



Acton-Boxborough Regional
School Committee Meeting

March 19, 2015

7:30 p.m. Executive Session
8:00 p.m. Open Business Meeting

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

March 19, 2015
7:30 p.m. Executive Session
8:00 p.m. Open Business Meeting

AGENDA

1. **Call to Order (7:30)**
2. **Executive Session** – Strategy with respect to litigation
3. **Open Meeting (8:00)**
4. **Chairmen’s Introduction**
5. **Statement of Warrant and Approval of Minutes**
 1. Meetings on 2/5/15, 2/12/15, 2/26/15
6. **Public Participation**
7. **ABRHS Professional Learning Update and 2015-2016 Midyear Pilot**– Principal JoAnn Campbell, Beth Baker, David Palmer
8. **Curriculum Presentation: Elementary Literacy Overview** – Deborah Bookis, Sharon Ryan
9. **Superintendent’s Midcycle Review** – Kristina Rychlik
 1. DESE Model Evaluation Process for Superintendents
 2. Progress Report and Goals Update
10. **Leadership Search Update** – Marie Altieri
 1. Athletic Director
 2. Pupil Services Director
11. **ABRSD FY16 Budget Update**– *Glenn Brand (oral)*
12. **Review of FY15 School Committee Leadership Structure** (1 Chair, 2 Vice-Chairs) – Kristina Rychlik
 1. Original School Committee Annual Organizational Meeting policy, File: BDA
 2. Original School Committee Officers policy, File: BDB
13. **Subcommittee Updates**
 1. **Negotiations** – *Marie Altieri (oral)*
 2. **Budget** – *Dennis Bruce (oral)*
 3. **Policy** – *Maria Neyland*
 - i. Curriculum and Instructional Material, File: IGA - SECOND READING – **VOTE** - Maria Neyland (combining policies IGA, IGD, IJ, IJJ and IJK)
14. **School Committee Member Reports** (*oral*)

1. Acton Leadership Group (ALG)
 2. Boxborough Leadership Forum (BLF)
 3. Health Insurance Trust (HIT)– *Mary Brolin*
 4. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
 5. Acton Finance Committee – *Dennis Bruce*
 6. Acton Board of Selectmen - *Paul Murphy*
 7. Acton-Boxborough SpedPAC – *Paul Murphy*
 8. Boxborough Finance Committee- *Maria Neyland*
 9. Boxborough Board of Selectmen – *Brigid Bieber*
 10. Joint PTO/PTSO/PTF Co-Chairs – *Deanne O’Sullivan*
- 15. Acton and Boxborough Local Elections – *Kristina Rychlik***
- 16. Superintendent’s Report – *Glenn Brand (oral)***
1. Community Preservation Committee (CPC) Update
- 17. FOR YOUR INFORMATION**
1. ABRHS Discipline Report
 2. RJGJHS Discipline Report
 3. Monthly Student Enrollment, 3/1/15
 4. ELL Student Population by School, 3/1/15
 5. DESE Advisory on the Establishment of a Regional Transportation Reimbursement Fund, February 2015
 7. USDA and DESE Visit ABRHS Cafeteria to Celebrate National School Breakfast Week
 8. Monthly Financial Report
 9. *Dr. Jeffrey Bostic on Mental Health Issues in Children & Teens, 4/7/15, JH Auditorium , Cosponsored by AB SpedPAC and ABRSD Pupil Services Department*

ADJOURN

NEXT MEETINGS:

Acton-Boxborough Regional School Committee Meetings – start 7:00 p.m. in the Jr High Library

- 3/30/15 (*change from 3/26/15*)
- 5/7/15

Acton Town Meeting begins April 6, 2015.

Boxborough Town Meeting begins May 11, 2015.

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING
Draft Minutes

Library
R.J. Grey Junior High School

February 5, 2015
6:30 p.m. Executive Session
7:00 p.m. Open FY16 Budget Hearing
Followed by ABRSC Open Business Meeting

Members Present: Brigid Bieber, Mary Brolin, Dennis Bruce, Michael Coppolino, Amy Krishnamurthy, Maya Minkin, Kathleen Neville, Maria Neyland, Deanne O'Sullivan, Kristina Rychlik
Members Absent: Paul Murphy
Others: Marie Altieri, Deborah Bookis, Glenn Brand, Mary Emmons, Clare Jeannotte, Beth Petr

The Acton-Boxborough Regional School Committee was called to order at 6:30 p.m. by Chairwoman Kristina Rychlik.

EXECUTIVE SESSION

At 6:30 p.m., it was moved, seconded and unanimously,

VOTED by roll call: to enter Executive Session to discuss strategy with respect to collective bargaining, Acton-Boxborough Education Association (ABEA)

(**YES** – Bieber, Brolin, Bruce, Coppolino, Krishnamurthy, Minkin, Neville, Neyland, O'Sullivan, Rychlik)

Kristina Rychlik stated that an open meeting might have a detrimental effect on the bargaining position of the Board.

At 7:02 p.m., the ABRSC was polled to go out of Executive Session and returned to Open Meeting.

ABRSC FY16 OPEN BUDGET HEARING - 7:00 p.m.

Please see material posted for 1/31/15 meeting at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes>

1. Chairwoman's Introduction

Kristina Rychlik welcomed everyone to the annual Open Budget Hearing.

2. ABRSC FY16 Budget– Glenn Brand and Clare Jeannotte

1. FY16 Budget Presentation Slides (*taken from 1/31/15 meeting, brought to meeting*)
2. Planning for Possible FY16 Reductions Memo
3. Recommended Table of Assessments (Table 6)

Dr. Brand reviewed the FY16 budget priorities outlined at the 12/18/14 meeting. There is a commitment to meet the needs of all students, especially in light of a rapidly growing number of high needs students, including those receiving English Language Education (ELE), those on Individual Education Plans (IEPs), those receiving specialized services to support mental health needs and low income students. Although enrollment is decreasing, this does not necessarily mean a reduction in resource needs.

Dr. Brand reminded the Committee that the FY16 Preliminary Budget that was presented on Budget Saturday, included \$223,000 of personnel reductions including two teachers due to enrollment, one custodian, an energy advisor and other items. He presented for the first time, Level 1 possible cuts totaling \$264,000 and Level 2 possible cuts totaling \$200,200 totalling \$464, 200 for the Committee's consideration. In addition, cuts to the High School bleachers and Parker Damon Building cafeteria tables could total \$85,000. Emphasizing that he did not wish these cuts to be made, but if the Committee needed to lower the assessments, the Administration had identified these areas as possibilities.

3. Acton Leadership Group (ALG) Update

1. Materials from 2/5/15 Meeting
2. Minutes from 1/15/15 meeting

At the meeting held that morning, the Town of Acton representatives were not comfortable with the current FY16 school budget proposal, stating that it is \$1.2 million off the Fincom's Point of View. They object to excess funding capacity being used to fund the budget. They believe there is \$450,000 problem for the school budget, emphasizing that future years are looking very difficult quickly per the 3 Board meeting held in the fall. Dennis Bruce stated that everyone at the ALG table, from Town, School and Fincom perspective are all trying to work together. He complimented Marie Altieri and Kristina Rychlik for leading this effort of getting everyone to cooperate. Members all agreed to go back and talk to their committees about coming up with a way to get to a specific number. Dennis concluded that there was "a lot of trust at the table this morning."

4. Boxborough Leadership Forum (BLF) Update

Brigid Bieber reported that Boxborough Town Meeting is not until May so they are earlier in the process than Acton is. Boxborough is considering whether they should stay part of Minuteman Tech.

5. Discussion and Deliberation

Kristina Rychlik asked for Boxborough's turnback history. Brigid Bieber said it was \$190,000 last year and \$200,000 the year before.

As requested on Budget Saturday, the possible reductions were reviewed and discussed by the Committee. Dr. Brand stated that it is a difficult discussion because to some degree most do impact the students, although there is an effort not to do that. The Administration has tried to stay as far as possible from the instructional core. Individuals who are affected by these possible cuts have been told about this presentation, which is also difficult.

Administrators each described how the possible cuts would affect their areas.

EdTech Director Amy Bisiewicz described that the cuts would slow down our wireless upgrade project, because it would be phased in over 2 years. Although we have 100% wireless coverage, capacity is an issue with over 25 access points and this yields performance trouble. She would wait until next summer on this issue. She would terminate two after warranty support agreements. This could mean some significant downtimes if services are down for students and staff. Further, in operational services, we have a contracted webmaster whose overall hours could be reduced requiring others to take on the responsibility of maintaining their section of the website. A new printer agreement with the current vendor will give a 10% discount on toner and parts.

Level 2 cuts would eliminate a desktop support position that is now vacant. We are below the desktop support recommendations already. 90 -100 help desk tickets exist every day in EdTech. Eliminating this support could mean more time waiting for solutions.

Facilities and Transportation Director, JD Head stated that the Capital Study could be done in phases - existing conditions first and then the rest the next year. The reduction of \$50,000 in the safety and security/lock down procedures would mean that the Administration Building would probably not be done right away.

Level 2 reductions would eliminate a crossing guard removing two duty locations that are not as busy as other locations. Campus support would be rotated to cover campus security. A full time person in the security office now would be replaced by rotating through other High School staff.. This loss of continuity is not ideal, but would probably be ok. Carpet replacement cycle would take longer.

ABRHS Principal JoAnn Campbell described the four potential staff cuts at the High School. The High School store supervisor would be reduced from full time to 19 hours, and an effort would be made to increase parent volunteers. The current supervisor works with students who work in the store, they will lose this continuity and may lose services like delivering items from parents. High School staff would absorb responsibilities such as the Work Study Coordinator and School-to-Work program. A restructuring of the SWAP program may be required. Other High Needs Programs have been bolstered so some of the kids in SWAP are being served in other ways now resulting in fewer students in SWAP, but the program is still needed. They will look at other creative ways to help these students get the credits they need, particularly at the end of their senior year.

Mark Hickey, Director of Music cited a reduction in musical instrument replacement. He has been able to patch things together to meet the kids' needs for many years, but many instruments are in constant repair.

Andrew Shen, RJGJHS Principal, said that assistants are not attending both professional days, just one. Assistant Athletic Director at the Junior High would be eliminated and his roles would be absorbed. This is mostly coordination of schedules, busing and transportation. Stipends for literacy based clubs would suffer. He noted that Deborah Bookis has been generous about helping to fund these within her curriculum budget in the past (examples: Media club, literary magazine).

Glenn Brand reviewed the turnback history stating that it speaks volumes about what is happening now. He reminded the Committee that 80% of the school budget is people, making this very difficult work. He said that lengthy dialogue had taken place with many people to get to these lists.

Kristina Rychlik asked the Committee for their thoughts on the possible cut lists.

Brigid Bieber is in favor of the budget voted last Saturday, but she appreciates when towns have financial issues that need to be considered. That said, her job is to advocate for students, that is why she was elected. She really appreciated everyone speaking about what the cuts mean. All of these changes affect students, reallocating staff from Blanchard to bolster the Acton schools, she understands why but it affects students. Custodians being cut affects kids and carpet that is 20 years old with many young children sitting on them every day, affects kids. EdTech delays will affect students, as will the Capital Study – penny wise, pound foolish. Band instruments for kids who cannot afford their own, date back to 1960. Appointments with High School counselors will be harder to get with a cut to School to Work staff, crossing guards being cut, staff taking on JH athletic director tasks... it all affects kids. She emphasized that these things all matter and the School Committee needs to be very thoughtful about these decisions.

Mike Coppolino described the district as “a big business”. He is inclined to defer to the Superintendent and Administration to make these decisions. He urged that the two items below the line be considered (bleachers and cafeteria tables) and asked whether Community Education could possibly pick up some of those costs.

Mary Brolin stated that she supports the whole budget even though she was not there to vote on Saturday. Referring to the superintendent's memo, she asked if it was true that Comm Ed could contribute \$85,000 toward items like bleachers. Erin Bettez replied that it is difficult to know how much Comm Ed will have to contribute to capital items. Glenn Brand will explore this further.

Dennis Bruce asked Amy Bisiewicz about the possible cuts in her area and the delays they may cause students and staff. He suggested that she might consider outsourcing desktop support. He asked Mark Hickey about the instruments. Mark recognized ABSAF as a group that has helped tremendously every year to fill in funding gaps. Regarding timing of the Facilities Study, JD Head responded that he could be prepared to solicit proposals in June, have the summer to access the facilities and hopefully feed into FY17 budget process with recommendations. He stated that the roof of the High School is a particularly big asset to maintain.

Deanne O'Sullivan is concerned about the lost learning time with the technology reduction, loss of assistants for special education students, and also safety/security issues. If cuts are implemented, she wants to document the lost learning time and other impacts for the next budget cycle. For example, how much time technology is down.

Kristina Rychlik stated that we are behind other districts in 1:1 initiatives and EdTech. We are already not doing everything we should be doing in ELL and English instruction. Many of these cuts will transfer responsibility to already overworked staff, or she asked if the community wants Principals scheduling athletic events. Crossing guards are needed especially since we encourage kids walking and biking to school.

Mary Brolin is nervous about some of the numbers including the Middlesex Retirement figure because there is a question about how staff is allocated. It may not be determined in the schools' favor, causing an even bigger financial hit.

Maria Neyland stated, "We are not even doing everything we should be doing for the students with the original budget. This will affect the kids." The Capital Plan is important to do with a million square feet of buildings in the District. The High School is eleven years old and will start having needs. She was not sure she could support the cuts and does not want to vote until some of the significant questions are answered.

Dennis Bruce stated that he voted against the budget on Saturday because it was a big increase over last year, and there had been a big increase the previous year. We are voting how much to increase the budget again. He appreciates the individual line items because it makes it very clear. Mary Brolin argued that all of the increases are OPEB, Middlesex Retirement, Health insurance, special education tuition and transportation. She stated that any cut is a cut in service because none of this is adding services – it is all required.

Amy Krishnamurthy was not happy with any of the cuts. She thought Saturday's budget was bare bones. Kristina Rychlik explained that the Committee didn't have to vote. Saturday was a bottom line budget number vote. The next vote will be for the revenue sources and assessment. With so many things up in the air right now, Kristina suggested that the Committee needed more time to consider the options.

Brigid Bieber understood that there are fiscal issues in both towns, but she did not want to vote on cuts at this meeting. The towns need to understand what the Committee is doing, including voting on the budget with clear revenue sources.

Recommendation to Approve FY16 Acton-Boxborough Regional School District Budget and Assessments – VOTE

Brigid Bieber moved:

“that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2015 through June 30, 2016 be set at \$80,197,455 and that member towns be assessed in accordance with the Education Reform Law and the terms of the Agreement and amendments thereto as follows: Acton \$53,540,719 Boxborough \$11,198,103, remainder to be accounted for by the Anticipated Chapter 70 Aid in the amount of \$14,393,376, offset by Choice and Charter Assessments of \$546,513, Anticipated Charter School Aid in the amount of \$26,761, Anticipated Regional Bonus Aid in the amount of \$111,200, Anticipated Chapter 71, Section 16C Transportation Aid, in the amount of \$1,266,283, a transfer from E&D Reserves in the amount of \$200,000, and a transfer from the Junior High School Project Premium on Loan in the amount of \$7,526.”

Maria Neyland seconded the motion.

Dennis Bruce stated that looking at the level 1 and 2 proposed cuts, based on ALG that morning, \$2.6 million in reserves would still be being used just to fund the Town of Acton’s budget which includes the school assessment. He felt that is too much money and said that it is 25% of the reserves of town of Acton even if level 1 and 2 cuts are included. Dennis made a second point that as painful as the cuts would be, what would be even more painful would be if the budget did not pass at Acton Town Meeting.

The Committee VOTED to approve the motion as read.

(YES: Bieber, Brolin, Krishnamurthy, Minkin, Neville, Neyland, O’Sullivan, Rychlik

NO: Coppolino, Bruce)

BUDGET HEARING ADJOURNED and OPEN BUSINESS MEETING BEGAN (9:05 p.m.)

6. Statement of Warrant

1. Warrant #15-016 dated 2/5/15 in the amount of \$2,832,451.84 was signed by the School Committee members.
2. Minutes of School Committee Budget Saturday Meeting on 1/31/15 (*next meeting*)

7. Public Participation - none

8. Professional Learning Day 1/16/15 Update

Deborah Bookis reported on a very successful first PreK- Grade 8 Day for Professional Learning. Lester Laminack was the speaker. Committee members were impressed by the complete process as explained by Deborah, and how many teachers offered to do mini workshops.

