagement leads to success in school and overall well-being. Given the difficulties associated with learning through a pandemic over the past year and a half, it is crucial that students feel engaged in their learning this year.

This goal is aligned with the district strategic objectives 1.3 (Implement instructional, assessment, grading, and course leveling practices aligned with the District's unified vision in order to promote increased cognitive, behavioral, and emotional engagement for students.) and 1.4 (Identify and utilize best practices, including digital tools, from remote learning to improve student engagement.)

Outcomes:

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

Description of Starting Point (Baseline):

There are a variety of views about engaged learning and what it looks like.

A wide variety of tools (including digital tools) and strategies for engagement were used during the pandemic, though it remains unclear what role these tools will play moving forward.

Teachers experimented with a variety of approaches to assessment last year, but school wide practices have not been established and ideas are still unfolding.

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

Begin the process of developing the Vision of a Graduate (NEASC).

Through participation in UDL training this year, teachers will be able to define and start to incorporate UDL practices to improve student engagement.

Successful tools and strategies for engagement used in the previous year will be identified and a plan for supporting them will be developed.

Assessment practices (including the possibility of a 50 floor and other ideas) will be analyzed.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Develop a common understanding including definitions and examples of engaged learning through UDL training, NEASC work preparing for the development of the Vision of a Graduate, and departmental and whole school collaboration.	Staff surveys including exit tickets about use of engaged learning best practices. Student surveys about engagement (Challenge Success, YRBS, and others)	Oct, Nov, Dec: UDL training Jan: NEASC Visit Completion: May 2022	Teachers, Department Leaders, and Administrators
Identify and support tools and strategies that improve cognitive, behavioral, and emotional engagement, including student voice and choice and the integration of digital tools.	Student surveys about engagement (Challenge Success Data, NEASC Survey) Educator observations	Work throughout the year to be completed by May 2022.	Digital Literacy Coach, Digital Learning Leaders, Teachers, Dept. Leaders & Administrators
Share, discuss, and develop guidelines for best assessment practices.	Staff surveys including exit tickets about use of best practices in assessment. Student surveys about assessments (Challenge Success Data and Community Survey in April)	Work throughout the year to be completed by May 2022.	Department Leaders, Teachers, Digital Literacy Coach, Administrators

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Existing Resources: Challenge Success Data, Google Classroom Guidelines Fall 2021,

Additional Resources: NEASC Survey, Staff Survey (April), Student Survey (April), Exit Tickets from PL, faculty meetings, and departmental meetings

Goal #2: Inclusive Practices

Ensure that all students, staff, and families feel welcomed and included by strengthening school culture and climate and intentionally implementing culturally-responsive instructional practices and materials.

Alignment: While many students report a sense of connection and belonging, some do not. Feeling seen, heard and valued are essential to learning, and therefore, we want to strengthen our school culture and climate so that every student experiences a welcoming and inclusive environment.

This goal is aligned with the district strategic objectives 2.1 (Strengthen school culture and climate by strengthening relationships between and among students and adults within schools, with an emphasis on students from historically underrepresented groups.), 2.2 (Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices), and 2.3 (Ensure that educators in all schools and classrooms employ curricula, instructional practices and materials that are responsive to the diversity of our students and families.

Outcomes:

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

Description of Starting Point (Baseline):

Over the past several years there have been professional learning opportunities for staff targeted at understanding implicit bias and the experience of historically underrepresented communities including SEED, Whole school PL, CFGs, and Book Groups.

We have engaged A World of Difference to engage students in anti-bias work. Student affinity groups and forums to hear student voices have increased.

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

We will continue to provide opportunities for staff to engage in inclusive practices PL, and all teachers will participate in a SEED workshop by 2024.

A group of interested teachers and DLs will engage in Restorative Practices professional learning. They will implement, share this work, and begin to revise disciplinary procedures.

We will share, support and clearly communicate about opportunities for students to engage in work that fosters belonging and connection.

While some departments incorporate culturally responsive curriculum, this has not been addressed school wide.	Departmental Leaders will help to lead work with their departments to examine their curriculum through a culturally responsive lens. There will be whole school work to share and understand the culturally responsive practices framework.
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Examine the effectiveness of measures to improve school culture and climate including advisory and classroom based community building and share best practices.	Staff and student surveys	May 2022	Department Leaders, Administrators, Teachers
Develop a school-wide understanding and framework for culturally responsive practices.	Staff exit tickets and self-assessments	May 2022	Department Leaders, Administrators, Teachers
Analyze curricular materials and practices through a culturally responsive lens, and develop departmental plans to expand these offerings.	Departmental Syllabuses, Scope and Sequence	May 2022	Department Leaders and Departmental Liaisons
Engage in Restorative Practice professional learning and examine the disciplinary process.	Staff exit tickets and surveys. Analysis of Handbook for a shift from punitive to restorative consequences.	May 2022	Restorative Practice Cohort and Administrators

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Goal #3: Equitable Opportunities and Outcomes

Examine the possible barriers to opportunities within our curriculum and analyze the current structure of the attendance model.

Alignment:

This goal is aligned with district strategic objectives 3.4 and 3.5.

Outcomes:

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

Description of Starting Point (Baseline):

In an effort to provide equitable access to advanced level courses, English moved from 4 levels to 3 levels in grades 9 and 12. Additionally, World Language has fully unlevleled all first-year language courses and, this year, has unlevleled all 9th grade courses. All departments have co-taught classes with a discipline-specific teacher paired with a special educator. Across all departments, there are also many unlevleled electives.

Some achievement gaps have been identified (EL students vs. their peers), and data on course enrollment and grades by demographic subgroups have been collected.

Two years ago, we eliminated point deductions associated with truanancies, but point deductions for unexcused absences remain in our student handbook.

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

We will have examined possible barriers to advanced coursework opportunities for students by demographic groups, and identified options to help expand access..

