



Ayer Shirley Regional School District

115 Washington St.
Ayer, MA 01432
Phone: (978) 772-8600

Regular Session Minutes Remote via Zoom Tuesday, December 2, 2025, 6:30pm

Committee Members Present:

Kevin Bresnahan, Chairperson
Joyce Reischutz, Vice-Chairperson (arrived @ 6:52pm)
Erica Spann, Secretary
Ashley Pinard, Member
Jim Quinty, Member
Chris Rupprecht, Member

Staff Members Present:

Adam Renda, Ed.D., Superintendent
Charlie Caliri, Assistant Superintendent
William Plunkett, Director of Finance
Michelle Towne, Executive Assistant

Call to Order

Mr. Bresnahan, Chairperson, called the meeting to order at 6:33pm.

Roll Call

Mr. Bresnahan, Mrs. Pinard, Mr. Quinty, Mr. Rupprecht and Ms. Spann were present. Mrs. Resichutz was absent.

High School Representatives - Mr. Collin Holbrook and Ms. Oluchi Obison

Students provided the Committee with an update on the fall soccer season, college search, Mr. Moore's CAD class, and the upcoming winter band concert.

Mr. Christie, ASRHS Principal, was also in attendance and notified the Committee of an upcoming in-school academic event titled "*Student Solve*" sponsored by the One8 foundation and Mass Stem Hub. Students throughout the state will be engaging in a "Student Solve" engineering challenge. The event is a 4-hour virtual "ideathon" during which students will apply skills learned in their Applied Learning coursework with Mr. Phil Moore while collaborating with industry professionals. Designed as an in-school field trip, the event engages students in team-based problem solving focused on a real challenge presented by a local company.

Public Comment

None

Consent Agenda - vote

- November 19, 2025, Regular Session Minutes for Release

Warrants were not ready in time due to early posting requirements with the Towns for the Thanksgiving holiday break.

Mr. Rupprecht moved and Ms. Spann seconded to approve the consent agenda. All were in favor. Motion passes 5-0.

Superintendent Dr. Renda requested that Item 9.a. (*Update on the FY26 Budget*) under Ongoing Business be taken out of order and discussed earlier, noting that several teachers were attending for that item.

Ongoing Business

- **Update on the FY26 Budget - Dr. Adam Renda, Superintendent, Mr. William Plunkett, Director of Finance, and Mr. Daniel Deedy, Financial Consultant**

Dr. Renda commented that the district is operating under a very tight budget this year. While the district typically runs very lean and it is not uncommon to implement a budget freeze, it is unusual to do it so early in the school year. He noted that several budget projections were off, and the costs of transportation both in and out of the district, property insurance, utilities, and other essential expenses have risen significantly. Additionally, the newly negotiated teachers' contract, though well deserved, resulted in an overall increase in payroll.

Given this shortfall, he explained that it was important to bring in outside support to take a fresh look at the budget, review the district's current projection methods, and provide guidance on how forecasting practices could be strengthened moving forward.

Dr. Renda introduced Mr. Daniel Deedy, a retired school business official and mentor in the Massachusetts Association of School Business Officials (MASBO) cohort, to the Committee.

Mr. Deedy presented the Committee with an update on his work since October and provided a high-level summary of his findings.

- Reviewed the FY26 General Fund budget to understand the numbers as they currently exist, determine the level of the shortfall, and build a foundation for FY27 and thereafter
- Reviewed the District's current financial practices and make recommendations on how to make good practices best practices
- Reviewed in detail:
 - FY26 budget as submitted to the School Committee and Towns
 - FY26 Budget Book presented at last year's Town Meetings
 - FY23, FY24 and FY25 End of the Year Reports (EOYR's)
 - The final General Fund budget report for FY25 and three years of actuals for the General Fund (FY23, FY24, FY25)
 - FY24 E&D submission
 - FY24 financial audit
 - Conducted interviews with both Business Office and Special Education staff
 - Daily check-ins with Mr. Plunkett