9. Subcommittee Updates

1. **Budget** – Kristina Rychlik reported on the meetings held 1/29/15 and 2/5/15. The Subcommittee briefly discussed possibly bonding OPEB. First step would be to ask Clare to speak with the Treasurer and our OPEB advisor. The Committee will review fee structures and revolving accounts.
2. **Regional Financial Oversight** – Michael Coppolino reported on the meeting held on 1/30/15. They continue to track savings due to regionalization and plan to present to

School Committee in March 19. They will meet prior to Acton Town Meeting regarding the statement that they will make.

10. School Committee Member Reports

1. Health Insurance Trust (HIT)– *Mary Brolin*
Rates are expected to be voted at the end of February.
2. Other Post Employment Benefits (OPEB) Task Force– *Dennis Bruce*
This group will meet in a month or so. Dennis will bring up bonding OPEB again. It is different now that we are a Region. This will be an important meeting. Dennis will be leaving the Committee so he urged members to consider taking his place on this subcommittee.
3. Acton Finance Committee – *Dennis Bruce*
Meeting was cancelled last week due to snow.
4. Acton Board of Selectmen - *Paul Murphy*
BOS was meeting the same night due to snow on Monday.
5. Acton-Boxborough SpedPAC – *Paul Murphy*
 - i. Update: Population Trends of High Needs Students re Chapter 70 Funding
 - ii. Foundation Budget Review Commission Public Hearing: 1/24/15 in Bolton –
This meeting was cancelled due to bad weather.
6. Boxborough Board of Selectmen – *Brigid Bieber*
BOS approved the new Fiber Cable Agreement with the Region.
7. Joint PTO/PTSO/PTF Co-Chairs – *Deanne O’Sullivan*
Next meeting is February 25th.

11. Response to 9C Cuts in Regional Transportation – *Kristina Rychlik*

12. Acton and Boxborough Local Elections – *Kristina Rychlik*

Deanne O’Sullivan will run again. Dennis Bruce will not run again.

13. Superintendent’s Report – *Glenn Brand*

1. New England Association of Schools and Colleges (NEASC) Update
Glenn Brand reported that in the fall, some schools began to push back on the NEASC because they felt their review process is inflexible, the expense of accreditation process is not warranted, and they question the relevance of the accreditation. A number of districts started to pressure NEASC, including AB and many communities around us. A letter was co-signed and distributed widely. Because ABRSD is almost up for their 5 year progress report, Glenn will propose at the next meeting for School Committee to continue to support the other districts who are withholding any activities.

17. FOR YOUR INFORMATION

Dennis Bruce stated that a number of people were very impressed with last Saturday’s FY16 Budget presentations, describing them as very transparent and very clear. He commended everyone for all of the work that went into that day.

The ABRSC adjourned at 9:36 pm.

Respectfully submitted,
Beth Petr

List of Documents used: see agenda

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

Library
R.J. Grey Junior High School

February 12, 2015
7:00 p.m.

Members Present: Brigid Bieber, Mary Brolin, Dennis Bruce, Amy Krishnamurthy, Maya Minkin (7:20 p.m.), Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O’Sullivan, Kristina Rychlik

Members Absent: Michael Coppolino

Others: Marie Altieri, Deborah Bookis, Glenn Brand, Mary Emmons, Clare Jeannotte, Beth Petr

1. The ABRSC was called to order at 7:05 p.m. by Kristina Rychlik, Chairperson.
2. **Chairman’s Introduction –**
The Town of Acton will sponsor a forum on March 4th on the PAYT (Pay As You Throw) warrant article at Acton Town Meeting.
3. **Public Participation - none**
4. **FY15 Second Quarter Report**

Clare Jeannotte reported that it appears that the District will need to make up \$100,000 in revenue by the end of the year based on current projections. This is a result of 9c cuts to Regional Transportation of \$240,000, a favorable charter payment offset of \$46,000 and unbudgeted revenues of \$105,000 YTD as of 1/31/15. This keeps E&D use at \$300,000. Legal expenses this year have been high due to several unexpected cases. Clare would like to not transfer revenue from general funds to cover the special revenue deficits as has been done in the past.

Brigid Bieber asked at what point do we take steps to try to mitigate this shortfall? What might the steps be? The Superintendent responded that the District is at the point now to tighten things up in some areas, although nothing specific has been put into place yet. Things may turn out more favorable as the year goes on, however the books must be balanced. He will provide more information on this at the next meeting. Clare is going through the budget line by line to confirm where things stand. She will give this information to Glenn as soon as possible.

5. **FY16 Budget Discussion – Glenn Brand, Clare Jeannotte**
 - 5.1. Possible **REVOTE** of FY16 Proposed Budget and Assessments – Glenn Brand
 - 5.2. See budget materials posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> under meetings held 1/31/15 and 2/5/15
 - 5.3. Slides from presentation to Acton Finance Committee, 2/10/15

Glenn Brand stated that the cuts outlined in the material were seen at the last meeting (2/5/15) but the School Committee was not ready to vote on them at that time. This meeting was scheduled to discuss and decide on the numbers.

Clare and Glenn presented at the Acton Finance Committee on 2/10/15, and the cuts were discussed at the Budget Subcommittee meeting on Wednesday morning taking into account the

Fincom's advice to take a hard look at the budget and consider possible cuts. Dennis Bruce explained that at ALG, it was agreed that \$200,000 would be suggested to be cut from the Town of Acton budget and \$446,000 be suggested as a cut to the School District budget as a way to compromise and gain the support of the boards.

Clare emphasized the two significant FY16 numbers could still change, the CASE Assessment (expected to vote 3/6/15) and Health Insurance Trust rates (may vote 2/19/15). News on the Middlesex Retirement issue was received on 2/11/15 and yielded \$98,573 for the ABRSD FY16 budget. This was due to the way employees were moved between the Town and the Region. It appears to have been the result of an incorrect assumption by Segal.

Based on the preliminary FY16 Budget of \$80,197,455, the change from FY15 is an increase of 4.89%. Glenn Brand presented two options for possible additional cuts (not prioritized), although emphasized that the proposed budget is what he believes is necessary to continue the programs we have now. He described the Level 1 (\$264,000) and 2 (\$200,200) cuts outlined as those that would be farthest away from the classroom setting. When asked if some of these cuts are safety issues and if so, why have they not been addressed sooner, Glenn responded that safety issues have been dealt with, but not in a permanent or most efficient manner. The bleachers and tables were an example.

Brigid Bieber moved, and Maria Neyland seconded the motion:

MOTION: that the total appropriation for the Acton-Boxborough Regional School District for the fiscal year of July 1, 2015 through June 30, 2016 be set at \$79,749,882 and that member towns be assessed in accordance with the Education Reform Law and the terms of the Agreement and amendments thereto as follows: Acton \$53,171,009 Boxborough \$11,120,240, remainder to be accounted for by the Anticipated Chapter 70 Aid in the amount of \$14,393,376, offset by Choice and Charter Assessments of \$546,513, Anticipated Charter School Aid in the amount of \$26,761, Anticipated Regional Bonus Aid in the amount of \$111,200, Anticipated Chapter 71, Section 16C Transportation Aid, in the amount of \$1,266,283, a transfer from E&D Reserves in the amount of \$200,000, and a transfer from the Junior High School Project Premium on Loan in the amount of \$7,526,

The Committee continued the discussion of Option 2, a budget reduction of \$447,573.

Paul Murphy dislikes making these cuts because of what they represent, on the other hand, the vote was split with the Acton Finance Committee and Board of Selectmen, not in favor, and he felt it would be best for next year to accept the cuts so he would vote in favor of the motion. Brigid Bieber emphasized that she agrees with Paul, obviously you want support of the boards, but it has to be School Committee decision. It is really important to understand these cuts are not little, they are a big deal and will be felt by young people. She noted that one of the biggest concerns has been that there are so many unknown numbers. Knowing the Middlesex number now makes her more comfortable supporting this now. As painful as it is to cut like this, she understands. Maria Neyland agreed with Brigid and Paul, and is not happy about the cuts. She stressed that parents need to understand that every year when School Committee is forced to cut the budget amount, it changes our schools. At some point, the community has to be very careful

that the schools are not changed so much that they are not recognizable to younger kids coming up through the system now. It changes the flavor of who we are as a community, in her opinion. Mary Brolin stated that while she supports the full preliminary budget, to get the support of the taxpayer, cuts need to be made. She expressed concern about OPEB liability being a huge part of the budget and suggested that perhaps in the future, the Committee should consider not funding OPEB but instead save for E and D. Several members are also concerned about capital needs/expenses and that projects keep getting put off. Mary wants to have these conversations earlier in the year next year. The Acton Finance Committee asked if some capital items could be funded by other accounts, such as Community Education. Glenn Brand will look into that, but it is not guaranteed that it could happen.

Dennis Bruce read a statement from Michael Coppolino who was absent, in support of making the cuts. He emphasized that the amount of funding coming from the town of Acton this year and projected for next year is "stunning, clearly unsustainable and cannot be ignored."

Kristina Rychlik stated that based on ALG, the Town of Acton expressed a target budget number that the School Committee was going to try to meet and this motion meets the target.

The Acton-Boxborough Regional School Committee unanimously **VOTED** to approve the motion, resulting in a reduction of \$447,573 to the previously voted FY16 preliminary Budget. This reduces the total operating budget to \$79,749,882 or a 4.31% increase from the current year.

6. Search Committee Updates

6.1. ABRSD Athletic Director

Marie Altieri reported that 3 finalists have been chosen and site visits are being planned. A public forum to meet the finalists will be scheduled. It is hoped that the decision will be made by mid March.

6.2. ABRSD Director of Pupil Services

This Search Committee has just been appointed and will be headed up by Andrew Shen. Both positions have been widely advertised.

7. School Committee Member Reports

7.1. Acton Leadership Group (ALG)

Kristina Rychlik reported that Nancy Banks would like a meeting with the Acton BOS, Fincom and School Committee to review the Minuteman Tech Building plans.

Plans are being made for School Committee to present the FY16 budget to the boards of both towns in preparation for their votes and the upcoming Town Meetings.

The ABRSC adjourned at 8:10 p.m.

Respectfully submitted,
Beth Petr

List of Documents used: see agenda

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING
Draft Minutes

Library
R.J. Grey Junior High School

February 26, 2015
7:00 p.m.

Members Present: Brigid Bieber, Mary Brolin, Dennis Bruce, , Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O’Sullivan, Kristina Rychlik
Members Absent: Michael Coppolino, Amy Krishnamurthy
Others: Marie Altieri, Deborah Bookis, Glenn Brand, Mary Emmons, Clare Jeannotte, Beth Petr

1. The ABRSC was called to order by Chairwoman Kristina Rychlik at 7:00 p.m.

2. **Chairmen’s Introduction**

ABRHS students from Speech and Debate Team, including Carolyn Zhou and Vrinda Agarwal - Lincoln Douglas Debate, Joonha Lee and Daniel Bamfo - Public Forum Debate, Rupayan Neogy, Rea Savla and Vennela Pandaraboyina – Speech, Shaurya Shetty, Abhishek Kumar - Congressional Debate teams. Each student shared why they decided to do Speech and Debate. Responses included that debate helps a student become a confident speaker and do research and that these skills can help get a job. This is one of AB’s biggest and fastest growing groups. Everyone was invited to the tournament being hosted by ABRHS on April 11. Advisor Mrs. Susan Hennessey was thanked for her dedication to the team.

3. **Statement of Warrant and Approval of Minutes**

The minutes of School Committee Meetings on: 1/31/15, 1/22/15, 1/8/15, 12/11/14, 10/16/14, 9/18/14 and 9/4/14 were approved as written. There were no warrants.

4. **Public Participation - none**

5. **State Representative Jennifer Benson Presentation**

Rep. Benson gave an information talk on the Chapter 70 Funding Formula including implications for Special Education Funding using slides from DESE’s Melissa King and Roger Hatch dated 10/9/14. The Committee discussed the need to use all of the real data that is now collected and available to test and revise the assumptions used in the formula. Rep. Benson agreed. She encouraged the Committee and the public to tell the legislature that the funding is not being done correctly and to bring our own towns’ data analysis as an example. The Committee discussed, “What are we fundamentally asking the state to reimburse?” Mary Brolin asked if changing the formula would increase the pot of money, noting that we are not looking for more money at the expense of another community right now. Rep Benson stated that everyone will acknowledge that the current formula is flawed but there is a fear because legislators know that it cannot be fully funded. Chapter 70 is the biggest single line item in the state budget and it is the only one that continues to go up year to year.

6. **K-12 Mathematics Presentation**

Deborah Bookis introduced Heather Haines, Phil Stameris, Bill Noeth and Jess Janus who shared their experiences teaching mathematics to our K-12 students. They described working on: professional learning for elementary teachers on new programs, exploring instructional materials for the Junior High, furthering

understanding of shifts in the MA Curriculum Frameworks, and learning to incorporate the mathematical practices.

The Committee asked, "With so many different math programs in our elementary schools, what are the costs associated with using all these different programs, and the redundancy of the work load?" Heather explained that all of the schools follow the MA frameworks - all 3rd grades start with addition and subtraction. Many line up the same, but not all. Deborah Bookis stated that there certainly are start up costs for new programs, but the consumables are very much the same. Dennis Bruce noted that the superintendent's entry plan findings found concerns about efficiency and consistency. He asked if we have this in the math curriculum, because it seems like we are always trying out math programs. Mary Brolin noted that there is some benefit to teachers in a school coming together and deciding what's best for them to use, it is empowering to the teachers and makes them excited to teach it. Paul Murphy likes the diversity of the different programs. He believes the goal of education is not to be efficient; it is to educate the students. Brigid Bieber appreciated the presentation going step by step through the grades of what is being taught and concluded that the "staff is doing an amazing job teaching math."

7. Superintendent Entry Plan Report

Dr. Brand reported on his Entry Plan findings after months of talking with community members. He does not necessarily see these things as problems that need to be fixed, but topics to be considered. He needs to explore these findings more deeply with the Administration, community, staff and others. Kristina Rychlik stated that the meeting was not the time to delve into these issues, but she commended Glenn for the detail that shared. Dennis Bruce suggested trying to address the highest ranking topics first, not everything that came up. He noted slide 31, "Multiple views believe that elementary schools throughout the District are not resourced equally." Glenn elaborated that this involves levels of fundraising and how assistants are funded, some schools running their own community education programs, etc. A discrepancy was noted between Slide 14 – a strength is attending to the emotional well being of students and staff, compared to the many comments about student stress and anxiety. Glenn explained that while we have been working on this issue for a long time, it is still not at the level that people feel is satisfactory yet and it has a lot of people's attention. One member stated that ultimately, the Superintendent will be judged on how he deals with all of this information.

8. Leadership Search Update – Marie Altieri

1. Athletic Director
Three finalists are scheduled to visit ABRSD. Wednesday evening is a community forum to meet all three candidates. Visits will be done to the 3 sites the next week and then Glenn will make the decision.
2. Pupil Services Director
This search process has just begun with the first meeting held yesterday. 25 applications were received with 18 or 19 complete. Interviews will be the week of March 9, the week of March 16 finalists will visit AB, and a decision is anticipated toward the end of March. Andrew Shen is leading this search.

9. Recommendation to Approve ABRHS Trip to Spain, April 2016 – Brigid Bieber moved, Maria Neyland seconded and it was unanimously, **VOTED:** to approve the trip as proposed.

10. ABRSD FY16 Budget Update

1. There has been no change to FY16 Table 6, since the Final Assessment voted on 2/12/15.

2. Health Insurance Rates were voted on 2/19/15. Plans for active employees will go up 11% instead of 8%, but due to EGWP adoption, rates for retirees will go down and will offset it. No net change to the budget.
3. Presentation to Boxborough Selectmen and Finance Committee was done on 2/23/15.

The Acton Fincom will vote on the Acton assessment on 3/3/15. Kristina Rychlik will present the FY16 Budget and Assessment to the Acton Board of Selectmen at their meeting on 3/9/15 and ask for their support.