We will have collected and presented achievement gap data and shared results with faculty. There will be initial discussions and plans to create more equitable outcomes

We will have gathered and reviewed information about our attendance model and conducted research about other attendance models so that a proposed model can be developed next year.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Research curriculum pathways and opportunities in other districts.	Other district's syllabuses and program of studies	Early to mid-January 2022	Department Leaders and Administrators
Gather and analyze data by student subgroups on opportunities and outcomes and identify strengths and areas for growth.	PowerSchool, MCAS, Edwin Analytics, GPA	Mid to late April 2022	Data Team, Department Leaders, Administrators
Examine barriers to opportunities within our curriculum.	AB's Program of Studies, Data on Student Demographics in Adv. Levels	May 2022	Department Leaders, Administrators
Research other schools' attendance models and examine our model.	Other district's handbooks, AB's handbook, and demographic data for attendance issues.	May 2022	Administrators

What existing resources will you leverage to implement this action plan? What additional resources might you need?

Goal #4: Social Emotional Learning

Define, identify and examine the current structures that support students in their social and emotional well-being.

Alignment:

After a year of remote, hybrid, and restricted in-person learning and increased isolation and use of technology, connections between students and staff will be vital to well-being and educational success this year.

This goal includes elements from district strategic objectives 4.1 (Identify and communicate core social-emotional competencies that students will develop from PreK-12 as part of the district unified vision of the knowledge, skills, and habits of mind to prepare students for life after high school.) and 4.2 (Embed and integrate instruction across general education classrooms PK-12 that is aligned with the core SEL competencies and which allows teachers to more proactively address social, emotional, and behavioral needs at the universal level.)

Outcomes:

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

Description of Starting Point (Baseline):

Social-emotional learning competencies at the high school are not currently defined or outlined.

Our advisory program has gone through many phases. Last year, advisories met every day; in previous years, it had been once a week; this year it is once a month. Faculty survey data at the end of last year led to a reduction in frequency this year as the intended goals were not being realized.

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

Social-emotional learning competencies at the high school will be defined, understood and identified within the current curriculum.

Examine the role of advisory and make a recommendation about where and how the 'trusted adult' structure, opportunities for connections, and identity and DEI work fits into the structure of the high school.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
Identify social-emotional learning competencies and the areas of responsibility for these competencies in grades 9-12*	Development of SEL competencies 9-12	May 2022	A small group of educators, special educators, counselors, administrators and any other relevant personnel, led by Susan Root and Todd Chicko
All faculty, staff, students and families in the building will have a common understanding and language to differentiate social-emotional learning competencies, mental health and wellness	Staff exit surveys	May 2022	Leadership Team
Start to intentionally embed social-emotional learning competencies and share best practices across disciplines	Schemes of Work/Curriculum Outline	May 2022	Department Leaders and Administrators
Form a committee tasked with analyzing the purpose and effectiveness of the Advisory Program and make recommendations for a future program(s).	Staff and student Advisory surveys Data and Description of other districts' high school advisory programs	May 2022	Voluntary Advisory Committee

What existing resources will you leverage to implement this action plan? What additional resources might you need?

* It would be helpful to potentially have some vertical integration/district oversight to align the social-emotional learning competencies so they are consistent throughout the district.



Acton-Boxborough Regional School District

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

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

Acton-Boxborough Regional School District – FY2023 Budget Development Schedule

Based on Boxborough's Town Meeting (scheduled on May 9) being the earlier of the two towns.
FY1 – FY22 Schedule Voted November 19, 2020

10/21/21 School Committee: Budget guidelines and draft schedule presented to SC

Tuesday,
11/02/21 School Committee: Budget schedule and guidelines approved by SC

11/18/21 School Committee: Enrollment and class size update

Administration:

11/05/21 FY2023 budget workbooks, forms and instructions transmitted to administrators
Administrators begin prep of FY23 budget requests (personnel and non-personnel)

12/10/21 Completed Budget Request Forms submitted to Finance
Thereafter: > Input department budget requests (Munis); review with CO administrators
 > Staffing and salary budget review/update; updated enrollment projections

12/02/21 School Committee: CIP update
 Full-day K tuition update (vote by SC if needed)

1/13/22 School Committee: **Budget Presentation #1** ("Superintendent Preliminary Budget")
 Proposed staffing update (new position requests)
 Preliminary Assessment projection

Wednesday,
1/26/22 Expected release of Governor's proposed FY23 Budget; Cherry Sheet estimates

1/27/22 School Committee: **Budget Presentation #2** ("Supt. Recommended Budget")
 Line item detail and projected Assessment update

Friday,
2/11/22 Budget Binders are Available

2/17/22 School Committee: **Comprehensive budget and program presentation**
(28 days before Mar 17)* **PRELIMINARY BUDGET VOTE** (20+ days before final budget vote)

3/03/22 School Committee: **Budget Public Hearing (required by MGL)**

3/17/22 School Committee: **Superintendent's Final Budget Recommendation**
(53 days before May 9)* **FINAL BUDGET VOTE** (45+ days before earlier T/M)

* - in the event of meeting postponement or other reason, vote could be held seven days later and comply with requirements



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(3rd page of Budget Schedule doc)

FY2023 Budget Guidelines (11-2-21) Administrative Suggestions/Recommendations

Ongoing:

- 1 – Prioritize student needs in alignment with the District’s Strategic Plan and Goals.
- 2 – Evaluate opportunities to use existing resources, to align services and supports, in a fiscally sustainable manner that recognizes the economic means of the communities.
- 3 – Consider historical and alternative revenue sources and evaluate their ability to subsidize the appropriated budget.
- 4 – Monitor reserve trends in light of economic conditions and School Committee reserve policy.
- 5 – Monitor funding and continued work toward implementation of the Capital Improvement Plan.
- 6 – Evaluate the plan to eliminate All-Day K tuition and set rates for FY23 as appropriate.
- 7 – Prioritize funding for programs that support: students with IEPs; English learners; students who are income insecure; students of color; and, anti-bias/anti-racist strategic initiatives.