Mr. Deedy reiterated that the FY26 General Fund budget is very tight and highlighted the following reasons for the situation:

- A number of line items within the salary budget were not properly funded to the appropriate level. The primary driver; the ASREA contract was being negotiated at the time the budget was being developed, and salary estimates for positions incorporated into this contract were well below the actual funds needed (payroll lines were under budget).
- Several expense lines were also misaligned. They included; Medicare Tax (-\$100,000+), the Middlesex County Retirement assessment (-\$75,712), Active and Retiree Insurance (-\$100,000+), Property Insurance (-\$50,000+) and several utility lines (various values ranging from \$16,000 to \$30,000).
 - On the Middlesex County Retirement Assessment for FY27 the District received its number for FY27 per a communication last spring from MCRB and can properly budget next year (\$670,428 before the discount is applied). This is one of several large line items in the budget (\$621,110 for FY26).

Mr. Deedy went on to say the District has an established and noteworthy practice of adding money each year to its stabilization accounts. These dollars, combined with other financial reserves (FY25 Circuit Breaker carry forward, School Lunch Revolving, the Extended Day Revolving) will cover the shortfall assuming there are no unanticipated events and all lines are fully and properly encumbered.

Mrs. Reischutz, Vice-Chairperson, arrived at 6:52pm.

He explained that the original FY26 General Fund Revenue Budget should be adjusted given final FY26 Cherry Sheet numbers. The Interest Income line item, not used for the FY26 Revenue Budget but a line item in the Revenue Budget, should be included in this amended budget. The five-year history shows valued return on investment. This adjustment also aligns with the recommendation of the District's auditors Governance Report submitted to the District dated April 29, 2025. With the exception of Chapter 70 aid payments, and caution that Cherry Sheet figures are estimated payments. These numbers should be and can be monitored throughout the year with particular focus on January/February when mid-year adjustments are made and in May/June when final adjustments are made. On the Expense Side, the District should pay particular focus to the School Choice In revenue and School Choice Out assessment, Charter School receipts and the Charter School assessment and, Regional Transportation reimbursement. The District has the ability to monitor these numbers by tracking the monthly local aid payments.

With respect to best practices he suggested:

1. The District currently employs several very good practices, and has several Stabilization accounts – Capital, Facilities – with very respectful fund balances.

A third Stabilization account – Transportation – that had \$0 as a fund balance as of June 30, 2025 but in previous years this fund was used to offset transportation costs. Mr. Deedy noted that this was commendable and having these accounts will be very helpful to resolve this year's budget challenges.

2. The practice of bringing forward the current year's Circuit Breaker reimbursement into the following fiscal year. He noted that not all districts have such a practice.

Mr. Deedy recommended a review and possible implementation of several areas of focus relative to the district's financial practices. A sampling of his findings/details:

- The development of the Revenue Budget
- The development of the Expense Budget
- Staffing in the Business Office
- Careful review throughout the year of all funds
- The creation of a Treasurer's Monthly Report
- The creation of a business/finance subcommittee
- A revised packet of material from the Director of Finance for school committee meetings
- A review of the current practice of weekly grants meetings
- The annual submission to the Department of Revenue of the District's Excess and Deficiency
- The creation of an annual financial calendar
- Expanded use of Business Office Staff in the development of the annual budget
- Delineation of deadlines for both payroll and expense warrants

Dr. Renda thanked Mr. Deedy for his assistance and noted that once offsets including Circuit Breaker and School Lunch funding are applied, the FY26 budget will need to be recertified at the next meeting. He reported that the district identified \$400,000 in additional revenues, which included an early transportation payment and additional Chapter 70 funds, leaving a shortfall of \$243,060.24. He emphasized that this is manageable, given the district's healthy reserve accounts, including the Capital Stabilization and Special Education Reserve funds, as well as revolving accounts such as Extended Day and Building Rental, which could be utilized if needed.