11. Review of New England Association of School (NEASC) Response

1. Memo from Dr. Brand, 2/23/15
2. Background including letter from ABRSD and others, 3/8/13

NEASC is being asked by many communities to reconsider their process for reviewing public secondary schools. The Superintendent asked for School Committee's support of staying in a holding pattern on this issue because ABRHS is coming up to their five year point when a new review would be due. Glenn will find out what the down side of taking this position is, but the Committee agreed that he could formalize AB's "hold" position with NEASC at this time.

12. Subcommittee Updates

1. **Negotiations** – Approval of new member – **VOTE** – *Kristina Rychlik*
Dennis Bruce moved, Brigid Bieber seconded and it was unanimously,
VOTED: that Amy Krishnamurthy join the Negotiations Subcommittee.
2. **Policy** –
 - i. Curriculum and Instructional Material, File: IGA - **FIRST READING** – Maria Neyland (combining policies IGA, IGD, IJ, IJJ and IJK)

13. School Committee Member Reports

1. Acton Leadership Group (ALG) – The group discussed projected out years' budgets. Town of Acton is dealing with a \$600,000 shortfall that they will cover within their budget.
2. Boxborough Leadership Forum (BLF) – The group reviewed preliminary budget numbers on the expense side. They continued discussion about the Superintendent's budget presentation, and Minuteman Tech.
3. Health Insurance Trust (HIT) – Mike Gowing was thanked for his years of service.
4. Acton Finance Committee – The budgets, PAYT and outlying years were discussed.
5. Acton Board of Selectmen - *The Town Meeting warrant, worksheet and order of items was discussed.*
6. Acton-Boxborough SpedPAC – Paul Murphy reported that they met last night. There is concern about communication and clarity regarding Pupil Services. There is hope with the new Director starting July 1st. March 10 is a new parent support group at West Concord Library. SpedPAC is doing a survey.
7. Boxborough Finance Committee- It is not clear when they will vote the assessment.
8. Boxborough Board of Selectmen – Brigid Bieber noted that the BOS in Boxborough does not vote an opinion on the assessment.
9. Joint PTO/PTSO/PTF Co-Chairs – Deanne O'Sullivan reported that they met last night and she went through FY16 Budget slides. A statement will be created for all schools to use regarding the upcoming Town Meetings and the budget/assessments. Three groups have come together to organize the babysitting this year for Acton Town Meeting's first two nights. The Town of Acton will pay the license fee for the movies. A flyer will be included in the warrant.

14. Acton and Boxborough Local Elections

Three people are running for two positions: Deanne O'Sullivan, Frances Cook and Diane Baum. March 19 is a League of Women Voters' Candidates Night, which unfortunately is the same night as the School Committee meeting.

15. Superintendent's Report

Dr. Brand reported that Thursday, June 25, 2015 is the last day of school now due to 4 snow days. A Community Forum for the ABRSD Athletic Director Finalists will be held on March 4th. The JH Musical, "Once on this Island" opens tomorrow night.

The ABRSC adjourned at 10:15 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda

High School Professional Learning Updates and 2015-2016 Midyear Pilot

Acton-Boxborough Regional School Committee Meeting 3/19/15

- Began school-wide work in 2013-2014
- Informed by data: increased hospitalizations, students reporting anxiety & depression, school-avoidance, students reporting stress related to workload
- 3 year initiative

Year 1: 2013-2014

- **Goals**

- To understand the challenges our students and families are facing related to mental health and learning
- To identify the supports we already have in place and educate our faculty and staff
- To identify additional supports to put into place going forward

3

Outcomes: 2013-2014

- Strengthened Student Support Team (SST) model
- STAR Clinical Oversight/Joint Leadership
- MSPP partnership
- Professional Learning for Faculty/Staff
 - Impact of depression, anxiety, and trauma on learning
 - Suicide awareness & prevention

4

Year 2: 2014-2015

Guiding Question

How do we put our students' well-being at the center of what we do while maintaining our academic standards?

5

Year 2: 2014-2015

Goals

- To examine our own practices and policies to determine what impact they may have on mental health, wellness, and learning

6

Year 2: 2014-2015

In Progress:

- Piloted homework-free weekend in the fall & solicited feedback
- Conducted student survey related to homework and workload
- Department and school-wide conversations about purpose and expectations for HW
- Continue work on common assessments, feedback, collaboration

7

Year 3: 2015-2016

Community Engagement

- PTSO will take the lead
- Awareness of impact of sleep and learning
- Role of families & community
- Wellness strategies
- Accessing mental health resources

8

Looking Ahead

- Work will continue (“fabric of the school”)
- How might our work on mental health, wellness & learning be sustainably reflected in the culture of our school?
- Branding: Who we are and what we value

9

Midyear Pilot 2015-2016

Rationale

- Equity
- Mitigating Stress
- Offering Timely Instructional Feedback
- Aligning Curricular Work with Course Objectives

10

2015-16 Midyear Schedule

	Tuesday Jan 19, 2016	Wednesday Jan 20, 2016	Thursday Jan 21, 2016	Friday Jan 22, 2016
First Exam	Per 4	Per 5	Per 6	Per 7
Second Exam	Per 1	Per 2	Per 3	Per 8

- MLK week and last week of Quarter 2
- Morning exams are lunch periods - intended to cut down on number of students free in the building
- No assessments or assignments due (other than review work) 2 days prior to this week
- No assessments for first 4 days of Quarter 3

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Daily Schedules

	Normal Day	1 Hour Delay	2 Hour Delay
First Exam	7:23 to 10:23 (3 hr)	8:23 to 10:53 (2.5 hr)	9:23-11:23 (2 hr)
Study/Lunch	10:23-11:18 (55 min)	10:53-11:48 (55 min)	11:23-12:18 (55 min)
Second Exam	11:18-2:18 (3 hr)	11:48-2:18 (2.5 hr)	12:18-2:18 (2 hr)

- 2 Hr Delay: Students receiving 50% extra time will be able to remain in the classroom for an additional 15 minutes to complete the exam
- Study/Lunch - 55 minutes on every schedule
- No special bus schedule

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Expectations around use of time

- Midyear exams - 90 minutes long
- Students stay in classes for at least 2 hours
- All courses that currently give a final will give an E1 grade
 - Including AP Courses and Semester Courses
- All classes that meet every day will meet during their exam block
- Not Meeting: Study halls, lab periods and PE
- Students missing an exam:
 - Make it up during the week if possible
 - 90 minute after school testing for the week after exams
 - Alternative assessments made up by teacher arrangement

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Managing Students

- Study/Lunch Period: Regular breakfast, then snack bar, offering pre-made sandwiches, salads, soups, and pizza for lunch
- PTSO to offer assistance with activities and student monitoring
- Both gyms and the fitness center will be open for student use all day
- Teachers will monitor academic hallways - 1 duty period per week

14

Elementary Literacy Overview



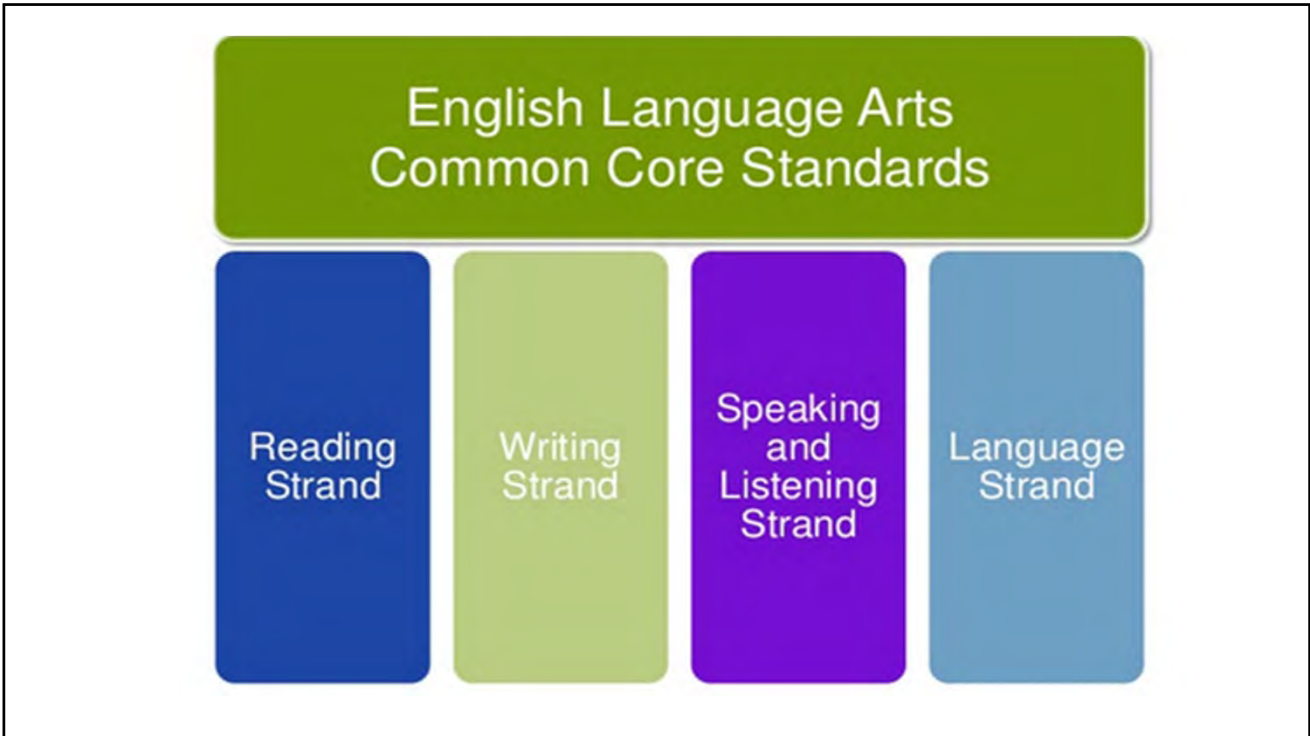
Acton-Boxborough Regional School District
 School Committee Presentation March 19, 2015
 Deborah Bookis and Sharon Ryan

Guiding Principles

An effective English language arts and literacy curriculum...

<i>Develops thinking and language</i>	<i>Holds high expectations for all students</i>
<i>Draws on literature</i>	<i>Provides explicit skill instruction</i>
<i>Draws on informational texts and multimedia</i>	<i>Builds on the lives of our children</i>
<i>Develops students' oral language and literacy</i>	<i>Nurtures students' sense of civic life</i>
<i>Emphasizes writing</i>	<i>Reaches out to families and communities</i>

Source: Massachusetts Curriculum Framework for English Language Arts and Literacy, Pre-Kingergarten - Grade 12, March 2011



Anchor Standards for Reading



- ❖ Literature
- ❖ Informational Texts
- ❖ Foundational Skills
 - Print Concepts
 - Phonological Awareness
 - Phonics and Word Recognition
 - Fluency

Reading Anchor Standards

Standards 1 - 3: Key Ideas and Details

Read for Meaning
Take into Account what the Text Says
Learn to Read Like a “Reader”

Standard 1: Literal Comprehension & Inferring

Standard 2: Determine Central Ideas & Themes and Analyze their Development

Standard 3: Analyze how and why individuals, events, characters, and ideas develop and interact over the course of a text... synthesizing

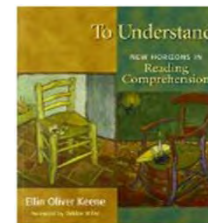
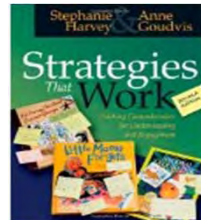
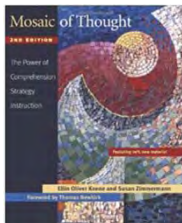
Close Reading Theories of Reader Response

Robert Scholes

- ❖ “Reading remains incomplete unless it is absorbed and transformed in the thoughts and deeds of the readers.”

Louise Rosenblatt

- ❖ “The meaning of text resides in the interaction of the reader with the text.”



“To a Daughter Leaving Home”

by Linda Pastan

What kind of parent is this?
How do you know?
What’s the evidence?

What kind of daughter is this?
How do you know?
What’s the evidence?

Resource: *The Imperfect Paradise*, 1988 W.W. Norton & Co.: NY, Linda Pastan



7

Reading Anchor Standards

Standards 4 - 6: Craft and Structure

Reading for Craft ... to See the Author’s Craft
How the Text “Says It”
Read Like a “Writer”

Standard 4: Interpret words and phrases as they are used in a text

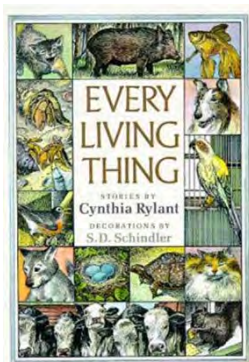
Standard 5: Analyze structure of texts

Standard 6: Assess how point of view shapes text

8

Cynthia Rylant: “Stray” from *Every Living Thing*

- ❖ What's this text coming to be about?
- ❖ Growing ideas is different than restating text
- ❖ How does the author use language, structure, point of view to help you form these ideas?



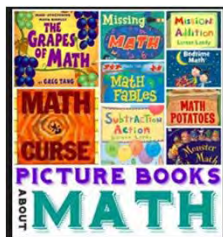
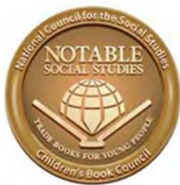
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Informational Texts

Standard 4: Determine the meaning of general academic and discipline-specific words and phrases

Standard 5: Compare and contrast the overall structure

Standard 6: Point of view



10

Reading Anchor Standards

Standards 7 - 9: Integration of Knowledge and Ideas

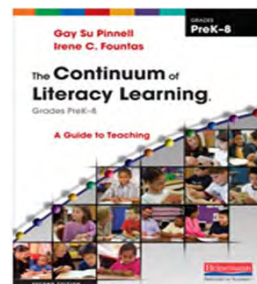
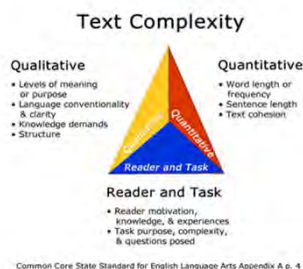
- ❖ Integrate and evaluate content presented in diverse formats
- ❖ Evaluate arguments and claims in a text



Reading Anchor Standards

Standard 10: Range of Reading & Level of Text Complexity

- ❖ Read and comprehend complex literary and informational texts independently and proficiently



2011 - 2012 Initiatives

Developed parameters for K - 6 Reading Benchmark Assessments, Grades 1 - 6

Hired .5 Reading Specialist at RJG JH

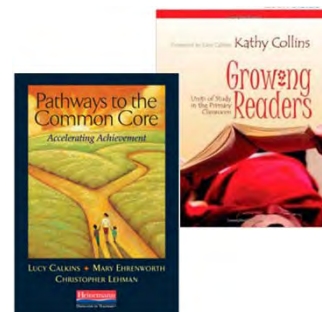
Lucy Calkins Workshop: Reading, Writing, and CCSS

Professional Learning Offerings (by Consultants)

- Christina Cassano, Salem State University, K - 2 Guided Reading
- Cami Condie, Guided Reading: A Hybrid Course, Salem State
- Penny Clare, Six Trait Writing
- Kathy Collins, *Growing Readers*, K - 2, 3 - 6

Professional Learning Offerings (Colleague-Led)

- Academic Language / Academic Vocabulary for ELL
- Annenberg: Teaching Reading, 3 - 6
- Running Records, APS Reading Specialists



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2012 - 2013 Initiatives

Refined parameters for K - 6 Reading Assessments, Grades 1 - 6

[Literacy Vodcast Series](#) by 6 Reading Specialists for APS Literacy Website

Professional Learning Offerings (by Consultants)

- Christina Cassano, Salem State University: Guided Reading as it fits into a Reader's Workshop Model, Grades 3 - 4
- Joan Kelley & Julie Russ Harris, HGSE: Using Text to Build Academic Language for ELL Students, K - 6

Professional Learning Offerings (Colleague-Led)

- Graduate Course: Deepening Comprehension Strategies, K - 6
- Children's Literature: Understanding Supports & Challenges within Genres, K - 6
- *Words Their Way: Implementing Word Study for Phonics, Vocabulary & Spelling*, K - 6