FY23 Specific:

- 1 – Expedite implementation of the District’s MTSS plan.
- 2 – Address disproportionate outcomes for students in high needs subgroups.
- 3 – Incorporate costs associated with the opening of the Boardwalk Campus. (nb – show in budget!)
- 4 – Provide funding needed to promote recruiting, hiring and retaining a more inclusive and representative educator workforce.
- 5 – Develop a flexible budget that is responsive to ongoing uncertainty caused by the pandemic, including:
 - a. Ensure that effective post-Covid recovery services and supports are in place for students’ social-emotional and academic needs and who may have been disproportionately impacted by the pandemic and school closures
 - b. Evaluate strategies to replenish revolving fund balances that were negatively impacted by pandemic-related costs and reduced revenues
 - c. Advocate for the appropriate inclusion of pandemic relief funds (e.g., ARPA) to support identified budget objectives

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETINGS
2021-2022

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the Administration Building Auditorium. Materials are posted at https://www.abschools.org/school_committee/meetings_agendas_packets_minutes usually on the Friday night prior to each meeting. Meeting agendas are posted at least 48 hours prior on the calendar at www.abschools.org per the Open Meeting Law.

Summer Workshop: Tues, July 20 (Dinner @ 5, Meeting @6-9)

Added Meeting re Masks: August 19

Summer Business Meeting: Thurs, August 26 at 7:00

September 9

September 23

October 7

October 21

November 2 (Tues due to MASC conference)

November 18

December 2

December 16

January 13

January ~~20~~ 27

February 3

February 17 FY23 Budget Meeting at 6:00

March 3

Open Budget Hearing - required by law
(*Final Budget VOTE not later than 45 days prior
to earlier Town Meeting*)

March 17

April 7

May 5


May 19

June 9

June 16

Note: Acton Town Meeting begins May 16, 2022. Boxborough Town Meeting begins May 9, 2022.

Approved 6/10/21 Revised 11/2/21



Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

Business Meeting

November 17, 2021

I. Call to Order

Virtual Meeting Participation

- SEPAC meetings are public and subject to Open Meeting Law*
- Participation may not take place via the chat box
- Votes will be conducted by roll call
- To be recognized by the Chairs, please use the raise hand function in the Participants window



Our Mission

**To ensure understanding, respect, support,
and the appropriate education of all children in our community.**

The Special Education Parent Advisory Council's
duties under state law include:

“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district’s special education programs.”

II. Approval of Minutes

- Review and approval of September 22, 2021, meeting minutes (draft available in meeting packet at absepac.org)
- We will **vote to approve the minutes as written or amended** if necessary
- Voting will be by roll call
- If you are not a voting member (parent/guardian of a child with a disability residing or attending school in Acton or Boxborough), please ABSTAIN

III. Organization/Business Issues

- A. Attorney General Decision RE: SEPACs & Open Meeting Law
- B. Themes from SEPAC/Director of Special Education Parent/Guardian Conversations
- C. Significant Disproportionality Finding for Black Students with Communication Disabilities
- D. Feedback on Draft School Committee Policies & Procedures Service Animals in Schools (IMGA & IMGA-R) & Non-Service Comfort Animals (IMGB, IMGB-R)
- E. Update on Workshops

A. Attorney General Decision RE: SEPACs & Open Meeting Law

- After complaints filed against SEPACs, the Division of Open Government issued a determination letter October 28, 2021 (OML 2021-150 decision)
- **Concluded SEPACs are not public bodies subject to the OML**
- Nothing about the legal function and intent of the SEPAC changes
- Unless SEPAC bylaws gave authority to the officers to act collectively, the Executive Board is also not subject to the OML
- Unclear whether SEPAC emails are still considered public records
- MassPAC is developing a webinar to explain changes

1. Implications for AB SEPAC & Discussion of Procedural Preferences

- OML dictated the SEPAC publish agendas with the Acton & Boxborough Town Clerks two days before business meetings, publish meeting minutes, have roll-call votes online, etc.
- Change should increase the SEPAC's ability to flexibly respond to issues
- AB SEPAC bylaws state Robert's Rules of Order are the default if procedures aren't otherwise in the bylaws
- Can review bylaws at a future meeting to discuss potential changes; proposed amendments must be given prior to the meeting for any vote

B. Themes from SEPAC/Director of Special Ed Parent/Guardian Conversations

- AB SEPAC Co-Chairs and the Director of Special Education hosted six hour-long conversations between 10/18 and 11/8 with Early Childhood, elementary, junior high, high school, and Out of District parents/guardians
- Some themes:
 1. Need for community building & meaningful inclusion
 2. Bullying concerns
 3. 504 Plans
- Survey(s) will allow to dig deeper and begin to develop action steps and recommendations

Early Childhood & Elementary Themes



- Transitioning from EI to the ECP and the ECP to kindergarten
- How to advocate and what to ask for
- Community building
- Social emotional support
- Team meetings—understanding process, being informed participants, etc.
- Home/school logs, overall communication
- Programming in the new building
- Awareness and understanding of differences to foster inclusion and prevent bullying

Junior High Themes

- Executive functioning preparation at the elementary level
- Homework
- Bullying, including from staff who may not understand disabilities
- Positive program- and staff-specific feedback
- More support transitioning from elementary to junior high and junior high to high school



High School Themes

- Meaningful inclusion for students assigned certain programs
- Community for kids “in between” gen ed and specialized programs; helping them find their niche
- Social emotional well being
- 504 Plans not understood or followed by all teachers; misinformation
- Transition assessments and planning for life post-high school
- “One for some”



Out of District Themes

- Transportation issues
- Support staff shortages and turnover
- Desire for community-based activities
- Transition to post-secondary
- Social emotional and trauma-informed approaches
- Caregiver stress and isolation; peer mentors for parents/guardians
- Sibling supports, including at in-district schools



**Families report being isolated
well before the pandemic**

C. Significant Disproportionality Finding for Black Students with Communication Disabilities

- District was monitoring; discussed at SEPAC meetings
- Professional development provided for Speech Language Pathologists and other staff
- Formal finding from the Department of Elementary and Secondary Education (DESE) of the over-identification of Black students with communication disabilities [see 10/22/21 Superintendent's Update]
- District shared concern with School Committee last spring in conjunction with MTSS implementation

Communication Impairment Category

“The capacity to use expressive and/or receptive language is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: speech, such as articulation and/or voice; conveying, understanding, or using spoken, written, or symbolic language.

The term may include a student with impaired articulation, stuttering, language impairment, or voice impairment if such impairment adversely affects the student's educational performance.”