Dr. Renda further commented that he will be asking the School Committee to approve the use of \$200,000 from the Capital Stabilization Fund and \$150,000 from the Special Education Reserve Fund, and while these are significant amounts he noted that both funds will retain a healthy balance. He commented that as of today this plan will allow the district to remain in the black. Dr. Renda also highlighted that unexpected costs arise daily in school districts, which is one reason for the budget freeze. With four buildings, two relatively new and two nearing the end of their lifecycle, unanticipated expenses occur regularly. He concluded that the district is comfortable with the plan moving forward and believes the shortfall can be covered ensuring a balanced budget by the end of the year.

Updates will be provided to the Committee at each meeting.

New Business

- **School Improvement Plan Lura A. White Elementary School - Mrs. Jenna Larrenaga, Principal - vote**

Mrs. Larrenaga provided the Committee with an overview of the Lura A. White strategic plan for the 2025-2026 school year.

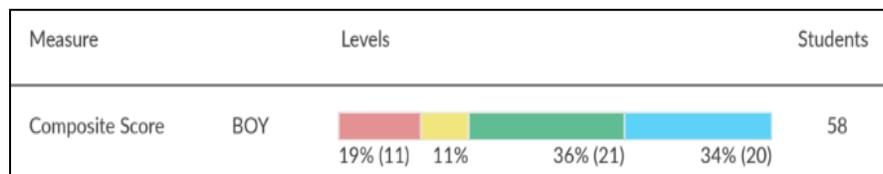
Reasons to Celebrate/Challenges:

Celebrate:

- Accountability has steadily increased year to year

| 2019 | 2022 | 2023 | 2024 | 2025 |
|------|------|------|------|------|
| 43 | 49 | 53 | 55 | 59 |

- Kindergarten and beginning of year benchmark
 - 70% at benchmark



- Successful school-wide activities
 - Literacy night
 - Math night
 - Panther pride pep rallies
 - All school meetings focusing on core values
- Observations of a new principal
 - Joyful children learning in a safe, warm, and inclusive environment
 - Proud teachers striving to ensure all children learn

Challenges:

As a school, only 29% of students met or exceeded standards on the writing portion of the MCAS.

- Grade 5 - 43% of possible points on the essay
- Grade 4 - 34% of possible points on the essay
- Grade 3 - 15% of possible points on the essay

Goal 1: To ensure that every classroom delivers high-quality, research-based instruction daily.

- By June 2025, improve the consistency and quality of daily Tier 1 instruction in all classrooms to ensure equitable, rigorous, and engaging learning experiences for all students, aligned to the district's strategic objective.

To meet this goal we will:

- Conduct at least 1 administrative walkthrough per classroom per month with documented, targeted feedback, specifically in the area of writing and student engagement.

- Engage in ELA and Math data reviews that identify trends and instructional next steps.
- Continued implementation of HMH writing in classrooms with student writing samples reviewed three times per year to monitor progress.
- Administrators, academic coaches, and grade-level/content teams will collaborate to implement supports, provide feedback, and monitor instructional quality.

Measurement of success:

- 100% of educators participating in at least three professional learning sessions facilitated by ELA/Math coaches focused on high-impact instructional practices.
- 30% more students will reach or exceed benchmarks, as measured by STAR and DIBELS assessments.

Goal 2: Improve the social and emotional well being of all students.

- By June 2026, improve the social and emotional well-being of all students.

To meet this goal we will:

- Fully implement and sustain PBIS, CHICO, Student Support Group (SSG), and school-wide morning meetings that reinforce core values of safety, responsibility, panther pride, communication, and respect.
- Will continue proactive outreach to families to strengthen home–school connections.

Measurement of success:

- 10 students having completed a CHICO cycle.
- 80% or more of students will report, on end-of-year SEL or climate surveys, that they feel safe, supported, and happy at school.

Goal 3: Foster a positive and inclusive school culture with strong family engagement.

- By June 2026, our school will cultivate an inclusive and welcoming culture in which differences are honored and celebrated, and all students, families, and staff feel valued, respected, and connected to resources and supports.