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2013 - 2014 Initiatives

Development of [Literacy Links Website](#) for APS Families

Collaboration re: Transition to RJ Grey for students receiving reading support
Camie Condie, Salem State University, Writing Rubrics

Professional Learning Offerings (by Consultants)

- Cami Condie, Salem State University, Guided Reading in a Reader's Workshop, Grades 5 – 6
- Judy Pucket, Six Traits Writing & CCSS
- Penny Clare, Weaving Six Traits and Teachers College Writing Units of Study
- Tufts University, RAVE-O
- [Teachers College Homegrown Institute: Reading, K - 2](#)
- [Teachers College Homegrown Institute: Reading, 3 - 5](#)
- [Teachers College Homegrown Institute: Reading, 6 – 8](#)



Professional learning Offerings (Colleague-Led):

- Graduate Course: Deepening Comprehension Strategies, K - 6
- [Graduate Course: Translating the Common Core Writing Standards into Classroom Practice](#)
- Words Their Way: Implementing Word Study for Phonics, Vocabulary and Spelling
- Accountable Talk
- Power of Purposeful Talk in the Reading Workshop

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2014 - 2015 Initiatives

Benchmark Assessment Workshops on PL Thursday Afternoons

[Monthly Literacy Newsletters, Elementary Staff](#)

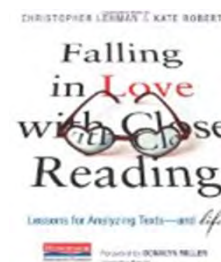
[Kindergarten Literacy Assessment, Instructional Implications & Coaching](#)

Camie Condie, Salem State University, Writing Rubrics

January PL Day: PreK - Grade 8 Literacy Celebration

Professional Learning Offerings (by Consultants)

- Penny Clare, Six Traits and Strategies for Teaching Writing
- Teachers College Homegrown Institute, Reading, K - 2
- Teachers College Homegrown Institute, Reading, 3 - 6
- Teachers College Homegrown Institute, Writing, K - 2
- Teachers College Homegrown Institute, Writing, 3 - 6



Professional learning Offerings (Colleague-Led)

- [Graduate Course: Deepening Comprehension Strategies, K - 6](#)
- Incorporating Close Reading into a Balanced Literacy Program, K - 12
- Words Their Way: Implementing Word Study for Phonics, Vocabulary and Spelling
- Monthly Literacy Seminars
- Purposeful Talk in the Content Areas

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Anticipated 2015 - 2016 Initiatives

Three-Day Summer R & D: TC Overviews for Writing Units of Study, K – 6

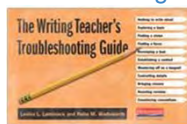
Professional Learning Offerings (by Consultants)

- [Kathy Collins and Matt Glover, co-authors of *I Am Reading*](#)
- Lester Laminack, author of *The Writing Teacher's Troubleshooting Guide*
- Pam Allyn, National Literacy Expert: Storytelling and Read-Alouds
- Leslie Laud: SRSD (Self-Regulated Strategy Development) for Writing



Professional Learning Offerings (Colleague-Led)

- Graduate Course: Children's Literature
- Research Practice Seminar: *Writing Teacher's Troubleshooting Guide*
- Research Practice Seminar: *I Am Reading*
- [12 New PL PreK - Grade 8 offerings to continue the work begun at PL Day, January 2014](#)



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Family / Community Literacy Engagement

Activities

- Elementary school level Open Houses
- [Community Read-In](#)
- Title I Family Night
- Community Project: Book & CD Donations
- [PreK - K Spring Early Literacy Event](#)
- [K - Grade 1 Spring Early Literacy Event](#)
- E-mail correspondences by teachers and curriculum leaders
- Willow Books Event - 6 Elementary Schools

Resources:

- [Literacy Links](#) Website
- Teacher / Classroom Websites

Future Planned Initiatives:

- Community "One Read": PreK - Grade 1
- Districtwide Early Literacy Event
- [Family Literacy Series](#)



18

The Model Evaluation Process for Superintendents

Standards, Indicators, and Rubric

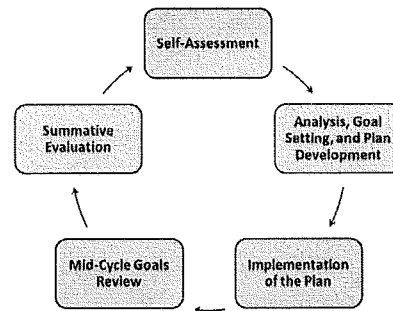
This Implementation Guide contains Standards and Indicators of effective superintendent practice that are based on the Standards and Indicators of effective administrative leadership practice detailed in the regulations.⁵ As required by the regulations, the Standards and Indicators have been turned into a rubric that specifies the elements of each indicator and then describes the elements at four levels of performance: *Unsatisfactory, Needs Improvement, Proficient, and Exemplary.*

A rubric is a critical component of the regulations, required for every educator. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive dialogue about performance expectations and how to improve practice. Used well, the rubrics prompt careful analysis, thoughtful discussion and constructive feedback. They may need to be adapted to match the job responsibilities of superintendents in large districts in which other district administrators may be directly responsible for some functions that in smaller districts are performed directly by the superintendent. These and other differences in local context can be explored in the discussion of the rubric. It should be noted that the superintendent can use the rubric as the starting point for developing expectations for assistant superintendents and other district-level administrators since many of the Indicators and elements appropriate for superintendents also are appropriate expectations for other district administrators. Collective bargaining is required in the case of evaluation of administrators not employed under individual employment contracts, as are superintendents, principals and some district administrators.

Annual Five-Step Cycle of Continuous Improvement

This Implementation Guide is organized around the five-step cycle required for all educators, a centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development.

Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation and rating of the educator's impact on student learning. It also is a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the superintendent's self-assessment and the district's subsequent goal setting.



⁵ CMR 35.05 requires districts to have a system for evaluating superintendents that "reflects the purposes" in the regulation and "adapts the Standards and Indicators for Effective Administrative Leadership and the procedures" in the regulation to the role of superintendent.

For superintendent evaluation in the Model System, the annual cycle includes the following:

- **Cycle Step 1: Superintendent's Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the superintendent identifies at least two goals to propose to the school committee: one related to improving his or her own professional practice and one related to improving student learning.
- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and benchmarks of progress⁶. In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises, as needed, and adopts at least one professional practice and one student learning goal.

In addition, the superintendent and school committee develop two to four district improvement goals with key strategies and benchmarks. Once adopted, the professional practice, student learning, and district improvement goals—with their key strategies and benchmarks of progress—become the Superintendent's Annual Plan. The plan serves as a basis for assessing the superintendent's performance.⁷

- **Cycle Step 3: Superintendent Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Plan, with assistance from the committee, as appropriate; school committee members and the superintendent individually collect evidence of progress on goals and performance against the Standards.
- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress being made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The superintendent prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

Committees can determine when the annual cycle starts. For example, many will want the superintendent to start the self-assessment process in the summer so that Step 2 in the cycle can begin at a summer retreat or at a school committee meeting in the early fall. Others may want to be able to set district goals in the spring, so they may want Step 1 of the cycle to begin in the late winter.

⁶ Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation and others, where noted, must take place in a public meeting. Further detail is provided in Appendix J of this Guide.

⁷ The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the three to six goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Goals for Student Learning, Professional Practice, and District Improvement

Within the cycle, the Implementation Guide focuses attention on establishing three kinds of goals:

- Student learning goals
- Professional practice goals
- District improvement goals

As with all educators, goal setting focuses on both improving student achievement and developing professional practice. Including district improvement goals for the superintendent helps ensure that the superintendent evaluation process is closely coordinated with the overall district improvement planning process.

Rating the Superintendent's Performance Against Standards

Under the new regulations, the performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. It is expected that most effective educators will be rated Proficient on a standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

Rating the Superintendent's Impact on Student Learning

Under the regulations, all educators will eventually earn a rating of *low*, *moderate*, or *high* for their impact on student learning based on trends and patterns of growth in at least two state and districtwide measures of student learning, including MCAS Student Growth Percentile (MCAS SGP) data. The regulations require ESE to develop and disseminate by June 2012 guidance for districts about how to select or develop appropriate districtwide measures and how to analyze them to determine an appropriate rating. When that guidance is available, ESE will publish a supplement to the Model System. In the meantime, understanding how the MCAS Student Growth Percentile (SGP) differs from the MCAS Composite Proficiency Index (CPI) is essential to ensuring fair use of student learning measures in educator evaluation.⁸

⁸ More information about SGP can be found at www.doe.mass.edu/mcas/growth.

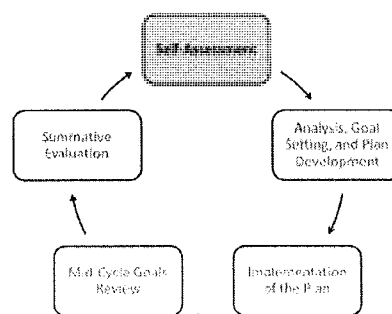
Guidance for Conducting the Evaluation Process

School committees and superintendents should seriously consider an orientation process before launching Step 1 of the five-step evaluation cycle, especially in the first years of its use.⁹ The chair and superintendent should ensure that every member receives a copy of the Implementation Guide including the End-of-Cycle Summative Evaluation Report and the rubric. All committee members and the superintendent need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

Step 1 of the Cycle: Superintendent's Self-Assessment

1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and Indicators. The superintendent examines a wide range of evidence and consults with the district's administrative leadership team of district administrators and principals and others.



2. The superintendent identifies professional practice and student learning goals.¹⁰

The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The superintendent drafts two to four district improvement goals.

In consultation with others, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. The superintendent combines the goals into a draft Superintendent's Annual Plan to propose to the school committee.

⁹ For a summary of superintendent and school committee responsibilities in the superintendent evaluation process, see Appendix C for school committees and Appendix D for superintendents.

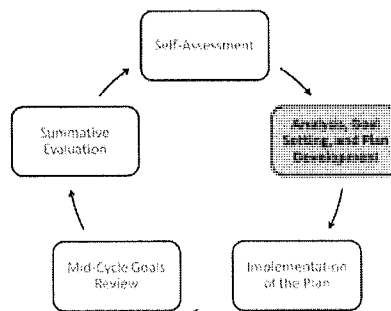
¹⁰ Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

Step 2 of the Cycle: Analysis, Goal Setting, and Superintendent Plan Development Meeting

Each of the following steps takes place at a public meeting.

1. The superintendent and school committee review the rubric.

The superintendent and school committee review the rubric that describes the Standards and Indicators for effective superintendent practice at four levels of performance. The purpose of this joint review is to help the superintendent and school committee members clarify roles, responsibilities, and expectations.¹¹



The focus of the rubric review is on the elements within each indicator. In collaboration with the superintendent, the committee asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the local district context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the superintendent? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

2. The superintendent presents the proposed superintendent's plan to the school committee.

The superintendent meets with the school committee to present:

- Proposed professional practice and student learning goals
- Proposed district improvement goals
- Key actions, timelines, and benchmarks the superintendent proposes be gathered for the evaluation process

¹¹ Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals the school committee determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the superintendent's performance ratings on each standard and overall, as well as the rating of the superintendent's overall impact on student learning gains: *low*, *moderate*, or *high*.¹²

In addition, the school committee and superintendent discuss what district improvement goals will focus district work in the year ahead. The school committee adopts district improvement goals with key strategies, timelines, and benchmarks for assessing progress.

Once adopted, the district improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Superintendent's Annual Plan.

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

A note on establishing priorities among Standards: The regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

A note on multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

¹² The regulations require that by June 2012, ESE will issue guidance for districts for determining the districtwide measures that are to be used in rating each educator's impact on student learning as well as guidance on determining whether the impact is *low*, *moderate*, or *high*. When that guidance is issued, ESE will update this Implementation Guide to apply that guidance to the evaluation of superintendents.

Step 3 of the Cycle: Plan Implementation and Collection of Evidence

1. The superintendent implements the plan.

The superintendent, in collaboration with the school committee, implements the plan.

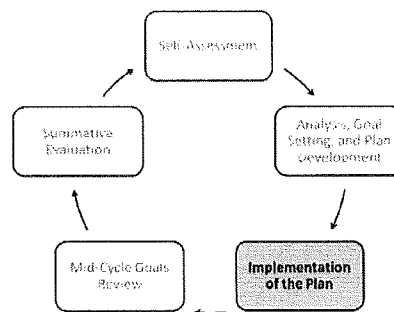
2. The superintendent and school committee members individually collect evidence.

Superintendent. The superintendent collects evidence described in the plan and other relevant evidence from three categories: (1) observations and artifacts of practice; (2) multiple measures of student learning, achievement, and growth; and (3) other relevant data, including (starting in 2013–14) student and staff survey data.¹³

School committee. The school committee reviews evidence described in the plan and other relevant evidence at a public meeting.

Examples of the evidence that may be most useful for superintendents and/or committee members to collect are included in the End-of-Cycle Summative Evaluation Report in Appendix B. For example, evidence may include:

- Mid-cycle and end-of-cycle reports on progress made on the goals
- School committee agendas, materials, and minutes
- Observations of the superintendent “in action” at school committee meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Superintendent’s analysis of educator practice and student learning goals
- Samples of leadership team agendas the superintendent selects
- Reports about student and staff performance

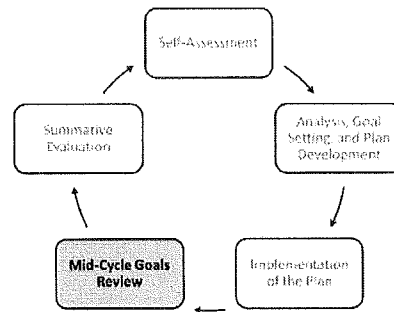


¹³ As noted in an earlier footnote, student and staff feedback are not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by June 2013.

Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

1. The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.



2. The school committee and superintendent review the progress report at a public meeting:

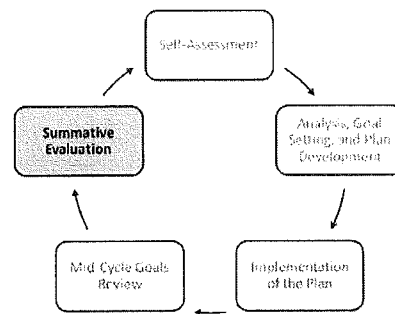
The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report¹⁴

1. The superintendent submits an End-of-Cycle Progress Report.

The superintendent prepares and submits to the school committee an assessment of:

- Progress on the goals
- Performance on each of the Standards
- Impact on student learning with data supporting the assessment



¹⁴ Appendix E offers a detailed step-by-step guide to conducting the end-of-cycle performance review.

2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report.

Each committee member reviews the evidence and report prepared by the superintendent as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals
- A rating of the superintendent's performance on each of the Standards
- An overall rating of the superintendent's performance
- A rating of the superintendent's impact on student learning gains¹⁵

3. The school committee chair drafts an End-of-Cycle Summative Evaluation Report.

The school committee chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final End-of-Cycle Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts an End-of-Cycle Summative Evaluation Report.

A Note on using the End-of-Cycle Summative Evaluation Report form:¹⁶

The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and match each to one of the four Standards of performance.
- The superintendent and/or chair annotate the End-of-Cycle Summative Evaluation Report to reflect goals, Standards and/or Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual End-of-Cycle Summative Evaluation Reports.
- The school committee chair uses it to draft a composite End-of-Cycle Summative Evaluation Report
- The school committee chair or designee record the End-of-Cycle Summative Evaluation Report adopted by the school committee.
- In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

¹⁵ As noted in the Overview, a rating of *low*, *moderate*, or *high* will be based on trends and patterns in student learning gains based on districtwide measures of student learning. ESE will be providing guidance by June 2012 about how to complete this part of the evaluation rating.

¹⁶ The End-of-Cycle Report Form appears as Appendix B

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the evaluation process. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.



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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: 03/15/2015
Re: Superintendent's Performance Goal – Mid Cycle Review

In November I provided members of the School Committee with an overview of my performance goals for the current 2014-15 school year. The development of these goals is consistent with the required evaluation system for school superintendents in the state of Massachusetts under the Department of Elementary and Secondary Education (DESE's) model system for educator evaluation.