Required Corrective Actions

- Review and, if appropriate, revise and publicly communicate revisions to policies, practices, and procedures
- Identify and address factors that may be contributing to significant disproportionality
- Reserve 15% of IDEA funds for comprehensive coordinated early intervening services (CCEIS) to address contributing factors
 - Funds must be used for students ages 3 through grade 12 and for students with or without disabilities
- Submit Action Plans to DESE in Spring 2022
- More information from DESE will be forthcoming and shared with ABRSD community

D. Feedback on Draft School Committee Policies & Procedures Service Animals in Schools & Non-Service Comfort Animals

- First introduced at 11/2/21 ABRSC meeting; second read and vote slated for 11/18/21 meeting
- Draft policies and procedures in 11/18/21 ABRSC meeting packet
- Concerns raised regarding language
 1. possibly limiting the potential for younger students to utilize service animals in school
 2. not ensuring IEP team/504 discussions of individual student needs and circumstances
 3. student emphasis doesn't consider staff who may utilize service animals

Service Animals in School Draft Policy IMGA

EXCERPT

ABRSD shall not assume or take custody or control of, or responsibility for, any service animal, the handling of, or the care of feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, property and/or personal injury.

Service Animals in School Draft Procedure IMGA-R

EXCERPT

ABRSD has no obligation to provide a handler for a service animal. The designated handler is responsible for caring for and supervising the service animal, which includes toileting, feeding, and grooming. The owner shall remain solely responsible for the service animal, and shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including but not limited to clean up, stain removal, property damage and/or personal injury.

Recognizing the infrequent and highly individualized nature of the use of service animals in schools, the use of service animals will necessitate in most circumstances a collaborative process between the building principal, staff, director of special education, families, and the student, in preparation for the timely and successful introduction and use of service animals in the school setting, including but not limited to the training of students and staff for proper engagement with the animal. A service animal must have a harness, leash, or other tether, unless the use of such would interfere with the service animal's effective performance of work, in which case the service animal must be otherwise under the handler's control.

Non-Service Comfort Animals Draft Policy IMGB

EXCERPT

Comfort animals, which may also be known as emotional support animals, therapy animals, assistance animals, or social-emotional assistance animals, are not service animals as defined by Massachusetts law or Title II of the American Disabilities Act (ADA). This policy addresses only those non-service comfort animals that do not meet the definition of Service Animals, whose use are protected by law. Non-service comfort animals are animals that may provide companionship, comfort, social bridges, and affection, but do not meet the definition of service animal.

While it is understood that non-service comfort animals can provide emotional support and other benefits to individual students, staff members and community members, the use of comfort animals , including dogs and any other animals, is not permitted on any school premises or at any school activity in the ABRSD. This decision is made to provide for the safety and comfort of the students in schools, who would not expect to encounter animals on school premises, and to prevent events that would disrupt or distract from the educational endeavors of the school.

Non-Service Comfort Animals Draft Procedure IMGB-R

EXCERPT

1. A comfort/support animal that is not a service animal may only be brought onto school premises or to school activities by a ABRSD staff member, as part of a planned educational program for instructional purposes only. Students, parents/guardians and members of the community are not permitted to bring non-service comfort/support animals on to school premises or to school related events.
2. Prior to bringing the non-service comfort animal to school premises or to a school-related activity by a staff member must obtain permission from the school principal, in consultation with the Director of Special Education, and under the final oversight of the Superintendent or their designee.

E. Updates on Workshops



Supporting Students

Presented by the Acton-Boxborough
Special Education Parent Advisory Council (AB SEPAC)

1. Supporting Students presentation
12/8/21 from 7-8 p.m. over Zoom
 - Audience is all families
 - Covers general education supports through special ed referral
 - Defines IST, MTSS, DCAP, 504s, Child Find, etc.
2. Basic Rights in Special Education
planned for February with other
SEPACs

NOTE: THIS MEETING IS BEING RECORDED

IV. New Business

Other topics on
people's minds

Acton-Boxborough SEPAC
abrsdsepac@gmail.com



Acton-Boxborough Family Network Request



- AB SEPAC presented to the ABFN board in 2017 on “Increasing Opportunities for Access & Inclusion”
- ABFN seeking SEPAC’s advice and collaboration to better support families of young children with disabilities
- Proposed emphasis on Early Intervention, networking among families, information & resource sharing

More Information

DESE Info to Special Education Directors
doe.mass.edu/covid19/sped.html

Mass Advocates for Children (MAC)
massadvocates.org/covid19

Special Needs Advocacy Network (SPaN)
spanmass.org/covid-19.html

Federation for Children with Special Needs (FCSN)
fcsn.org

V. Open Issues

- A. MCAS performance vulnerable for students with disabilities
- B. Mandatory special education training/professional development for regular and special education staff – hiring dual-certified staff
- C. Increasing opportunities for meaningful inclusion across domains
- D. Enhanced Extended School Year, before-, and after-school programming
- E. Increased use of technology in IEP development, revision, & communication
- F. Following up on communication issues noted as barriers to overall satisfaction and subgroup trends for Out of District, Early Childhood, and Specific Learning Disabilities identified via 2015 and 2017 parent/guardian surveys
- G. Need for consistent K-12 executive functioning curriculum

VI. Adjournment

- We will **vote to adjourn the meeting**
- Voting will be by roll call
- If you are not a voting member (parent/guardian of a child with a disability residing or attending school in Acton or Boxborough), please ABSTAIN

Next Meeting December 15, 2021, 7:30 p.m.
Meeting Recordings Available @ absepac.org

Thanks & Contact Information

Our thanks to Director of Special Education Jen Truslow
and the Acton-Boxborough Regional School Committee for their
ongoing collaboration

absepac.org
 @absepac
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Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

Business Meeting Draft Minutes September 22, 2021

I. Call to Order

Amanda Bailey called the meeting to order at 7:37 p.m. AB SEPAC Co-Chairs Abe Gutierrez, Amanda Bailey, and Kara Lafferty; Secretary Erica Abbruzzese; Standing Committee Chair for Outreach Carrie Weaver; Director of Special Education Jennifer Truslow; ABRSD DEI Family Advisory Co-Chair Lucienne Schmidt; and several community members were present. Introductions were made prior to the first order of business.

II. Approval of Minutes

A motion was made and seconded to approve the June 9, 2021, SEPAC meeting minutes as written. The motion passed with the DEI Co-Chair abstaining as an interested party.