To meet this goal will:

- Host a Literacy Night focused on *Reading Around Our World* to celebrate the diverse cultures represented in our community. Host a Math Night to share teaching and learning in this domain.
- Provide directed conversation events that allow parents and guardians to meet with the Principal, Assistant Principal, and School Adjustment Counselors around specific topics.
- Provide and share resources at parent meetings and through the school-wide S'mores platform to increase accessibility to family supports.
- Continue DEI Council initiatives that promote inclusion and representation across the school community.
- Ensure School Adjustment Counselors deliver proactive classroom lessons supporting social-emotional learning, empathy, and respect.
- Implement Drop Everything and Play to build stronger student connections.

Mrs. Reischutz moved and Mr. Rupprecht seconded to approve the Lura A. White school improvement plan for the 2025-2026 school year. All were in favor. Motion passes 6-0.

- **Proposed Revision Policy IKF- Competency Determination - Mr. Charlie Caliri - First Read**

This policy was originally developed following the November vote to disconnect MCAS as a graduation requirement, at a time when there was limited guidance from the State and the Massachusetts Association of School Committees (MASC).

Since that time, the new Commissioner of Education and the Governor's Council have been focusing on updated graduation requirements, necessitating revisions to the current policy. The State has directed districts to submit their newly approved policy into the GEMS system no later than December 31, 2025.

Mr. Caliri requested that the Committee review the proposed policy and provide any feedback, with the goal of holding the second and final reading at the next meeting in December in order to meet the State's submission deadline.

Proposed policy revision:

In addition to meeting the local graduation requirements and community service hours articulated in School Committee Policy IKF, a student must meet the competency determination (CD) articulated in MGL c. 69 sect. 1D and in 603 CMR 30.00-30.05 in order to receive their high school diploma from Ayer Shirley Regional High School (ASRHS).

According to the statute and the Massachusetts Department of Elementary and Secondary Education (DESE), the competency determination shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology (STE), history and social science, foreign languages, and English language arts (ELA), and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests ~~described in section one~~ administered in 2023, ~~and in any additional areas determined by the board.~~ **Mastery of skills in US History will apply starting with the graduating class of 2027.**

An Ayer Shirley Regional School District (ASRSD) student will earn their CD when they participate in the high school administration of the MCAS in ELA, Math, and STE, and demonstrate proficiency in related coursework in ELA, Math, STE, and US History (starting with the Class of 2027) as articulated below.

For a student enrolled in the ASRSD, showing mastery shall mean that a student successfully demonstrates proficiency in accordance with the district's grading policy through at least one of the following:

- 1. Passing the course with a grade of 60% or higher, or**
- 2. Passing the final assessment for the course with a grade of 60% or higher, or**
- 3. Passing a capstone or portfolio project associated with the specified course with a grade of 60% or higher; or**
- 4. An equivalent measure identified in the district's CD policy.**

A student enrolled in the ASRSD will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

- Satisfactorily completing coursework shall mean that a student earns full credit in accordance with the district's grading policy. At ASRHS, a student earns full credit for a course by achieving a passing grade of 60% or higher.
- In some cases, a student may be graded on a Pass/Fail basis; in such instances, earning a Pass (P) constitutes satisfactory completion and full credit for the course.
- Courses required to demonstrate competency shall be full-year courses or their approved equivalents. An approved summer school course taken following an unsuccessful attempt during the school year, or an approved accelerated course taken during the summer, shall also be considered satisfactory completion of the required coursework.