In addition to the work associated with overseeing the district's activities on a daily basis, I established a number of goals that I hoped would both further enhance my formal entry into the district and advance the important work of our schools and programs. Of the various goals listed below I have focused the most time and energy around the first and second goal. Nevertheless, there are a number of additional areas which I established as areas of focus and are also important in our work.

The information that follows is intended to serve as a progress report of my work to-date around these areas. It will be my intention to provide you with a final report on the status of these goals later in the school year as one important piece of data in support of my overall evaluation.

I look forward to the opportunity of discussing these goals with you at our upcoming meeting.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

Superintendent's Performance Goal – Mid Cycle Review
Glenn A. Brand, Ed.D.
3/15/15

I. Professional Practice Goal:

This first goal centered largely on the work associated with my Entry Plan. The original goal stated that by May 1st, I would engage the stakeholders in the district in work in determining three areas: i) the district's most critical needs; ii) the strategies and goals that will address these needs most effectively and; iii) the measures that will be used to measure and assess progress.

The specific strategies I outlined that would serve as the actions to facilitate this goal included:

<i>Original Actions Outlined</i>	<i>Status</i>
By the summer of 2014 a written Entry Plan would be produced outlining the various phases and activities of my entry into the district.	Entry Plan Completed in August, 2014
By late December/January I would present a preliminary report of my findings that outlined strengths and challenges of the system along with next steps including a way to establish next steps in the development of goals and strategies.	Report of Entry Plan Findings presented to the School Committee in February, 2015
By March present a proposal of tasks and strategies that will address the identified needs.	In Process
By late April/May secure community and stakeholder feedback through collaboration with the School Committee and solidify district improvement goals.	Not Started

Reflection & Comments:

The months of work leading up to the release of my report of findings were invaluable in providing me with the ability to better understand the context of the district in terms of its strengths, challenges and opportunities. Because completion of this stage took longer than originally anticipated, it is clear to me that I need to revise some of the dates associated with the next steps of the process.

II. Professional Practice Goal:

The second goal I presented outlined my intention to participate fully in the first year of the New Superintendent Induction Program. This program, designed specifically for those new to the superintendent role, is jointly supported by the *Massachusetts Association of School Superintendents (MASS)* as well as the Department of Elementary and Secondary Education.

Original Actions Outlined	Status
Attend eight daylong classroom sessions.	Have attended sessions on the following dates: 7/15/14, 8/13/14, 10/1/14, 11/19/14 and 1/7/15.
Complete all assignments.	All assignments to this point in the program have been completed include the report of findings for my entry plan.
Consult with my assigned coach monthly.	Dr. Perry Davis has been assigned as my coach. We have met on the following occasions where he has either observed meetings, visited classrooms, spoke at length on the phone or met one-on-one with me: 8/1/14, 8/26/14, 9/9/14, 9/16/14, 9/25/14, 11/21/14, 12/2/14, 12/4/14, 1/21/15 and 2/13/15.

Reflections & Comments:

Participation in this program has been helpful in providing general support to the various areas that a school system leader needs to consider as he/she grows into the position. The program has also afforded me the opportunity to begin to network with other school superintendents new to the profession.

My engagement with Dr. Davis has been productive and valuable. Not only has it been beneficial to spend time with him periodically in gaining his feedback on a meeting or event that he has observed, but he has also provided me with critical questions for reflection that have pushed my own thinking in issues.

III. Student Learning Goal

In support of student learning, this particular goal sought to maximize the implementation of a comprehensive leadership model that includes re-modeling the leadership team within the district and the re-design of summer and in-year professional development opportunities for instructional leaders.

Original Actions Outlined	Status
Establish clear leadership team structures at the district level that include principals and cabinet members as well as the wider district leadership members.	Established two distinct leadership teams: <ul style="list-style-type: none">• <i>School Leadership Team (SLT)</i> = Principals + Cabinet Members• <i>District Leadership Team (DLT)</i> = SLT + All District/Dept. Leaders
Develop a calendar for the 2015-16 school year that clearly establishes a consistent meeting schedule that allows	Meeting calendar for both SLT and DLT has been confirmed and distributed for the 2015-16 school year.

<p>leaders throughout the district to come together in support of the district's work. This will include a summer meeting calendar.</p>	<p>An increased number of meeting opportunities for the DLT have been planned in an effort to try and further enhance stronger leadership alignment.</p> <p>Summer 2015 meeting dates have been finalized and include June 30 & July 1 (SLT) and August 6-7 (DLT).</p>
<p>Gather & review feedback regarding the Thursday professional release days.</p>	<p>In Process</p>

Reflections & Comments:

Upon moving into the district in July a number of things became clear regarding the leadership structures that the district had in place. First, there was a strong integration of the Principals and Cabinet as an entity that met approximately once a month but with additional meetings added as it came closer to the time around budget development. With the belief that more consistent and regularly planned meetings would better help facilitate our work together, I created a meeting structure that includes approximately two regular meetings per month.

In addition, it seemed also clear that there was not a structure in place that included regular meetings with the entire district administration outside of the summer meetings. With a strong belief that some degree of regular contact is important in support of district work, and a clear indication by the majority of the district leaders that more regular opportunities to meet throughout the year would be a welcome change, I developed a meeting calendar for the 2015-16 school year that provides for this increased frequency. I am hopeful that this will provide the foundation upon which to further unify the district's leadership team in support of our important work.

IV. District Goal

There were two separate goals that fell under the larger district goal. The first centered around Mental Health and Wellness and the second around regionalization.

i) **Mental Health and Wellness** – this goal focused on student well-being at the center of our structures, strategies and procedures.

<i>Original Actions Outlined</i>	<i>Status</i>
Continue enhancing social-emotional curricula for Pre-K through grade 12 with implementation to be defined by each school and its constituents.	<p>ABRHS - Freshman-Signs of Suicide Curriculum. Groups in the high school have been restructured at each grade level & exploring what can be done to help a student struggling.</p> <p>RJGJHS - the counseling department has been restructured so they now have a model which allows two counselors and an assistant principal by grade level.</p>
Continue to adapt facilities and equipment for use by students with disabilities and provide opportunities for this population to participate in activities with peers.	Ongoing
Continue to assess the effectiveness of the new Student Support Team (SST) model at ABRHS and modify where necessary.	The new Student Support Team is finalizing a method for communication with teachers of students being followed by SST. Through SST there is a greater awareness of student needs and suggested intervention and monitoring of students followed.
Use INTERFACE and evaluate if it provides support to counselors in terms of served and therapeutic referrals.	The MSPP Interface referral service provides a report two times per year. From July 1, 2014-January 1, 2015, 41 referrals were made to Interface. Most referral requests came from parents. Ongoing evaluation will

	take place in the coming months.
Design Elementary Play Spaces and explore funding sources.	Funding is anticipated through the town of Acton's CPC grant process (pending Town Meeting) with construction to begin in July.

ii) **Regionalization** – this goal focused on solidifying AB as a unified PreK-12 school district in the minds of the community, staff, parents and students.

Original Actions Outlined	Status
Provide opportunities for teachers to observe colleagues across the district in similar grade levels or positions.	Blanchard teachers are now able to participate in the program that supports teachers observing other teachers across the district including in other elementary schools.
Support collaboration with caseload educators and facilitate discussions across the district to further define staffing and student needs for each of the buildings.	As a part of the FY16 budget planning (as well as long-range planning) a more thorough review and analysis of caseloads was undertaken. This has helped bring into focus a view across the district of current and future caseloads.
Provide opportunities for staff to engage in discussions related to transition from the elementary to the Junior High School for all students.	The special educators at each elementary school attend a meeting about transition of students. All principals meet regularly to discuss topics including transition. Parents of all 6th grade special education students were invited to a meeting about transition.
Make sure district programs are active within the Blanchard Memorial School.	Ongoing
Meet with Blanchard staff to gather feedback about successes and concerns.	Discussions have taken place on a couple of occasions with a specific focus on the integration of Blanchard staff into the full region.

Reflections & Comments:

As I have come to learn, the district and its staff are focused on a number of areas in support of students and this includes their mental health and well-being. There are many supports to this important work at both the building, department and district levels. Throughout the course of the next few months, work will continue in this area alongside additional efforts that help define the strategies that we as a district believe we need to pursue. As members of the community will recall, this was a dominant theme within my report of entry findings and therefore will be an important one to develop.

Within the topic of regionalization, we will continue to focus on supporting this significant transition. The last few months have provided insight into some of the areas of need, as well as benefits, and continual efforts will be made to explore how to fully support this transition.

*Office of the Superintendent
Acton-Boxborough Regional School District
Acton, MA
3/18/15*

Statement Regarding the Appointment

of

Steven Martin

to the Position of

***Director of Athletics
for the Acton-Boxborough Regional School District***

Superintendent of Schools Dr. Glenn Brand is pleased to announce the appointment of Steven Martin as the Director of Athletics for the Acton-Boxborough Regional Schools, effective July 1, 2015.

Mr. Martin holds a Bachelor of Arts from Assumption College in Worcester, MA and a Masters in Education from Framingham State College. He is currently enrolled in the Northeastern University College of Professional Studies where he is pursuing a Masters degree in Educational Leadership. He is also certified by the National Federation of High Schools Coaches (NFHS) and the Massachusetts Interscholastic Athletics Association.

Mr. Martin has been a Dean of Students at Acton-Boxborough Regional High School for the past year and a half. He has extensive teaching experience at Marlborough and Hudson High Schools where he taught a range of subjects including Business, Math, Technology and Drama. He briefly served as the assistant principal at the Narragansett Regional Middle School.

Mr. Martin's athletic experience includes a variety of coaching including JV Girls Basketball and Softball at Marlborough High School, Assistant and Head Varsity Boys Ice Hockey Coach at Hopkinton High School and Holliston High respectfully, JV Softball at Hopkinton High School and the Varsity Softball coach at Hudson High School where he lead the team to two State Finalists and a State Championship.

We look forward to welcoming Steve in his new role in the District.



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

PRESS RELEASE - 3/18/15

Mr. Steven Martin appointed ABRSD Director of Athletics, effective 7/1/15

It is my pleasure to announce that Mr. Steven Martin has accepted my offer to become the next Director of Athletics for the *Acton-Boxborough Regional School District*, effective July 1, 2015.

In early January, a thirteen person search committee, consisting of administrators, teachers, coaches and parents, reviewed 70 applications for the position. Three finalists were advanced and included: Mr. Tim Alberts, the Athletic Director at Matignon High School in Cambridge; Mr. Chris Schmidt, the Assistant Principal at Franklin High School and Mr. Steven Martin, Dean of Students at Acton-Boxborough Regional High School.

After an extensive interview process that included initial and secondary interviews, a site visit to our district as well as the individual's home district, community forums for staff and the public, reference checks and the review of feedback gathered throughout each step, I extended the offer to Mr. Martin to become the district's next Director of Athletics. I believe that he is the right candidate to lead the department, the district and our students at this time.

Mr. Martin has extensive teaching experience at both Marlborough High School and Hudson High School where he taught a range of subjects including Business, Math, Technology and Drama. He briefly served as the assistant principal at the Narragansett Regional Middle School. For the last year and a half he has served as a Dean of Students at Acton-Boxborough Regional High School.

His athletic experience includes over twelve years coaching a variety of sports including JV Girls Basketball and Softball at Marlborough High School, Assistant and Head Varsity Boys Ice Hockey Coach at Hopkinton High School and Holliston High School respectively, JV Softball at Hopkinton High School and the Varsity Softball coach at Hudson High School where he lead the team to two State Final games and a State Championship.

While a member of the AB community for a relatively short time, it is clear that Mr. Martin has made an incredible impression on the students he is connected with, and the staff he serves. There was strong feedback that described him as professional, highly organized, an extremely good listener and a collaborative problem solver. Mr. Martin was characterized as a leader with integrity and compassion with a strong desire to build positive relationships. In addition, his strong perspective on coaching as an extension of the students' educational experience, were constantly noted as strengths. It is clear that he has built solid, respectful relationships with care and concern for the students at the center of his work.

I am confident that Mr. Martin's extensive teaching, administration and athletic experience made him an exceptionally strong candidate. Steve was viewed as someone who has the knowledge, skills and understanding to not only assume the management of the AB Athletics Department, but to help lead the future of our programs. Please join me in welcoming Steve as Acton-Boxborough's next Director of Athletics.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



Acton-Boxborough Regional School District

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www.abschools.org

We are pleased to announce two finalists for the position of **Director of Pupil Services** for the Acton-Boxborough Regional School District. The ABRSD search committee received 18 applications, selected 6 candidates to interview, and determined three finalists from the candidates interviewed. One of the finalists has since withdrawn.

Each finalist will spend a day visiting ABRSD, and the appointment will be made by early April. The new Director of Pupil Services will assume the position on July 1, 2015. The public is invited to meet the candidates **on Monday, March 23 from 6:30 pm to 8:00 pm** in the R. J. Grey Jr. High School Library. The candidates are scheduled back-to-back for 45 minutes each.

Mary Emmons

Ms. Emmons is currently the Acting Director of Pupil Services in the Acton-Boxborough Regional School District, a position she has held during this current school year. Ms. Emmons has worked in the (then) Acton Public and Acton-Boxborough Regional Schools since 1996. Most recently, she has served as a Special Education Coordinator (2006-2014) and prior to that role, was the Out-of-District Coordinator (2002-2006). She began her tenure in the District as a special educator at the Conant School for six years. Before Acton-Boxborough, Ms. Emmons held roles as an intervention specialist, resource teacher, and special educator in school districts in California, Texas, and Ohio. She received a BS in Elementary Education and Special Education from the University of South Dakota, and an MS Ed. in Special Education from Simmons College. Currently, she holds licensure in special needs PreK-9, special needs 5-12, elementary education, and as a special education administrator.

Dr. Karen Zaleski

Dr. Karen Zaleski is currently the Director of Pupil Personnel Services for the Spencer-East Brookfield Regional School District in Spencer, MA. She has held this position since 2012. She also currently serves as the Grant Writer, Curriculum Coordinator, and Title I Director for the district. Prior to this role, she was the Assistant Principal at the Knox Trail Regional Junior High School (2009-2012), and an Assistant Principal at Mary E. Wells Junior High in the Southbridge Public Schools (2005-2009). Dr. Zaleski has served as a behavior modification educator in Southbridge (2000-2005), an outpatient clinician at Adcare Hospital in Worcester, and a Crisis Intervention Specialist at UMASS Medical Center. She received a BS in Psychology from Worcester State College, an MA in Counseling Psychology from Assumption College, and an Ed.D in Educational Leadership from Boston College. Currently, she holds licensure and/or certification in a number of areas including Superintendent, special education administrator, pupil personnel director, school adjustment counselor, and as both a mental health and alcohol and drug counselor.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

File: BDA

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organization meeting for the Acton-Boxborough Regional District School Committee shall be held each year on the first Thursday of the first month following the completion of the Acton and Boxborough annual town meetings. At this meeting, the Committee shall organize by electing one of its members as chairperson, another as vice-chairperson, and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

Approved 11/21/13

12.2

File: BDB

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/She will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairperson of the Committee will act in the absence of the chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

LEGAL REF.: M.G.L. 71:36

Approved 11/21/13

File: IGA

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MATERIAL

(FIRST READING 2/26/15)

~~Constant adaptation~~ Review and development of the curriculum is necessary if the Districts are ~~is~~ to meet the needs of the students ~~in their schools~~. To be successful, curriculum development must be a collaborative enterprise involving ~~staff~~ faculty and administrators utilizing their professional expertise, and ~~gathering input from parents and community~~.

~~The Committees expect their~~ Under the direction of the Superintendent, the faculty and administration ~~to will~~ regularly evaluate the ~~education program~~ curriculum and ~~to recommend~~ modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

Instructional materials appropriate to support the teaching of the curriculum must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints. Faculty will be involved in the selection of instructional materials. Final decisions will rest with school and district administration.

The Acton-Boxborough Regional School District curriculum will be consistent with the state curriculum frameworks.