III. Organizational/Business Issues

A. Welcome to the New Director of Special Education & Updates from Monthly Meeting
The Director introduced herself and provided an overview of her observations within the district since arriving. Over the summer, she met with administrators, teachers, and parents and transitioned to a very busy start of the new school year welcoming children back to the buildings. One of the most important discussion points of the monthly meeting was ensuring SEPAC parent meetings occurred. The Director also stated that clarifying program missions is a district priority. The Director is having meetings with the programs themselves, the whole “thread” of programs K-12, and Out of District parents.

The SEPAC Chairs thanked the Director for returning SEPAC contact details to the district website. The SEPAC then reviewed the summary results from the “back to school” feedback form. The form opened August 9th to caregivers of students with IEPs and 504s. The Chairs highlighted the collaborative relationship with the School Committee and discussed one of the SEPAC’s goals ensuring continued presence and collaboration.

1. Transportation Issues

Per the Director, CASE transportation has been very responsive. Some complicated routes and special requests have been resolved. All requests could not be accommodated. Although not ideal, the Director reviewed the options and solutions they are working on to address the outstanding needs. DESE and DPH guidance states “test and stay” students have bus access. A parent brought up a concern about the expectations of safety on the transportation and routes taken, specifically on the highway. Director said to bring any safety concerns to the school’s or the Director’s attention directly.

2. Hiring Status & New Staff

The SEPAC reviewed the personnel turnover and new staff, highlighting the critical

shortage of both general and special education support staff. The district communication map has been updated. Parents are encouraged to work through IEP concerns with their teams first. Escalating to the Superintendent or School Committee will not be effective as they are not part of the IEP team.

3. Early Budget Priorities, Including ARPA & ESSER Funds

State-level advocates are focusing on addressing needs. Reporting should include stakeholder feedback. The SEPAC is tracking the proposed social emotional screener and after school tutoring at the secondary level. This must be an accessible program for ALL students to enable meaningful participation. The Director stated that grants they get every year are used to fund special education assistants throughout the district. The additional grants due to COVID are very specific to support mental health, equity, and access for students with special education needs. The Director is working with the Early Childhood Coordinator to support that program and another grant is looking at how to support students' mental health needs in conjunction with the school psychologists. They are seeking special programs or speakers to support this initiative. All feedback is due the beginning of October. The ABRSD is a member of the Massachusetts School Mental Health Consortium.

B. Review of SEPAC Priorities & Current Actions for 2021-2022 School Year

1. Relationship Building with New Administrators, Families & Other SEPACs
2. Address & Remove Barriers to SEPAC Participation & SEPAC Leadership
3. Gather Stakeholder Feedback & Make Recommendations Regarding Inclusion for Students Placed in Substantially-Separate Program(s)
4. Continued Advocacy RE: SEPAC Dyslexia Recommendations
5. Monitor Families' Experiences with Extended School Year, Return to School, & Pandemic Recovery
6. Workshops on Basic Rights, Post-Secondary Options, Other Topics TBD

The Chairs discussed the "Acton in Focus" interview about the SEPAC and encouraged parents to take advantage of the resources shared during the interview.

The Chairs then introduced the Co-Chair of DEI Family Advisory Group, Lucienne Schmidt. The DEI group's mission is to work with the district to promote diversity, equity and inclusion. More work needs to be done on school and police relations and school resource officers. SEPAC members with concerns or experiences to share should contact the DEI Family Advisory Group.

The AB SEPAC is hosting the joint Basic Rights workshop, details TBD.

C. Discussion of Crisis Response Teams & Feedback

Questions and concerns have been ongoing regarding school Crisis Response Teams (CRTs). The DEI Co-Chair asked if immigrant families have been told what a CRT is and what would happen if that team was ever called to an event involving their child. The SEPAC noted CRTs are under the general education purview, but they clearly impact Students with Disabilities disproportionately. The Director will be gathering more information as she visits the schools this month. A parent relayed their experience about how if a child cannot communicate in a moment of crisis, a CRT will not help. They suggested targeted training for the paraprofessionals that work with the children daily as a

better model than currently exists.

The SEPAC also highlighted the recent memo from DESE regarding reducing or eliminating the use of “time-out” rooms and to work with SEPACs in this regard. The Director said that more details will be provided to her after that week’s statewide directors’ call. Guidelines for reviewing the use of spaces for students to regain control—specifically removing the student who is dysregulated from the classroom and then re-entering the student back to the classroom—need to be addressed. Within the Responsive Classroom model there are break areas inside the classrooms.

A member noted that parents not being allowed in school right now due to COVID is probably disproportionately impacting families of students with disabilities. Observations are still allowed under the Individuals with Disabilities Education Act. On a specific issue regarding escorting children to/from their classrooms, the Director said that parents may absolutely escort students into and out of the school building even during COVID to facilitate with transitions.

IV. New Business

No new business was discussed.

V. Open Issues

VI. Adjournment

The meeting adjourned at 8:50 p.m.

VII. Next Meeting

Wednesday, October 20, 2021, at 7:30 p.m. Virtual Meeting Over Zoom

All AB SEPAC meetings are open to the public. We encourage parents of children with disabilities and others interested in special education to attend. Please check our website (www.absepac.org) for information regarding upcoming events.

Respectfully submitted by Erica Abbruzzese, Secretary



THE COMMONWEALTH OF MASSACHUSETTS
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October 28, 2021

OML 2021 - 150

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RE: Open Meeting Law Complaint

Dear Ms. Mason, Attorney Lindquist, and Ms. Monach:

This letter addresses four complaints, each alleging that a local Special Education Parent Advisory Council ("SEPAC") violated the Open Meeting Law, G.L. c. 30A, §§ 18-25. In particular, this letter addresses complaints filed by Alicia Armes on April 29, 2019, regarding the Brockton SEPAC; by Gerry Mroz on June 11, 2019, regarding the Melrose SEPAC; and by Danna Perry on March 3, 2020, and Craig Haller on May 19, 2020, both regarding the Brookline SEPAC. The allegations of the four complaints vary, but resolution of all four complaints turns on a common question: whether the SEPAC, created pursuant to General Laws chapter 71B, section 3, is a "public body" subject to the Open Meeting Law.