Aligned Courses

ASRSD offers the following courses in alignment with the state curriculum frameworks that meet the above requirements. [Course numbers and titles may be amended each year in the annual program of studies].

| Content Area | Requirements |
|--------------------------------------|---|
| English Language Arts (ELA) | <p>Students will meet the CD for ELA by successfully completing at least two years of coursework aligned with the Massachusetts Curriculum Frameworks that cover the content of the following courses or higher:</p> <ul style="list-style-type: none"> ● Grade 9 ELA or Humanities I ● Grade 10 ELA or Humanities II ● Grade 11 ELA or American Literature or AP Language & Composition ● Grade 12 ELA or World Literature, AP Language & Composition, or AP Literature & Composition ● English Language Development I ● English Language Development II ● Other courses equivalent to Grade 9 and 10 ELA |
| Mathematics (Math) | <p>Students will meet the CD for Math by successfully completing at least two years of coursework aligned with the Massachusetts Curriculum Frameworks that cover the content of the following courses or higher:</p> <ul style="list-style-type: none"> ● Algebra I ● Geometry ● Algebra II ● Integrated Math I ● Integrated Math II ● Integrated Math III ● Other courses equivalent to Algebra I and Geometry |
| Science/Technology Engineering (STE) | <p>Students will meet the CD for STE by successfully completing at least one year of coursework aligned with the Massachusetts Curriculum Frameworks that cover the content of the following courses or higher:</p> <ul style="list-style-type: none"> ● Biology or AP Biology ● Chemistry or AP Chemistry ● Physics or AP Physics ● Technology Engineering/Computer Science Courses, including PLTW courses ● Other courses equivalent to a full year of lab-based science |

| | |
|---|--|
| <p>U.S. History (starting with Class of 2027)</p> | <p>Students will meet the CD for U.S. History (Social Sciences) by successfully completing at least one year of coursework aligned with the Massachusetts Curriculum Frameworks that cover the content of the following courses or higher:</p> <ul style="list-style-type: none"> ● U.S. History I ● U.S. History II ● AP U.S. History ● Other courses equivalent to a full year of U.S. History |
|---|--|

Additional Considerations

Students with Disabilities (SWD)

ASRSD must both provide a Free and Appropriate Public Education to SWD and must also determine that the student has met the CD and local graduation requirements prior to the student earning a diploma. Discussion of the CD must be a part of the IEP Team’s transition planning.

- For SWD who have been placed in out-of-district placements, ASRSD will accept equivalent coursework completed at the out-of-district schools following ASRSD practices for credit transfer and course alignment.
- All SWD who are attending ASRHS will be provided support to meet their specific special education goals and/or needs as outlined in their IEP while taking the aforementioned courses to meet CD requirements in ELA, Math, STE, and U.S. History. All SWD who are seeking a high school diploma and demonstrating competency in the courses or their equivalent as outlined above will be eligible to earn the CD and their high school diploma.

English Learners (EL) or Multilingual Learners (ML)

MLs who successfully complete English Language Development (ELD) I, ELD II, or both courses will be considered having met the CD in ELA. These courses are aligned to the ELA Curriculum Frameworks and considered equivalent to English 9 and 10. MLs who successfully complete a combination of ELD and ELA courses totaling two, shall be considered to have met the CD in ELA.

Late-Enrolling Students:

A late-enrolling student is a student who enrolls in ASRSD after Grade 9. A late-enrolling student may earn a CD in the following ways:

- Following the district’s practices for credit transfer, transcript review, and course alignment by the high school principal or designee, or
- Completing additional course requirements as outlined above by the high school principal or designee, or
- Earning a qualifying MCAS score (i.e., meeting or exceeding) on the relevant high school MCAS

Appeals Process

If a current student or their caregiver wishes to appeal a CD, the student or caregiver must submit an appeal in writing to the building principal before February 15. The building principal will convene a team that will include the Assistant Principal, the student’s counselor, and the curriculum leader(s) in the subject in question. Additionally, a special education teacher or ESL teacher will be included as necessary. A transcript review will be performed and a decision rendered within 30 school days. If the appeal is denied, the student or caregiver may appeal the decision to the Assistant Superintendent for review. If the appeal is denied, the student or caregiver may appeal the decision to the Superintendent for review, whose decision will be final.