LEGAL REF.: M.G.L. 69:1E
603 CMR 26:05

(Combines Policies IGA, IGD, IJ, IJJ and IJK)

File: IGA-R

CURRICULUM AND INSTRUCTIONAL MATERIAL

Instructional materials should:

- foster the knowledge and intellectual and reflective skills students will need to thrive in an increasingly complex world (Long Range Strategic Plan 2011-2016, Goal #2)
- not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry or national or ethnic origin (Notice of Non-Discrimination)
- allow for sufficient flexibility to meet the needs of all students

ALG Minutes February 26, 2015

Present: Bart Wendell, Facilitator; Mike Gowing & Katie Green, BoS; Mike Majors & Steve Noone, FC; Krista Rychlik & Dennis Bruce, SC; Steve Ledoux, Glen Brand, Steve Barrett & Marie Altieri, staff.

Audience: Janet Adachi, Peter Berry & Franny Osman, BoS; Lauren Rosenzweig-Morton, Asst. Facilitator; Brian McMullen & Clare Jeannotte, staff; Charlie Kadlec.

Extra Info: Town of Acton Multi-year financial model

Minutes were accepted with corrections.

2. Update of FY 15 Revenues

SL: We spent out snow and ice budget by the second storm; I'm not sure now of the amount of the deficit. Local revenue receipts are up over the anticipated amount. We hit the motor vehicle registration (excise tax) number and there is more to come.

SB: Agreed that the early indications of the excise tax and the local receipts for FY 15 have "extremely favorable indications."

Glen: Nothing new. The regional bonus aid came in. Snow and ice accounts are still a concern. The school committee has concerns about long range projects and forecasting where they will end up if we pare back on them at their inception. We have also had unexpected increases in legal expenses. Overall at this point, we are where we anticipated being.

S Noone: We a projected deficit of \$2.5M is it now less?

SB: We use \$2.13M of reserves. On the tax recap; the DOR certified the tax rate; legally the books balance. We have the results vs. the plan. There is a strong performance from the town. The annual reserves projected on the ALG plan but what the town uses is actually 15-20% of what is used so if the \$2.5M shrinks so will the \$2.13M

S Noone disagreed about the percentage uses and said that what was being used in the plan for FY15-16 was not germane for FY17 & 18. If we use \$2.M in reserves for FY15 and then \$2.6 for FY 16, we need a touch of reality: there won't be the reserves for FY 17 & 18.

It was decided that this discussion needed to be held under the spreadsheet discussion.

3. Middlesex retirement assessment (MRA)

SL: Since the revision of the Middlesex assessment the increase has been \$611k for the town: a 29.07% increase; 11.65% increase for AB; and 15.3% increase for Boxboro. The BoS has approved a budget that assumes the increase will be \$611k. We sent a freedom of information act letter to see where the mistakes were made. We have checked our electronic output and it is OK. It is disturbing that public

safety employees were misclassified. They have an earlier mandatory retirement age. Of the \$611k we thing @\$200k can be attributed to this snafu.

Marie: The schools put in the full original assessment in the budget and are now \$98k to the good. This is a difficult time for the town and has made their budget process more difficult.

Mike G: If the numbers are reconciled—can we see the change before the passage of the FY 16 budget?

SL: We have asked for a meeting to see if the increase can be resolved before Town meeting.

4. Spreadsheet

SB: The FY15 \$635k positive is now \$197k; the model assumes a use of \$2.321k in reserves; the special TM took \$165k for the Acton Nursing Service; actual reserve use has been less than budgeted.

Revisions: the \$376k is now \$223k; \$585k untaxed levy capacity; which leaves us \$188k to the good. Tax levy is at the full 2.5% (with the untaxed levy is \$585k

Marie: We were asked to reduce the budget by \$585k and we have voted to do so. We we'll recoup \$187k of the \$400k levy capacity. This model is way out of hand. We decided to make the front page simpler and as a result the number and complexity of the back pages has grown. With the groups' permission, after Town Meeting we need to simplify it. The FY 15 tax recap balance is a solid number but as it flows through the model we are no longer confident about FY15 and 16

***Bart: Is there agreement on fixing the model after Town Meeting? There was. So now it's all systems go?

SN: The FC is opposed to using the \$400k levy capacity; we suggest on raising the use of reserves by that number---it should not impact the consensus but just the tax bill. I throw that out for consideration. Once both are used they are gone.

There was a bit of a stir when members realized that the FC was willing to take more money out of reserves.

***Bart: Is there agreement to leave the \$400k and use reserves. Yes.

Marie: The \$187k lowers the reserve use to \$213k

Katie: If FY 15 is as good as Steve B says we may end up using fewer reserves. I think its fine to take the \$213k out of reserves because I think we will get it back.

SN: It's time to look at FY17 &18

Marie: We have started work (on the spreadsheet) on FY17 & 18. Remind me what is the OPEB component.

SN: \$1.4M for both years

Mike G: We don't have the Segal numbers yet and that might change.

Marie: HIT met and there will be Medicare part B savings to return to the town and district; that may have a favorable impact on OPEB. When we do the re-evaluation of OPEB we will separate the town and the district to lessen confusion on who belongs to whom.

SN: My question is still the same: will we have enough in reserves to cover FY18. The Town is pulling out \$2M for the stabilization fund but that is not available to the ALG.

SB: I question how the stabilization fund will be shown on the ALG plan---since it's a Town Meeting vote; can we can we say it's just another form of reserves?

SN: It will take a 2/3 vote of Town Meeting to get the money from the stabilization fund

Bart: Do you want to make some changes in the model before Town Meeting?

SN: The stabilization fund complicates the reserves for FY 17 & 18.

Mike G: But it was the FC that asked for the stabilization fund

SN: We didn't think it was going to be \$2M more like \$400k

Mike: The stabilization fund will be used for capital projects

SN: What the FC sees is the use of reserves to cover the assessments and a rise in taxes

Mike G: MRS issue may not only be for this year it could be that we have an assessment of \$600k each year. These are big numbers; how much of the reserves are used we can't say The FC always does the 5-year model based on the worst case.

Bart: The words at Town Meeting look worrisome; saying the worst case that never happens

SN: It may never happen but what is it we have to tell the voters: the deficit gets bigger each year and they are being drained by composition costs; salary benefits; health care. Unless we have a sense of what to do differently from this history right now the reserves for FY 18 are only \$1.3M.

Bart: Since this group can't comment beyond Town Meeting. A number of people here now, won't be serving next.

SN: So we kick the problem down the road: the budgets are inherently out of balance. We need a fundamental change.

Krista: Maybe the safest thing to say is by FY 18 we'll need to raise taxes; cut spending and have a possible override.

SB: I believe we've balanced the outer years by the use of reserves and the projected budgets do balance.

Bart: Is the proposal possible cuts tax increase in the form of an override?

Marie: I would not go that far. We should not talk about an override. We keep on showing a favorable in free cash---that has to be more closely analyzed.

SB: we do see positive flows into free cash

There was discussion on where the free cash would end for FY15 and how numbers could be projected for FY18 if these numbers were not known

SN: Reiterated his position that the continual use of reserves would result in a \$5M hole for FY18. Reserves cannot last forever and as long as we continue as usual we are spending more than we can raise.

Mike G: Noted that in 2008, the worst of the recent recession, with judicious use of reserves and good budget practices we have been able to sustain the levels of increases. I am loath to keep on projecting the worst case because just now we have been able to cut the town budget by \$612k.

Bart: Is the issue that we need to solve the dilemma for the FC on how to present the figures without causing a panic?

There was an agreement that this was a problem of not getting the voters riled up when it was not necessary.

The discussion dissolved into people offering suggestions as to why the numbers were better that Steve Noone was predicting; the deficits he was seeing in the out years and the consequences.

Dennis: You are asking for our guidance: I would say that we do have a plan with known numbers; just tell what it is you know; and there are options for closing the future deficits. Tell the truth.

SN: What I see is projected spending looking reasonable' projected revenues looking reasonable but the results are still deficits. I don't know how to plug the hole.

Bart questioned if an agreement on this issue could be reached. There was some agreement that it could not.

Katie: I think if you go back and look at the revenues and the plans you will see that your predictions have been made in the past and they have not materialized. I think you can use the front sheet (of the spreadsheet) but it does not show the extent of the turn-backs. You may say that we need to make cuts but then you ask the voters which services they want to be cut. If there are no cuts in services, the voters have to pay. This is the sort of conversation we need to have. You (Steve) think we are standing on the edge of a cliff; but we have not fallen off.

Bart: Does anyone have ideas on how their committees will vote?

Marie: Do FY16. Look at the reserves page. Over the past three years we have budgeted \$3.1M; \$2.1M; \$3.1M. There are things we cannot predict like tax settlements that replenish reserves. We are far enough into FY 15 to see we will not use all the reserves. We should use net reserves.

There was agreement that reserves should keep to the state guidelines and not fall below 5% of the total budget

Bart: Do we need another meeting before the warrant goes to the printer [March 11] Right now the next meeting is scheduled for March 12

***It was agreed to keep the meeting on March 12th if needed and cancel if not

Marie suggested that the spreadsheet be updated and sent to members. She also suggested that the FC's address in the warrant be circulated among members.

6. Public Comment

Charlie Kadlec had two observations: 1. No one ever asks about the outlying years. More information about the budgets needs to be provided before voters can understand the impacts on the outlying years 2. Since the numbers are not known use a range instead of a definite figure. The actual increases on the spreadsheet are not discussed by ALG. No one questions the towns spending. And there will be few questions at Town Meeting.

Janet Adachi: I like what Dennis said to Steve: you can't spin the numbers. It's not as if we like to have people shocked. The problems like OPEB that the boards are grappling with are of no interest to the voters. Put them on notice; that's enough.

Franny: I agree with Marie; we need to see how much we are putting back into reserves. I also agree with Mr. Kadlec; use a range for the number.

Bart: It's my turn to comment: giving way on the bottom line is no surprise as it has been done before. Having Steve bring his dilemma on the outlying years before the group to get an idea of what they are thinking is new. Congratulations.

Adjourned 9:10

Ann Chang

Next meeting is March 12th unless meeting is not needed.

**TOWN OF ACTON
2015 ELECTION CALENDAR**

Annual Town Election is March 31, 2015
Annual Town Meeting is April 6, 2015

- Last day to obtain nomination papers February 6, 2015
- Last day to file nomination papers with Board of Registrars February 10, 2015
- Last day to object / withdraw February 26, 2015
- Last day to register voters March 11, 2015
- Last day to post town warrant March 17, 2015

TOWN OFFICIALS TO BE ELECTED IN 2015 - TERM OF OFFICE

Moderator

1 Member – 1 year term

Acton Board of Selectmen

1 Member- 3 year term

School Committee

2 Members- 3 year term

Trustees Memorial Library

2 Members- 3 year term

Acton Housing Authority

1 Member – 5 years

Water Supply District of Acton

- 1 Commissioner – 3 year term
- 1 Moderator – 3 year term

***TRUSTEES --- TO BE ELECTED AT ANNUAL TOWN MEETING
MUST BE NOMINATED AT TOWN MEETING***

Trustees, West Acton Citizen's Library

1 Member – 3 year term

Trustees, Elizabeth White Fund

1 Member- 3 year term

Trustees, New Fireman's Relief Fund Acton

1 Member- 3 year term

Trustees, Charlotte Goodnow Fund

2 Members – 3 year term



BOXBOROUGH TOWN CLERK
29 Middle Road, Boxborough, Massachusetts 01719
Phone: (978) 264-1727 · Fax: (978) 264-3127
emarkiewicz@boxborough-ma.gov

ANNUAL TOWN MEETING/ELECTION CALENDAR 2015

Currently there is only one election planned for 2015—the annual town election.

Annual Town Meeting: Monday, May 11
Annual Town Election: Monday, May 18

January 19: Nomination papers for town offices available in the Town Clerk's office. The following offices will be on the ballot:

- Moderator, one-year term: 1 seat
- Selectman, three-year term: 2 seats
- School Committee, three-year term: 4¹ seats
- Planning Board, three-year term: 2 seats
- Library Trustees, three-year term: 2 seats
- Board of Health, one-year term: 1 seat
- Constable, three-year term: 1 seat

March 30: Last day to file nomination papers with the Board of Registers/Town Clerk in order to be on the ballot for the May 18 Annual Town Election. Papers are due in the Town Clerk's office by 5:00pm. A minimum of 25 signatures is required.

April 21: Last day to register to vote in order to be eligible to vote at Annual Town Meeting and the Annual Town Election. The Town Clerk's office will be open from 9:00am-8:00pm on that day.

May 11: Annual Town Meeting begins at 7:00pm at the Blanchard Memorial School gym.

May 18: Annual Town Election. Polls open at Boxborough Town Hall from 7:00am – 8:00pm.

To: Glenn Brand
 From: Larry Dorey
 Re: Discipline Report for February, 2015
 Date: 3/1/2015

There were 13 discipline referrals to the administration during the month of February, 2015. This total is the same as last year. 5 students were suspended this month, while 0 students were suspended during February, 2014 .

Suspensions for February, 2015

Infraction	2011	2012	2013	2014	2015
Abusive/Obscene Language	1	1			
Academic Integrity		2			
Disreputable Conduct		2			
Disrespectful					2
Disruptive/Uncooperative Behavior	1				1
Drug Offense			2		
Drug Use		1			
Drug Possession	1				1
Fighting	2				
Harassment			3		
Insubordination			2		
Physical Assault					1
Stealing	1				
Vandalism		1			
Total	6	7	7	0	5

A list of all infractions for the month of February, 2015 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for February, 2015

Infraction	2011	2012	2013	2014	2015
Abusive/Obscene Language	1	2		1	1
Academic Integrity	1	2			
Bullying	1				
Bus Discipline Issue	7		1		
C.H. Alcohol		2			
Computer Use	9				
Disreputable Conduct		2			
Disrespectful		2	4	1	2
Disruptive/Uncooperative Behavior	4	4	2	7	4
Drug Offense	1		2		
Drug Possession	1				1
Drug Use		1			
Fighting	2				
Forgery	3		3		
Harassment	1	1	3	1	
Leaving School Grounds			2		
Non Compliance w/school rules		1			
Other	2	3	3		1
Out of school issue	2		1		
Physical Assault					1
Stealing	1				
Tardy to Class		1	2		
Teasing/General Harassment	5				
Threatening		1			
Truancy	10	6	6	2	3
Vandalism		1		1	
Total	51	29	29	13	13

R.J. Grey Junior High School

To: Glenn Brand
 From: Allison Warren and Jim Marcotte
 Re: Discipline Report for February 2015
 Date: March 2, 2015

There were 6 discipline referrals/concerns (including requests from teachers for assistance) reported to the Administration during the month of February. There was 1 suspension this past month.

	<u>Feb-11</u>	<u>Feb-12</u>	<u>Feb-13</u>	<u>Feb-14</u>	<u>Feb-15</u>
<i>Total Discipline Referrals Reported</i>	10	21	11	4	6

	<u>Feb-11</u>	<u>Feb-12</u>	<u>Feb-13</u>	<u>Feb-14</u>	<u>Feb-15</u>
Total Suspensions	1	9	0	1	1
Alcohol Use					
Defacing property/vandalism					
Drug-related incident					
Fighting		2			
Harassment (non-sexual)bullying, teasing		6			
Inappropriate/disruptive/disrespectful behavior		1			
Physical aggression	1			1	1
Sexual harassment					
Stealing					
Threatening					

	<u>Feb-11</u>	<u>Feb-12</u>	<u>Feb-13</u>	<u>Feb-14</u>	<u>Feb-15</u>
Total Other Infractions	9	12	11	3	5
abusive language/profanity			1		
alcohol use/possession					
bus discipline	1				1
Academic Integrity	2			1	
class/school truancies	1		1		
computer violation					
disruptive behavior (classroom, cafeteria, hallway)	1	3			2
harassment (non-sexual)/bullying/teasing		7	5		

non-compliance with school rules			2	1	
out of school issue					
physical aggression	1	1	1		
sexual harassment					
stealing					
threatening					
uncooperative/disrespectful behavior	3	1	1	1	2

The referrals/concerns generally were quickly resolved and no further intervention was required.