Before receiving the four Open Meeting Law complaints addressed herein, the Division of Open Government had not previously received a complaint requiring resolution of the question whether a SEPAC constitutes a "public body" under the Open Meeting Law. The

informal guidance of this office, as posted in a Frequently Asked Question on the Division's website, has been as follows:

Are Special Education Parent Advisory Council ("SEPAC") groups public bodies subject to the Open Meeting Law?

While a SEPAC itself is generally not a public body subject to the Open Meeting Law, the leadership group may be a public body subject to the Open Meeting Law. Massachusetts law requires that membership in a school's SEPAC be offered to all parents of children with disabilities and other interested parties. See G.L. c. 71B, § 3. In many cases, the SEPAC establishes or elects a leadership or governing committee. That group of elected or appointed officers will likely constitute a public body under the Open Meeting Law, and it is therefore advisable that such groups comply with the Open Meeting Law's requirements.

Now that the issue has been formally presented to this office, and after review and analysis of the applicable statutes and regulations pertaining to the establishment of SEPACs as well as the structure and function of SEPACs, we conclude that the Brockton, Brookline, and Melrose SEPACs are not public bodies subject to the Open Meeting Law. We also conclude that whether a SEPAC's leadership group is a public body depends on the structure and role of that group. We find that the officers of the Melrose and Brockton SEPACs do not constitute public bodies; and that the Board of the Brookline SEPAC is a public body for limited purposes.

BACKGROUND

Each school committee in Massachusetts is required to establish a SEPAC, in accordance with General Laws chapter 71B, section 3. Specifically:

The school committee of any city, town, or school district shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

G.L. c. 71B, § 3.

The Department of Elementary and Secondary Education also has promulgated regulations, which restate nearly verbatim the requirement that each school district establish a SEPAC, as well as define the role of a SEPAC:

Each school district shall create a districtwide parent advisory council offering membership to all parents of eligible students and other interested parties. The parent advisory council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures, and, in the course of its duties, the parent advisory council shall receive assistance from the district without charge, upon reasonable notice, and subject to the availability of staff and resources.

603 CMR 28.07(4).

In practice, SEPACs vary greatly from district to district in their membership, structure, and activities, as well as their relationship to the local school committee. Furthermore, although all SEPACs are required by law to “establish by-laws regarding officers and operational procedures,” there is variability in the role that the respective leadership groups. For example, some SEPACs have established a full leadership board and/or slate of officers, each with a well-defined role, whereas others operate with merely a chair or co-chairs, whose primary responsibility is to schedule and preside over meetings of the SEPAC. Some SEPACs take on a robust advocacy role, working closely with school committees and school officials to advise and advocate on issues of importance. Others exist primarily as a means to provide education and support to parents and caregivers, through speakers series, informational materials, and social events. Some SEPACs establish categories of membership, such as general membership and voting membership, and some require eligible members to register in order to vote. Some maintain and regularly update a membership roll; some do not.

Additional facts regarding the SEPACs that are the subject of these complaints will be presented below.

DISCUSSION

The Open Meeting Law defines a “public body,” in relevant part, as “a multiple member board, commission, committee or subcommittee within the executive or legislative branch or within any county, district, city, region or town, however created, elected, appointed or otherwise constituted, established to serve a public purpose[.]” G.L. c. 30A, § 18.

To determine whether a multiple-member entity is a public body subject to the Open Meeting Law, there are three factors we consider:

1. The entity must be “within” government and not excluded from the definition of “public body;”
2. The entity must be a “body” empowered to act collectively; and
3. The entity must serve a “public purpose.”

See OML 2017-118; OML 2016-102; OML 2012-20; OML 2011-42; OML 2010-1.¹

We find that the Brockton, Brookline, and Melrose SEPACs do not meet the second prong of this analysis, and therefore are not public bodies subject to the Open Meeting Law. We also find that the officers of the Melrose and Brockton SEPACs do not satisfy the second prong of this analysis, although for a different reason, and therefore are not public bodies subject to the Open Meeting Law. Finally, we find that the Board of the Brookline SEPAC is a public body, but only for limited purposes.

I. The Brockton, Brookline, and Melrose SEPACs Are Not Public Bodies Subject to the Open Meeting Law

A fundamental component to finding that an entity is a body empowered to act collectively is the existence of a defined and ascertainable membership. As created by statute, SEPACs do not have a defined membership that is empowered to act collectively. See OML 2019-135; OML 2015-162; OML 2015-46; OML 2012-20. Rather, membership in a SEPAC is open to all interested parents and guardians as well as other community members. Although an individual SEPAC's bylaws may further define eligibility for membership or impose a procedure for "joining" as a member, and a SEPAC may strive to maintain a current membership roll, a SEPAC's membership is by its nature—and by law—fluid, with the membership of a SEPAC ever-changing. The application of the Open Meeting Law to such a body is inherently problematic.

The Open Meeting Law applies to "meetings" of public bodies. A "meeting" is defined as "a deliberation by a public body with respect to any matter within the body's jurisdiction," with some exceptions. G.L. c. 30A, § 18. "Deliberation" is further defined as "an oral or written communication through any medium, including electronic mail, between or among a quorum of a public body on any public business within its jurisdiction..." Id. Finally, the Law defines "quorum" as "a simple majority of the members of the public body, unless otherwise provided in a general or special law, executive order or other authorizing provision." Id. Therefore, the ability to identify a body's membership and its quorum quotient is central to the application of the Open Meeting Law.