Those enrolled in ASRSD or ASRHS, or Ayer High School in the classes of 2003 through 2024 who did not earn a diploma may appeal the decision through the following process:

- A written request may be submitted to the building principal requesting a review of the student's record to determine if the student is eligible for a diploma.
- To be eligible for a diploma, the individual must have been previously enrolled in the district, met all local graduation requirements, not been previously reported as a graduate in any other district's Student Information Management System submission, and must meet the district's current CD requirements.
- Upon receipt of request, a team of school personnel including the ASRHS Principal, the ASRSD Assistant Superintendent, and the student's high school counselor or counseling director will be convened to review the request, the student's transcript, and relevant school records. In the event that current requirements are met in addition to other local graduation requirements, the student will be eligible to receive an ASRHS diploma. If the appeal is denied, the student or caregiver may appeal the decision to the Superintendent for review, whose decision will be final.

~~A student who has previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, will be considered to have met the competency determination requirement.~~

~~A student who has not earned a CD through prior MCAS performance may meet the requirement by satisfying the following criteria:~~

- ~~Participate in the high school administration of the MCAS in English Language Arts, Mathematics, and Science/Technology Engineering~~
- ~~Successful completion of Grade 9 and Grade 10 Humanities Courses~~
 - ~~Successful completion of Grade 11 ELA can be considered as a substitute for either Grade 9 or Grade 10 course~~
 - ~~Successful completion of English Language Development 1 or English Language Development 2 can substitute for one ELA course~~
- ~~Successful completion of Algebra I and Geometry Classes (or IM1 and IM2)~~
 - ~~Successful completion of Algebra II (or IM3) can be considered as a substitute~~
- ~~Successful completion of Biology, Chemistry, Physics, Introduction to Engineering Design (IED), or Principles of Engineering I (POE-I)~~

~~For a student who has not earned a CD following the criteria above, a student may participate in an alternative review process with a team led by the ASRHS Principal. The team will include the Assistant Principal, the student's counselor, and the curriculum leader(s) in the subject in question. Additionally, a special education teacher or ESL teacher will be included as necessary.~~

~~A student who did not graduate from ASRHS prior to 2025 because they did not meet the previous competency determination requirements can be considered for the current requirements through a review of the student's transcript conducted by a team of school personnel including the ASRHS Principal, the ASRSD Assistant Superintendent, and the student's high school counselor or counseling director. In the event that current requirements are met in addition to other local graduation requirements, the student will be eligible to receive an ASRHS diploma.~~

Superintendent's Report - Dr. Adam Renda, Superintendent

PTO Meetings: Attended Page Hilltop and LAW PTO meetings in November to discuss budget and began to gather information to help inform the District Strategic Plan.

FY27 Budget Presentations with Ayer and Shirley: We have reached out to both Ayer and Shirley to see about coordinating a joint meeting with the Select Boards and Finance Committees in February to present our FY27 budget.

- Ayer: Tuesday February 3, 2026 at 6:00pm

- School Committee meeting at 6:30pm
- Shirley: Monday, February 9, 2026 ([tentative](#))
- [Updated FY27 Budget Timeline](#)

College Acceptances Submitted by Ms. Venessa Perez , Administrative Assistant, ASRHS School Counseling as of December 2, 2025

Bridgewater State University
 Catawba College
 Framingham State University
 Keene State College
 Penn State
 Regis College

Roger Williams University
 Salem State University
 Springfield College
 University of Hartford
 University of New Hampshire
 Worcester State University

Ongoing Business

● **Superintendent’s Evaluation - Mr. Kevin Bresnahan, Chairperson**

Mr. Bresnahan noted that evaluations are not typically conducted in such an open meeting and expressed his appreciation for Dr. Renda’s participation and willing engagement in the public evaluation process.

An overall summary of Dr. Renda’s evaluation was provided.

- Professional Practice Goals
 - A majority of scores on all of these goals were either rated as having met or exceeding
- Assessment of performance on the Standards
 - Instructional Leadership - proficient
 - Management and Operations - many proficient but overall exceeding expectations
 - Family Engagement - proficient but some outlined areas for improvement
 - Professional Culture - proficient
 - The overall rating across these categories was largely in the proficient category

Mr. Bresnahan commented that the Committee is extraordinarily pleased with Dr. Renda’s work on behalf of the district, its students, and the community, and expressed gratitude for his leadership.