Projection
Acton-Boxborough
Grade 1-6
2014-2015
3/9/15

Grade	Blanchard		Conant		Douglas		Gates		McCarthy-Iowne		Merriam		Total	# Sec.	Avg. Siz									
	Rtn	Total	Rtn	Total	Rtn	Total	Rtn	Total	TAD1	TAD2	TAM	MAD				MAM	MPM							
K-27		29											7											
		22	20	41	19	20	21	60	20	19	19	58	21	22	21	20	61	328	16	20.5				
	Rtn	211	213	2	3	4	5	0	3	5	1	1	310	311	312	2	224	234	323	1	7			
Gr. 1-26		19	21	23	67	21	23	21	22	22	44	22	22	22	23	23	68	349	16	21.8				
	Rtn	219	221	227	4	5	7	8	2	10	8	301	302	303	1	133	231	334	1	8				
		18	18	23	23	69	23	22	22	22	44	22	22	23	67	22	23	22	67	368	17	21.6		
Gr. 2-25		226	229	231	7	10	11	9	6	7	9	2	313	314	315	1	223	233	322	1	11			
	Rtn	22	22	66	22	23	68	22	22	23	67	21	21	22	64	22	22	22	66	397	18	22.1		
		243	245	247	2	18	20	14	0	18	19	20	2	213	214	215	1	230	324	330	331	3	8	
Gr. 3-24		21	20	21	62	24	25	24	24	24	72	24	23	24	71	23	24	24	95	444	19	23.4		
	Rtn	118	128	130	0	14	15	16	0	11	15	17	1	210	211	212	2	235	321	332	335	0	5	
		20	22	64	25	24	73	24	25	74	23	24	71	23	23	24	70	23	23	24	24	94	446	19
Gr. 4-23		108	110	112	2	11	12	13	0	12	13	14	1	113	114	115	1	125	232	353	1	4		
	Rtn	24	25	74	24	25	73	24	24	72	25	24	73	25	24	73	24	25	24	73	438	18	24.3	
					2				6				8				7						8	50
Total		19	20	403	462	478	478	428	475	475	524	2770	123	22.5										
	Rtn	19	20	403	462	478	478	428	475	475	524	2770	123	22.5										
	Range	18	25	20	25	19	24	21	25	20	25	20	25	18	25									
36 Acton residents attend Boxborough																								
23 Boxborough residents attend school in Acton																								

ALL DAY K - BAD, CAD, DAD1, DAD2, GAD, TAD1, TAD2, and MAD

	Blanchard	Conant	Douglas	Gates	McCarthy-Towne	Merriam	Total
K	44	41	60	57	64	61	327
1	39	67	65	44	66	68	349
2	54	69	67	45	67	67	369
3	66	66	68	67	64	66	397
4	61	73	71	72	71	95	443
5	65	73	74	71	70	94	447
6	74	73	73	72	73	73	438
Total	403	462	478	428	475	524	2770

Cnt 1 B Acton 0

Cnt 1 B Acton Sum 3

**MONTHLY REPORTING OF
ELL STUDENT POPULATION BY SCHOOL**
Acton-Boxborough Regional School District
March 1, 2015

Category	Total as of 2/1/2015	Additions	Subtractions	Total as of 3/1/2015
ABRHS	15	0	0	15
Blanchard	9	0	0	9
Conant	42	0	-8	34
Douglas	40	0	0	40
Gates	27	0	-1	26
McCarthy-Towne	41	0	0	41
Merriam	28	0	0	24
RJG JHS	13	0	0	13
TOTAL	215	0	-9	206

School Finance and District Support

Advisory on the Establishment of a Regional Transportation Reimbursement Fund

February, 2015

Chapter 233 of the Acts of 2014 was approved on August 5, 2014 and became effective on November 3, 2014. This new law allows regional school districts to establish a Regional Transportation Reimbursement Fund (RTR Fund) and deposit state regional transportation reimbursements into the RTR Fund, starting in FY15. Once deposited, the regional school district is permitted to carry forward any funds that are not expended in the fiscal year in which they are received. Any funds that are carried forward must be expended in the subsequent fiscal year. Currently, regional school districts must estimate future reimbursements as they compile their budgets for the next fiscal year, which can occur in the fall or early winter before the Governor's proposed budget is released. Allowing regional school districts to carry forward current reimbursements allows them to more accurately plan for the following year's budget.

The regional school committee must vote to establish the RTR Fund. The language of the vote can be as simple as "The committee is planning to establish a Regional Transportation Reimbursement Fund." Once the RTR Fund is established, the regional district is allowed to deposit state transportation reimbursements into the RTR Fund with the approval of the regional school committee. Deposited funds may be used in developing the subsequent fiscal year's budget. Deposited funds may be used to support the current year's budget. In the event that use of these funds increases the budget, the regional school committee must amend its budget by following the process outlined in 603 CMR 41.05 (5).

Regional School District Budgets.

Balances deposited in the RTR Fund, within the restricted amount, do not impact the district's excess and deficiency (E&D) calculation. However, if prior year reimbursements remain in the RTR Fund at the close of the fiscal year subsequent to the fiscal year in which they were reimbursed, those funds must then revert to the district's E&D account.

The RTR Fund is for regional school district student transportation expenses only. Transportation expenditures can be charged directly to the RTR Fund and will be considered local expenditures for reporting purposes. If charging these expenses increases the planned expenditures in the current year's budget, the budget must be amended. When expenditures are made from the RTR Fund, they should be reported on the End of Year Financial Report (EOYR) as an additional appropriation of the school committee.

Funds carried over from the previous fiscal year must offset the next fiscal year's transportation assessments. As with all special revenue accounts, regional districts should inform their member municipalities of amounts available and used during the budget process.

Any questions regarding this advisory should be directed to Jay Sullivan in School Finance & District Support. Jay can be reached at jsullivan@doe.mass.edu or at 781-338-6594.

Last Updated: March 6, 2015



Beth Petr <bpetr@abschools.org>

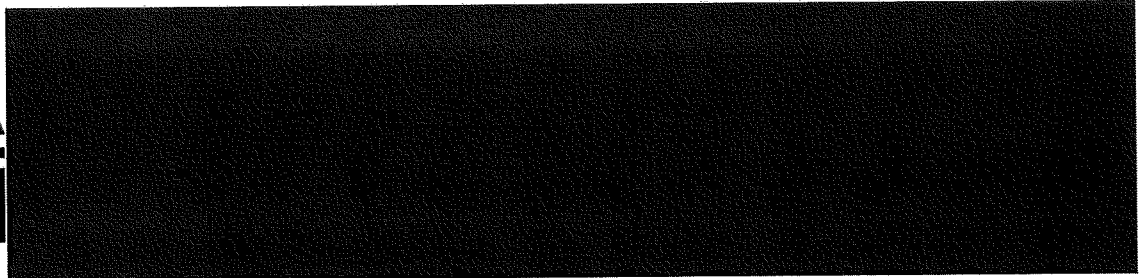
17.6

Visitors from the USDA and DESE came to the High School Cafeteria to help celebrate National School Breakfast Week last week.

Kirsten Nelson <knelson@abschools.org>
To: AB News <news@abschools.org>

Thu, Mar 12, 2015 at 11:48 AM

Reporting news from the field throughout New England and New York



Acton in action for school breakfast by Mark Abueg

ACTON, Mass. -- Federal and state officials took an early morning trip for some breakfast and a whole lot of learning in the cafeteria at a local high school here, March 6.

Staff from both the U.S. Department of Agriculture's Food and Nutrition Service (Northeast Regional Office) and Massachusetts Department of Elementary and Secondary Education visited the Acton-Boxborough Regional High School during National School Breakfast Week.

"The School Breakfast Program provides children of all economic backgrounds a well-balanced, healthy meal consistent with the latest nutrition science and Dietary Guidelines for Americans," said Kurt Messner, acting regional administrator for the FNS (NERO). "This high school is just another shining example of how breakfast programs operate throughout our region."



According to the USDA's online website, the School Breakfast Program was established in 1966 as a two-year pilot project designed to provide categorical grants to assist schools serving breakfasts to "nutritionally needy" children. In 1975 the program received permanent authorization.

"I'm very proud of the work the food service team accomplishes to put on a very successful breakfast program," said Kirsten Nelson, the food service director for Acton Public Schools & Acton-Boxborough Regional Schools. "But I'm even more proud of all the great tasting and nutritious meals we are able to provide to the students."

National School Breakfast Week celebrates the fact that a well-balanced breakfast offers an important nutritional foundation and charts

3/12/2015 Acton-Boxborough Regional School District Mail - Visitors from the USDA and DESE came to the High School Cafeteria to help celebrate National Scho...
the course for a healthier next generation, added Messner.

US Department of Agriculture, Food and Nutrition Service (Northeast Regional Office), Office of Public Affairs
10 Causeway St, Room 501, Boston, MA 02222 | pa-nero@fns.usda.gov

Kirsten Nelson
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Acton-Boxborough Regional Schools
Knelson@abschools.org
1-978-264-4700 x 3221

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Acton-Boxborough Regional School District

16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Clare L. Jeannotte
Director of Finance

TO: Superintendent Glenn Brand
ABRSD School Committee *[Signature]*
FROM: Clare Jeannotte, Interim Director of Finance
RE: FY'15 Financial Status as of February 28, 2015
DATE: March 17, 2015

Attached please find the following reports for the District as of February 28, 2015:
FY15 Appropriated Budget v. Actual
FY15 Special Revenue, Revolving and Gift Funds

As of February 28, we are 6 months into the school year and 8 months into the fiscal year.

Please note that unlike a quarterly update, this report does not include all projections at this point in time.

Appropriated budget:

Several key categories are not encumbered, consistent with usual operations at this point, which will affect year end results, including but not limited to Substitutes, Coaching and Stipends, benefits and utilities. The Superintendent has implemented recent controls over overtime spending, and has requested new purchases limited to need.

Special Revenue Funds:

Special revenue fund balances are on a cash basis. These funds contain some which are in deficit and we are actively working to resolve those. This report is being distributed internally to responsible managers to ensure monitoring.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

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ACTON / BOXBOROUGH REGIONAL SCHOOLS
FY15 APPROPRIATED

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FEBRUARY 28, 2015

FOR 2015 08

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1000 GENERAL FUND							
01 SALARIES, TEACHING	31,882,520	-3,600	31,924,482	16,805,235.66	15,164,099.56	-44,853.22	100.1%
02 SALARIES, PRIN/A PRI	2,109,446	0	2,109,446	1,390,414.53	744,280.47	-25,249.00	101.2%
03 SALARIES, CNTRL ADMN	1,048,045	0	1,048,045	676,637.50	365,194.19	6,213.31	99.4%
04 SALARIES, SUPP STAFF	8,456,458	7,553	8,464,011	4,838,282.75	3,785,881.28	-160,153.03	101.9%
05 SALARIES, ATHLETICS	514,614	-3,075	511,539	359,575.56	109,945.38	42,018.06	91.8%
06 SALARIES, BUILDINGS	564,570	0	709,164	504,013.75	217,006.29	-11,856.04	101.7%
07 SALARIES, CUSTODIAL	1,640,433	0	1,495,839	885,613.76	519,043.51	91,181.73	93.9%
08 SALARIES, HOME INSTR	17,044	0	17,044	1,655.00	.00	15,389.00	9.7%
09 SALARIES, MISC PS	1,456,651	0	1,411,089	903,707.26	496,485.12	10,896.62	99.2%
11 SALARIES, SUBS MISC	186,093	0	186,093	85,201.22	204.13	100,687.65	45.9%
12 SALARIES, SUBS INSTR	524,516	0	524,516	294,089.22	.00	230,426.78	56.1%
13 SALARIES, OVERTIME	242,855	0	242,855	189,218.10	.00	53,636.90	77.9%
14 STIPENDS, CURR/INSTR	152,275	-34,500	117,775	26,852.20	66,607.26	24,315.54	79.4%
15 FRINGES, COURSE REIM	56,000	0	56,000	30,859.85	.00	25,140.15	55.1%
16 FRINGES, HLTH INSUR	7,600,159	242,632	7,842,791	5,352,138.23	.00	2,490,652.77	68.2%
17 FRINGES, H INSUR RET	905,443	-1,350	904,093	531,575.10	353.55	372,164.35	58.8%
18 FRINGES, LIF/DIS INS	31,020	-2,437	28,583	22,955.08	8,382.53	-2,754.61	109.6%
19 FRINGES, UNEMPLMNT	25,000	0	25,000	8,297.10	.00	16,702.90	33.2%
20 FRINGES, WORKRS COMP	339,446	0	339,446	265,171.54	.00	74,274.46	78.1%
21 FRINGES, MCRS	1,304,911	451,297	1,756,208	1,756,208.00	.00	.00	100.0%
22 FRINGES, MEDICARE	817,453	0	817,453	405,436.25	.00	412,016.75	49.6%
23 CONTRIB OPEB TRUST F	506,000	0	506,000	506,000.00	.00	.00	100.0%
24 INSTRUCT SUPPLIES	822,909	89,567	916,556	666,053.19	89,337.82	161,164.49	82.4%
25 INSTRUCT TEXTBOOKS	340,613	-82,418	262,195	157,424.12	5,196.92	99,574.16	62.0%
26 INSTRUCTIONAL, LBY	58,924	-1,199	57,725	30,293.62	6,961.52	20,469.86	64.5%
27 OTHER, CAP OUTLAY	646,166	-87,537	552,629	420,288.63	30,383.62	101,956.75	81.6%
29 OTHER, DEBT SERVICE	1,847,734	0	1,847,734	1,822,733.35	.00	25,000.65	98.6%
30 OTHER, PROP/CASUALTY	98,924	0	98,924	102,277.44	.00	-3,353.44	103.4%
31 OTHER, MAINT BLDG/GR	580,248	500	582,748	466,977.40	42,255.29	73,515.31	87.4%
32 OTHER, MAINT EQUIP	211,406	-1,500	209,906	44,586.99	3,622.93	161,696.08	23.0%
34 OTHER, LEGAL SERVICE	128,650	0	128,650	181,276.36	35,857.60	-88,483.96	168.8%
35 OTHER, ADMIN SUPP	744,274	72,782	812,976	603,944.32	124,285.11	84,746.07	89.6%
36 OTHER, ATHLETIC SUPP	53,666	0	53,666	40,855.19	549.32	12,261.49	77.2%
37 OTHER, CUSTODL SUPP	145,984	0	145,984	106,826.90	2,884.26	36,272.84	75.2%
38 OTHER, SPED TRANSP	1,340,411	0	1,340,411	720,160.25	746,962.61	-126,711.86	109.5%
39 OTHER, STUDENT TRANS	1,165,457	-227,520	937,937	757,420.21	22,501.03	158,015.76	83.2%
40 OTHER, TRAVEL/CONF	58,046	32,103	90,149	54,522.67	23,820.00	11,806.13	86.9%
41 OTHER, SPED TUITION/	5,213,514	0	5,213,514	2,991,453.78	3,183,164.57	-961,104.35	118.4%
42 OTHER, UTILITIES	1,730,472	0	1,730,472	731,672.15	.00	998,799.85	42.3%
43 OTHER, TELEPHONE	148,285	0	148,285	58,595.06	30,232.64	59,457.30	59.9%

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ACTON / BOXBOROUGH REGIONAL SCHOOLS
FY15 APPROPRIATED

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FEBRUARY 28, 2015

FOR 2015 08

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
44 OTHER, SEWER	287,191	0	287,191	56,669.62	40,478.30	190,043.08	33.8%
TOTAL GENERAL FUND	76,003,826	451,297	76,455,123	45,853,168.91	25,865,976.81	4,735,977.28	93.8%
GRAND TOTAL	76,003,826	451,297	76,455,123	45,853,168.91	25,865,976.81	4,735,977.28	93.8%