In the past, our office has declined to apply the Open Meeting Law to other advisory groups whose makeup is similarly fluid and undefined, finding in such situations that the group fails the second prong of the public body test. For example, we concluded that the Department of Early Education and Care Provider Working Team was not a public body for purposes of the Open Meeting Law, even though it was "within government" and served a "public purpose," because the group "has no quorum requirement – [staff] meet with and solicit feedback from whichever members show up to meetings." OML 2011-42. We similarly found that the Bedford Field Partnership Group was not a public body for purposes of the Open Meeting Law, even though it was within government, served a public purpose, and made recommendations to the board of selectmen on particular matters, because the group lacked a defined membership and had no set quorum of members required in order to make a decision. OML 2015-162. Instead, individuals decided "whether to attend and participate in any particular meeting and their

¹ Open Meeting Law determinations may be found online at <https://www.mass.gov/the-open-meeting-law>

presence or absence [did] not affect the outcome of any action taken.” Id. We determined that the Herring River Technical Team, an intergovernmental group established to provide technical input on a restoration project, was not a public body for purposes of the Open Meeting Law, where it had no set number of members, no quorum requirement, and had no authority to make binding decisions regarding the project. OML 2019-135. In contrast, we found that another advisory group was a public body for purposes of the Open Meeting Law where a town bylaw provided that a personnel advisory committee shall consist of no fewer than three individuals but provided no membership criteria beyond that, yet in practice the town administrator appointed four designated individuals to serve as the committee. OML 2015-46.

Without a defined membership empowered to act collectively, we find that the Brockton, Brookline, and Melrose SEPACs fail the second prong of our test, and therefore are not public bodies subject to the Open Meeting Law. In reaching this conclusion, we acknowledge that some SEPACs do make efforts to maintain a membership list, and therefore might, at a given point in time, be able to calculate a quorum so as to identify whether a particular gathering and discussion constitutes a “meeting” for purposes of the Open Meeting Law. Nonetheless, we find that a body with such a fluid makeup, which carries out its advisory role based on whoever decides to attend a particular meeting, is not the type of body to which the Open Meeting Law applies.

Our conclusion here is consistent with the treatment of other, similar advisory committees in the public education realm that the Legislature has created, which share some characteristics with SEPACs. For example, each school district with a student population of English language learners above a designated threshold must establish and support, and periodically meet with, an English Learner Parent Advisory Council (“ELPAC”), consisting of volunteer parents or legal guardians. G.L. c. 71A, § 6A. Like SEPACs, all parents and guardians of English learners who volunteer to participate in an ELPAC “shall” be appointed to the council; there is no defined body size or makeup, as membership is guaranteed for all interested parents and guardians of English learners. 603 CMR 14.09. The Department of Elementary and Secondary Education “recommends” that ELPACs operate in “a manner consistent with the Open Meeting Law,”² but does not advise that ELPACs are required to comply with the Open Meeting Law.

Similarly, each vocational technical school district seeking approval for a vocational technical education program is required to establish both a “program advisory committee” and a “general advisory committee,” neither of which, by law, has a specifically defined membership or makeup. 603 CMR 4.03(1)(c); see also G.L. c. 74, § 2. However, the Department of Elementary and Secondary Education promulgated regulations expressly providing that meetings of both such committees “shall comply with the Open Meeting Law, M.G.L. c. 30A, §§ 18 through 25,” id., and accordingly we have applied the Open Meeting Law to such bodies. See OML 2017-150.

We therefore find that the Brockton, Brookline, and Melrose SEPACs are not public bodies and are not subject to the Open Meeting Law. Nonetheless, we strongly encourage

² See Guidance for English Learner Parent Advisory Councils dated August 2018, available at <http://www.doe.mass.edu/ele/guidance/elpac.docx>.

SEPACs to advertise their meetings to the public, to allow all eligible members as well as other members of the public to attend meetings, and to provide opportunities for all interested members of the public to participate in the SEPAC's activities. We also note that individual SEPACs may, through their own bylaws, specify that all meetings shall be held in accordance with the provisions of the Open Meeting Law, even though they are not legally mandated to do so.

II. Whether a SEPAC's Leadership Group Is a Public Body Subject to the Open Meeting Law Depends on the Group's Role and Purpose. We Find That the Brookline SEPAC Board is a Public Body Subject to the Open Meeting Law For Limited Purposes, but the Officers of the Melrose and Brockton SEPACs Are Not.

Upon finding that a SEPAC as a whole is not a public body for purposes of the Open Meeting Law, we next examine whether a SEPAC's leadership group, as established through its bylaws, separately is a public body subject to the Open Meeting Law. Whereas we find that a SEPAC is not a "public body" because it does not have a defined membership with an identifiable quorum, a SEPAC's leadership makeup typically is clearly defined through its bylaws. Accordingly, we separately apply our three-factor public body analysis to the SEPAC leadership, to determine whether it is a public body that must comply with the Open Meeting Law even if the SEPAC as a whole is not. We reviewed the bylaws of each of the SEPACs that are the subject of this determination, as well as the bylaws of several other SEPACs in Massachusetts, and spoke with representatives of each of the three SEPACS at issue here to ascertain additional details regarding their function and operation. We conclude that the leadership groups of the Melrose and Brockton SEPACS are not bodies empowered to act collectively, and therefore fail the second prong of our public body analysis, although for different reasons than the SEPAC as a whole. We find that the Board of the Brookline SEPAC is a public body subject to the Open Meeting Law, albeit for limited purposes.

One of the hallmark characteristics of a public body is empowerment to take collective action. See OML 2010-1; OML 2018-136, n. 5. In contrast, we have explained that a group that serves primarily an administrative function, such as by compiling and conveying information, but is not empowered with specific decision making or policy authority and does not make formal recommendations to a public body, is not a public body subject to the Open Meeting Law. OML 2013-56. Therefore, we must consider the specific roles and responsibilities of each of the three SEPAC leadership groups at issue here, to determine whether the leadership groups have the authority to act as a body. See OML 2011-42. Leadership groups that are not structured in such a way as to allow for collective action, but rather that merely perform an administrative function on behalf of the SEPAC as a whole, will not be found to be public bodies under the Open Meeting Law. See OML 2016-79.

Officers of the Melrose SEPAC

First, we find that the officers of the Melrose SEPAC are not empowered or established to take collective action, and are not a public body for purposes of the Open Meeting. The Melrose SEPAC officers instead serve a limited, administrative role of calling and presiding over

meetings of the full Melrose SEPAC. They also perform other administrative functions, such as setting the agenda for meetings of the full Melrose SEPAC, and they may communicate with members of the school committee or other school officials such as the superintendent to report on the actions of the full Melrose SEPAC. However, other than the administrative functions established in the bylaws, the officers have no authority to independently take action on behalf of the Melrose SEPAC. Instead, decisions are made by vote of the members of the Melrose SEPAC who are present at any given meeting. For example, the full SEPAC might decide on topics for speakers or other programs, based on the interests and priorities of the SEPAC, and the officers then perform the administrative tasks of scheduling the speakers, reserving a meeting location, and publicizing the event.