He highlighted several common themes from the submitted evaluations:

- Effective rollout of the new cellphone policy. The policy was thoughtfully developed, research-based, and clearly communicated. Despite the challenges of implementing such a change in today’s climate, it has been well received. Many students reported that it has helped them focus and stay engaged in class.
- Strong leadership during a challenging contract negotiation process. Dr. Renda led a values-based approach that balanced long-term stability with the district’s financial needs, resulting in strengthened and trusting relationships among administrators and faculty.
- Outstanding management of the district budget. His careful, long-term planning has positioned the district well compared to many surrounding districts facing

financial difficulties. While challenges remain, his leadership has set the district up for continued success.

- Effective engagement with the Towns and community on budget matters. This work is often complex and difficult to navigate, and his leadership in this area has been clear and exemplary.
- Continued improvement in community outreach. While the district has seen many positive efforts, the Committee noted the importance of finding additional ways to engage community members who are not typically heard from.

Dr. Renda thanked the Committee for their support, kind words, and constructive feedback. He noted that everyone can improve through thoughtful reflection and shared that he looks forward to developing a plan to further strengthen community outreach. He added that having a supportive School Committee, one that consistently puts the needs of the district and students first, makes it significantly easier for the administration to do its work effectively.

Chairperson’s Notes

None

Other Topics for Discussion Not Reasonably Anticipated 48 Hours in Advance of this Meeting

None

Communications

| Day | Date | Event | Time | Location |
|--|-------------|--|--------|-------------------------|
| Wednesday | December 3 | ½ Day of School - NO PM Preschool. Lunch will be served. Dismissal times: HS @ 11:25am, MS @ 11:15am, LAW/PH @ 12:15pm | | |
| Thursday | December 4 | Page Hilltop PTO meeting | 7:00pm | Page Hilltop |
| Monday | December 8 | Report cards issued for Grades Preschool-8 | | |
| Monday | December 8 | Music Boosters meeting | 6:30pm | High School |
| Tuesday | December 9 | ASPTO Meeting | 7:00pm | Lura A. White |
| Wednesday | December 10 | Middle School winter concert | 7:00pm | Middle School |
| Wednesday | December 10 | ASEF meeting | 7:00pm | High School |
| Thursday | December 11 | 2-hour early release for students in Grades Preschool-5 for conferences. Lunch will be served. Dismissal time is 1:15pm | | |
| Friday | December 12 | 2-hour early release for students in Grades Preschool-5 for conferences. Lunch will be served. Dismissal time is 1:15pm | | |
| Wednesday | December 17 | School Committee Meeting | 6:30pm | Middle School - Library |
| Tuesday | December 23 | ½ Day of School - NO Preschool sessions. Lunch will be served. Dismissal times: HS @ 11:25am, MS @ 11:15am, LAW/PH @ 12:15pm | | |
| Wednesday, December 24-31, and January 1 & 2 | | No school for Winter break. Students return to school on Monday, January 5 | | |

- ASRHS winter concert on Thursday, December 18 at 6:30pm.

Executive Session

Pursuant to M.G.L. Chapter 30A Section 21 (a): Budget Discussion

At 8:07pm, Mr. Rupprecht moved and Mrs. Pinard seconded to enter into Executive Session, and return to the Regular Session for the sole purpose of adjournment. All were in favor. Motion passed 6-0.

Adjournment

At 8:33pm, Mr. Rupprecht moved and Mrs. Pinard seconded to adjourn the meeting. All were in favor. Motion passed 6-0.

Documents Included in the December 2, 2025, Meeting Packet:

1. November 19, 2025, Minutes for Release
2. PPT: LAW School Improvement Plan
3. Proposed Revision to Policy IKF: Competency Determination
4. Memo: FY26 Budget Update
5. Superintendent's Report
6. Communications

Respectfully submitted,



Michelle C. Towne,
Executive Assistant, Recording Secretary