** END OF REPORT - Generated by Denise Kelly **

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT

SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS

2/28/2015

			Fund Balance	Transf from	Transfer from	Fund Balance			Cash Balance
			6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	2/28/15
Operating									
	LUNCH								
K Nelson	3201	LUNCH	365,035.68		185,908.17	550,943.85	1,051,660.63	922,656.36	679,948.12
		Blanchard School Lunch	0.00	53,405.32	(53,405.32)	0.00			0.00
		APS School Lunch	0.00	132,502.85	(132,502.85)	0.00			0.00
	SUPERINTENDENT								
G Brand	3311	SUPERINTENDENT GIFTS	707.50	145.29		852.79	124.00	436.40	540.39
	DISTRICTWIDE								
G Brand	3353	DISTRICT WIDE GIFTS	0.00		1,148.47	1,148.47	0.00	0.00	1,148.47
		Acton Garden Club	0.00	500.00	(500.00)	0.00			0.00
	2606	APS ESL After School	0.00	323.53	(323.53)	0.00			0.00
	2609	APS PD Outdoor classroom	0.00	314.37	(314.37)	0.00			0.00
		ESL REVOLVING	10.57		(10.57)	0.00			0.00
	CURRICULUM								
D Bookis	3318	PARENT INVOLVEMENT PROJECT	17,691.68			17,691.68	1,270.00	2,029.84	16,931.84
D Bookis	3323	CURRICULUM GIFT	908.45	10.00		918.45	7,075.00	5,757.94	2,235.51
D Bookis	3331	TEACHING AMERICAN HISTORY	0.00			0.00	0.00	0.00	0.00
D Bookis	3419	SCHOOL TO BUSINESS	(2,867.93)			(2,867.93)	900.00	900.00	(2,867.93)
	FINANCE								
C Jeannotte	3401	SCHOOL CHOICE	64,984.42		196,220.70	261,205.12	238,008.00	157,836.14	341,376.98
C Jeannotte	3401	Boxborough School Choice	0.00	196,220.70	(196,220.70)	0.00			0.00
C Jeannotte	3016	CIRCUIT BREAKER	0.00		88,196.00	88,196.00	1,022,140.00	598,199.32	512,136.68
C Jeannotte		Boxborough Circuit Breaker	0.00	73,470.00	(73,470.00)	0.00			0.00
C Jeannotte		APS Circuit Breaker	0.00	14,726.00	(14,726.00)	0.00			0.00
C Jeannotte	3417	TELEPHONE REVOLVING	25,907.43			25,907.43	0.00	0.00	25,907.43
C Jeannotte	3501	INSURANCE REIMB	17,135.16		1,539.82	18,674.98	250.00	2,869.20	16,055.78
C Jeannotte		Insurance Reimb Blanchard	0.00	1,539.82	(1,539.82)	0.00			0.00
C Jeannotte	3502	VENDOR RECOVERY	40,698.79			40,698.79	2,467.81	0.00	43,166.60
C Jeannotte	3503	VANDALISM REIMB	311.09			311.09	0.00	0.00	311.09
M. Dennehy	9901	TAILINGS	27,676.11			27,676.11	0.00	2,870.36	24,805.75
	FACILITIES								
J D Head	3322	ELM ST HOOPS	1,214.00			1,214.00	0.00	0.00	1,214.00
J D Head	3324	SOLAR PANEL PROJECT	1,555.75			1,555.75	0.00	0.00	1,555.75
J D Head	3328	NSTAR POWER DOWN PROJECT	16,335.27			16,335.27	0.00	984.64	15,350.63
J D Head	3329	FRIENDS OF LOWER FIELDS	13,460.82			13,460.82	20,000.00	5,553.88	27,906.94
J D Head	3330	LOWER FIELDS GIFT 2	4,130.31			4,130.31	0.00	4,130.31	0.00
J D Head	3342	WEST ACTON BOARDWALK	0.00	11,822.50		11,822.50	0.00	750.00	11,072.50
J D Head	3347	DOW TRACK	95,465.38			95,465.38	45,000.00	140,465.38	0.00

Operating			Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 2/28/15
TBD	3418	TRANSPORTATION	98,365.65			98,365.65	2,322.60	7,592.96	93,095.29
J D Head	3332	DAMON PLAYGROUND	0.00	2,086.85		2,086.85	0.00	0.00	2,086.85
J D Head	4001	LOWER FIELDS CONSTRUCTION	3,821.41			3,821.41	308.77	4,009.87	120.31
COMMUNITY EDUCATION									
E Bettez	3402	COMMUNITY ED	683,484.87		67,815.34	751,300.21	1,917,634.61	1,812,982.86	855,951.96
		Comm Ed- Blanchard ADK	0.00	67,815.34	(67,815.34)	0.00			0.00
E Bettez	3403	USE OF FACILITIES	0.07			0.07	158,493.94	207,503.21	(49,009.20)
E Bettez	3404	DRIVERS' ED	207,031.60			207,031.60	109,053.67	92,140.16	223,945.11
PUPIL SERVICES/SPED									
J Gibowitz	3427	BL INTEGRATED PRESCHOOL	0.00	82,713.75		82,713.75	0.00	25,000.00	57,713.75
M Emmons	3428	ODP REVOLVING	12,279.36			12,279.36	36,758.00	44,609.05	4,428.31
J Gibowitz	3429	AD INTEGRATED PRESCHOOL	74,112.88			74,112.88	177,049.98	140,825.60	110,337.26
3326 MCC BIG YELLOW SCHOOL BUS									
J Campbell		SENIOR HIGH	205.14			205.14	200.00	0.00	405.14
A Shen		JUNIOR HIGH	0.00			0.00	0.00	0.00	0.00
D Labb		BLANCHARD	0.00	0.00		0.00	0.00	0.00	0.00
D Sugrue		CONANT	0.00	650.00		650.00	200.00	0.00	850.00
C Whitbeck		DOUGLAS	0.00	278.75		278.75	0.00		278.75
L Newman		GATES	0.00	104.30		104.30	0.00	0.00	104.30
D Krane		MCCARTHY TOWNE	0.00	0.00		0.00	200.00	0.00	200.00
E Kaufman		MERRIAM	0.00	671.00		671.00	0.00		671.00
3341 COMM ED ADK GIFT									
D Labb		BLANCHARD	0.00	0.00		0.00	0.00	5,521.64	(5,521.64)
D Sugrue		CONANT	0.00	1,182.78		1,182.78	0.00	11,260.74	(10,077.96)
C Whitbeck		DOUGLAS	0.00	(2,598.44)		(2,598.44)	0.00	24,460.61	(27,059.05)
L Newman		GATES	0.00	1,100.85		1,100.85	0.00	18,321.40	(17,220.55)
D Krane		MCCARTHY TOWNE	0.00	607.79		607.79	0.00	21,853.83	(21,246.04)
E Kaufman		MERRIAM	0.00	1,495.31		1,495.31	0.00	1,078.56	416.75
3416 LIBRARY REVOLVING									
J Campbell		SENIOR HIGH	1,751.54			1,751.54	3,600.00	2,500.00	2,851.54
A Shen		JUNIOR HIGH	6,154.19			6,154.19	2,000.00	750.00	7,404.19
D Labb		BLANCHARD	0.00	0.00		0.00	1,750.00	0.00	1,750.00
D Sugrue		CONANT	0.00	1,316.56		1,316.56	1,750.00	946.02	2,120.54
C Whitbeck		DOUGLAS	0.00	1,947.31		1,947.31	1,750.00	162.63	3,534.68
L Newman		GATES	0.00	2,782.36		2,782.36	1,750.00	750.00	3,782.36
D Krane		MCCARTHY TOWNE	0.00	1,086.98		1,086.98	1,750.00	711.43	2,125.55
E Kaufman		MERRIAM	0.00	2,907.59		2,907.59	1,750.00	0.00	4,657.59

Operating			Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 2/28/15
SENIOR HIGH									
S Desy	3301	ATHLETIC GIFTS	0.00			0.00	0.00	0.00	0.00
S Desy	3303	ABSAF:SH ATHLETICS	0.00			0.00	41,000.00	0.00	41,000.00
S Desy	3405	ATHLETIC REVG	0.00			0.00	253,487.39	281,083.73	(27,596.34)
M Hickey	3302	ABSAF:SH PERFORMING ARTS	5,608.46			5,608.46	4,000.00	0.00	9,608.46
M Hickey	3304	ABSAF:BAND UNIFORMS	0.00			0.00	0.00	0.00	0.00
J Campbell	3306	SENIOR HIGH GIFTS	4,981.44		20.00	5,001.44	1,600.00	0.00	6,601.44
J Campbell	3307	SH GIFT:GAZEBO	0.00			0.00	0.00	0.00	0.00
J Campbell	3308	SH GIFT:PTSO	6,920.56			6,920.56	5,000.00	5,648.07	6,272.49
J Campbell	3309	SH GIFT:OTHER	(4,490.60)			(4,490.60)	465.80	154.94	(4,179.74)
J Campbell	3310	SH GIFT:ABSAF	15,352.00			15,352.00	0.00	0.00	15,352.00
J Campbell	3313	ABSAF:SH EXTRACURRICULAR	11,338.17			11,338.17	16,000.00	9,296.11	18,042.06
J Campbell	3315	UNITED WAY GIFT	994.95			994.95	0.00	0.00	994.95
J Campbell	3319	SH: COMMUNITY SERVICE GIFTS	3,080.59			3,080.59	3,151.00	1,428.37	4,803.22
J Campbell	3320	SH: SPECTRUM	1,651.95			1,651.95	1,030.00	2,486.46	195.49
J Campbell	3321	AB FRIENDS OF DRAMA	25.00			25.00	0.00	0.00	25.00
J Campbell	3325	NSTA TOYOTA TAPESTRY	71.37			71.37	0.00	0.00	71.37
J Campbell	3412	LOST BOOKS-SENIOR HIGH	24,035.26			24,035.26	350.00	65.00	24,320.26
J Campbell	3413	PARKING-SENIOR HIGH	29,445.55			29,445.55	49,850.00	24,755.47	54,540.08
J Campbell	3414	SUMMER SCHOOL TUITION	147,704.65			147,704.65	36,968.85	139,235.44	45,438.06
J Campbell	3415	PERFORMING ARTS REV	8,630.76			8,630.76	27,300.90	17,838.47	18,093.19
J Campbell	3420	EMPORIUM REVOLVING	(7.77)			(7.77)	57,385.70	61,221.48	(3,843.55)
J Campbell	3423	SH: PROSCENIUM CIRCUS	7,987.38			7,987.38	44,807.45	62,344.46	(9,549.63)
J Campbell	3424	SH:COUNSELING/TESTING	9,031.74			9,031.74	31,459.00	21,596.72	18,894.02
J Campbell	3425	SH CHORUS	9,635.06			9,635.06	7,533.00	6,575.82	10,592.24
J Campbell	3430	SWAP TUITION	(168.68)			(168.68)	0.00	0.00	(168.68)
		SMOKING REVOLVING	20.00		(20.00)	0.00			0.00
JUNIOR HIGH									
A Shen	3305	JUNIOR HIGH GIFTS	12,123.80			12,123.80	4,084.09	2,100.00	14,107.89
A Shen	3312	ABSAF:JH EXTRACURRICULAR	3,453.85			3,453.85	6,000.00	4,786.11	4,667.74
A Shen	3314	JOHN LORING MEMORIAL GIFT	4,645.48			4,645.48	1.56	0.00	4,647.04
A Shen	3316	PROJECT WELLNESS JH	0.00			0.00	7,030.00	5,000.00	2,030.00
A Shen	3317	EDFAAB GIFT - JH	3.64	270.74		274.38	0.00	0.00	274.38
A Shen	3327	DRAGONFLY THEATER	8,136.44			8,136.44	25,000.00	5,776.89	27,359.55
A Shen	3411	LOST BOOKS-JUNIOR HIGH	5,772.09			5,772.09	163.00	128.16	5,806.93
A Shen	3421	JH STORE REVOLVING	1,382.58			1,382.58	16,196.25	17,748.24	(169.41)
A Shen	3422	JH THEATER REVOLVING	7,730.50			7,730.50	4,475.00	1,697.13	10,508.37
BLANCHARD									
D Labb	3333	BLANCHARD PTO	0.00			0.00	0.00	0.00	0.00
D Labb	3348	BLANCHARD GIFTS	0.00	7,191.57		7,191.57	600.00	4,706.88	3,084.69
D Labb	3408	BLANCHARD AM/PM XD	0.00	166,841.31		166,841.31	157,305.55	103,494.26	220,652.60

Operating			Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 2/28/15
	CONANT								
D Sugrue	3334	CONANT PTO	0.00	7,815.77		7,815.77	11,456.23	13,871.12	5,400.88
D Sugrue	3343	CONANT ENRICHMENT GIFT	0.00	101,114.97		101,114.97	62,669.47	3,066.16	160,718.28
D Sugrue	3349	CONANT GIFTS	0.00		1,092.20	1,092.20	1,548.00	596.00	2,044.20
D Sugrue	2617	APS Conant Technology	0.00	756.20	(756.20)	0.00			0.00
D Sugrue	2626	APS Conant Fndn Mtg Gift	0.00	11.29	(11.29)	0.00			0.00
D Sugrue	2633	Con: Prof Dev Gift	0.00	229.23	(229.23)	0.00			0.00
D Sugrue		Conant Art Gift	0.00	95.48	(95.48)	0.00			0.00
	DOUGLAS								
C Whitbeck	3335	DOUGLAS PTO	0.00	4,595.25		4,595.25	14,250.75	21,794.31	(2,948.31)
C Whitbeck	3350	DOUGLAS GIFTS	0.00		701.74	701.74	0.00	0.00	701.74
C Whitbeck	3409	DOUG: DAWN/DUSK	0.00	169,984.19		169,984.19	207,477.26	218,874.77	158,586.68
C Whitbeck	2618	APS Douglas Dec Math	0.00	48.14	(48.14)	0.00			0.00
C Whitbeck	2619	APS Douglas Japanese	0.00	4.94	(4.94)	0.00			0.00
C Whitbeck	2620	APS Douglas Mentoring	0.00	606.44	(606.44)	0.00			0.00
C Whitbeck	2627	APS Douglas Foundation Mtg Gift	0.00	42.22	(42.22)	0.00			0.00
	GATES								
L Newman	3336	GATES PTO	0.00	2,020.93		2,020.93	6,667.00	11,670.15	(2,982.22)
L Newman	3339	GATES GIFTS	0.00	9,018.03	1,220.25	10,238.28	4,149.63	400.25	13,987.66
L Newman	3344	GATES ENRICHMENT GIFT	0.00	25,265.37		25,265.37	16,109.79	0.00	41,375.16
L Newman	2640	Gates Playground Equip	0.00	317.31	(317.31)	0.00			0.00
L Newman	2644	Gates Parent Gift	0.00	902.94	(902.94)	0.00			0.00
	MCCARTHY TOWNE								
D Krane	3337	MCCARTHY PTO	0.00	177.04		177.04	23,667.00	39,402.78	(15,558.74)
D Krane	3340	MCCARTHY TECHN	0.00	3,300.00		3,300.00	0.00	3,299.50	0.50
D Krane	3345	MCT ENRICHMENT GIFT	0.00	51,330.60		51,330.60	38,549.50	4,353.96	85,526.14
D Krane	3351	MCCARTHY TOWNE GIFTS	0.00		2,000.00	2,000.00	200.00	2,000.00	200.00
D Krane		McT Music Gift	0.00	2,000.00	(2,000.00)	0.00			0.00
	MERRIAM								
E Kaufman	3338	MERRIAM PTO	0.00	355.28		355.28	30,000.00	46,262.04	(15,906.76)
E Kaufman	3346	MERRIAM OPEN CIRCLE	0.00			0.00	0.00	0.00	0.00
E Kaufman	3352	MERRIAM GIFTS	0.00		62.91	62.91	0.00	0.00	62.91
E Kaufman	3410	MERRIAM AM/PM	0.00	141,867.97		141,867.97	116,853.78	101,745.31	156,976.44
	2642	Merriam Handshake Project	0.00	62.91	(62.91)	0.00			0.00
		TOTAL SPECIAL REVENUE FUNDS	2,102,663.41	1,347,355.58	0.00	3,450,018.99	6,143,059.96	5,514,924.90	4,078,154.05



Dr. Jeffrey Bostic on Mental Health Issues in Children & Teens

The Acton-Boxborough Special Education Parent Advisory Council and the Acton-Boxborough Pupil Services Department are pleased to co-host a workshop by Dr. Jeffrey Bostic, assistant clinical professor of psychiatry at Harvard Medical School and director of school psychiatry at Mass General Hospital. Dr. Bostic's research and clinical interests focus on mental health in school settings. This presentation will address the topic of mental health issues in children and teens. He will discuss signs of anxiety and depression in children and teens and provide insight on how to support students' needs in the school setting.

WHEN: 7:00 p.m. on Tuesday, April 7th
**WHERE: RJ Grey Junior High Auditorium,
16 Charter Road, Acton**

This event is free and open to the public.
Questions? abspedpac@gmail.com



<http://www.abspedpac.org>