Officers of the Brockton SEPAC

We find that the Brockton SEPAC officers perform a similar administrative function as in Melrose, and similarly are not a public body subject to the Open Meeting Law. The Officers of the Brockton SEPAC consist only of a President and Vice-President, who share responsibility for setting the agenda for the general Brockton SEPAC meetings, presiding at the meetings, recommending and monitoring subcommittees, acting as a liaison between the full SEPAC and school officials, and assisting in coordinating communication between the schools and the special education community. We find that the performance of these administrative responsibilities, shared by two officers, do not constitute the type of collective action that is required to satisfy the second prong of our public body analysis.

Board of the Brookline SEPAC

In Brookline, by contrast, we find that the SEPAC Board, as established by the Brookline SEPAC bylaws, is a public body that may take collective action and is subject to the Open Meeting Law when it engages in deliberation on matters within its jurisdiction. The Brookline SEPAC Board consists of a Chair or Co-Chairs, Secretary, Webmaster, and several School Liaisons. The School Liaisons include “[o]ne to two Voting Members per K-8 School,” “[o]ne to three Voting Members representing [Brookline Early Education Program] students,” “[o]ne to three Voting Members representing [Brookline High School] students,” and “[o]ne to two Voting Member representing Out of District students.” The bylaws further specify vote allocation for votes taken by the SEPAC Board, as follows:

Co-Chair(s), Secretary and Webmaster will have one vote each in matters to be decided by the SEPAC Board. Liaisons will vote based on the schools they represent with each school, out-of-district, and BEEP having one vote and Brookline High School having two votes. If there are multiple liaisons for a single school and they cannot agree on a vote for that school, the vote shall be recorded as “abstain”. If one member holds multiple roles, they may cast one vote for each of those roles.

Brookline SEPAC Bylaws, Article IV (Amended April 9, 2021).

The Chair, Secretary, Webmaster, and School Liaisons perform similar administrative functions as the SEPAC officers in Melrose and Brockton: the Chair or Co-Chairs set the agenda for each meeting of the SEPAC, preside over the meetings, and act as liaisons between the SEPAC and school administration; the Secretary maintains minutes of the SEPAC meetings, maintains records, and coordinates communication such as newsletters and other announcements; the Webmaster maintains the website; and Liaisons for each school assist in facilitating communication and promoting events within their respective schools. In addition, the Chair or Co-Chairs—but not the full Board—meet regularly with staff in the Public Schools of Brookline’s Office of Student Services to relay comments or concerns brought to their attention by parents, SEPAC members, or School Liaisons. The Board members do not, however, jointly discuss and decide which matters to discuss with the Office of Student Services, nor do they have authority to establish advocacy priorities or strategies. Therefore, in carrying out these tasks delegated to them through the bylaws and by practice, the members of the Brookline SEPAC Board do not take collective action, but rather are performing limited administrative functions to facilitate communication and serve the broader SEPAC.

In one respect, however, the bylaws expressly grant authority to and contemplate collective action to be taken by the Brookline SEPAC Board: to remove a Board member. Indeed, the bylaws define in detail the procedure and vote allocation among the Chair, Secretary, Webmaster, and School Liaisons for purposes of taking such a vote.³ In so doing, the Brookline SEPAC Board would not merely be performing a ministerial or administrative task on behalf of the full SEPAC, but would independently be taking discretionary and collective action. Therefore, we find that the Brookline SEPAC Board is a public body for purposes of the Open Meeting Law, though its jurisdiction to act as a public body is extraordinarily limited. Accordingly, if a quorum of the Brookline SEPAC Board engages in discussions about the removal of a Board member, such discussions will likely constitute “deliberation,” as defined by the Open Meeting Law, and must take place only during a meeting held in compliance with the Open Meeting Law. The allegations of the Perry and Haller complaints do not pertain to discussions regarding the removal of a Board member, and therefore we find that the Brookline SEPAC Board did not violate the Open Meeting Law.

In sum, because of the limited authority granted to the Melrose and Brockton SEPAC officers and the administrative function that they perform, and the fact that they do not take collective action, we find that the Melrose and Brockton SEPAC officers are not empowered to take collective action and are not public bodies subject to the Open Meeting Law. However, we find that the Brookline SEPAC Board is a public body subject to the Open Meeting Law, because that Board is structured in such a way as to allow for collective action to be taken, although the matters that are considered within that Board’s jurisdiction to take collective action for purposes of the Open Meeting Law—removal of a Board member—are extraordinarily narrow.

If the responsibilities or authority of the Melrose or Brockton SEPAC officers or the Brookline SEPAC Board change, whether due to amendment of the respective bylaws or by practice, our conclusion as to whether they are subject to the Open Meeting Law may change.

³ We have been informed that the Brookline SEPAC Board has never had occasion to seek to remove a Board member and has never taken such a vote as contemplated in the bylaws.

Furthermore, whether the officers or leadership group of another SEPAC, subject to different bylaws and invested with different authority to act collectively, will be a public body subject to the Open Meeting Law will depend on the specific authority and function of that group.

CONCLUSION

For the reasons stated above, we conclude that the Brockton, Brookline, and Melrose SEPACs are not public bodies subject to the Open Meeting Law. In addition, we conclude that the officers of the Melrose and Brockton SEPACs are not public bodies subject to the Open Meeting Law. Finally, we conclude that the Brookline SEPAC Board is a public body subject to the Open Meeting for limited purposes only, but did not violate the Open Meeting Law.

We now consider the complaints addressed by this determination to be resolved. This determination does not address any other complaints that may be pending with our office or with the Brockton, Brookline, or Melrose SEPACs. Please feel free to contact our office at (617) 963-2540 if you have any questions regarding this letter.

Sincerely,



Carrie Benedon
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This determination was issued pursuant to G.L. c. 30A, § 23(c). A public body or any member of a body aggrieved by a final order of the Attorney General may obtain judicial review through an action filed in Superior Court pursuant to G.L. c. 30A, § 23(d). The complaint must be filed in Superior Court within twenty-one days of receipt of a final order.