



Acton-Boxborough Regional
School Committee Meeting

April 30, 2015

7:00 p.m. ABRSC School Choice Public Hearing
7:15 p.m. ABRSC Business Meeting
followed by ABRSC Executive Session

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

April 30, 2015
7:00 p.m. ABRSC School Choice Public Hearing
7:15 p.m. ABRSC Business Meeting
Followed by ABRSC Executive Session

AGENDA - revised

1. **Call to Order (7:00)**
2. **Chairman's Introduction – Kristina Rychlik**
Welcome to new Acton School Committee member, Diane Baum
3. **ABRSD SCHOOL CHOICE PUBLIC HEARING (7:00)**
 1. Enrollment Update: Kindergarten Lottery and Possible School Choice Options
 2. School Choice Hearing Memo, 4/24/15
 3. Participation in School Choice Program 2015-2016 – **VOTE** – Glenn Brand
4. **ABRSC BUSINESS MEETING (7:15)**
5. **Statement of Warrant and Approval of Minutes**
 1. Meeting on 3/30/15
6. **Public Participation**
7. **Acton and Boxborough Local Election/Town Meeting Updates – Kristina Rychlik**
 1. Acton Town Meeting slides, 4/6/15
 2. Statement read at Acton Town Meeting from the Regional Financial Oversight Committee (Mike Coppolino)
 3. Boxborough Town Meeting begins on May 11
8. **Leadership Update – Glenn Brand**
 1. Recommendation to Approve ABRSD Business Manager – **VOTE**
 2. Pupil Services Director memo, 4/7/15
 3. Special Education Leadership and Supervision Restructuring Proposal, 4/21/15
 4. Recommendation to Approve PreK – 12 Special Education Administrator – **VOTE**
9. **Annual Superintendent's Evaluation Process – Kristina Rychlik**
 1. Memo with links
 2. Slides from presentation on 10/16/14
 3. Spring 2015 timeline (FY15 Committee members only)
10. **ABRSD FY15/16 Budget Updates– Glenn Brand (oral)**
11. **Recommendation to Approve FY16 Education Cooperative (TEC) Bid – VOTE – Glenn Brand (next meeting)**

12. Subcommittee Updates

1. **Outreach** – *Kathleen Neville, Kristina Rychlik*
2. **Policy** –
 - i. Bullying Prevention and Intervention, File: JICFB – **SECOND READING - VOTE**
 1. Proposed policy
 2. Current policy and Current Plan/Procedures, File: JICFB-R
 - ii. Small Necessities Leave Act, File: GCCCA/GDCCA – **FIRST READING**
 - iii. Family and Medical Leave, File: GCCC/GDCC – **FIRST READING**
 - iv. School Committee Annual Organizational Meeting, File: BDA – **FIRST READING**
 - v. School Committee Officers, File: BDB - **FIRST READING**
 - vi. Elementary Bus Passes, File: EEAAA – Discussion of policy and procedures
3. **Budget** – **VOTE** on new subcommittee member to replace Dennis Bruce

13. School Committee Member Reports (oral)

1. Acton Leadership Group (ALG) – *Kristina Rychlik*
2. Boxborough Leadership Forum (BLF) – *Brigid Bieber*
3. Health Insurance Trust (HIT)– *Mary Brolin*
4. Other Post Employment Benefits (OPEB) Task Force–
5. Acton Finance Committee –
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*

14. Superintendent’s Report – *Glenn Brand (oral)*

15. FY16 School Committee Meetings – *Kristina Rychlik (oral)*

1. Workshop in July?
2. Business Meeting in August?
3. Twice monthly starting in September, one in April and one in May?

16. Recommendation to Accept Proposed Gift of Blanchard School Playground Swing Set from the Blanchard Parent-Teacher-Friends (PTF) Organization – **VOTE** – *Glenn Brand*

17. **FOR YOUR INFORMATION**

1. AB Connector e-newsletter, 4/2/15
2. ABRHS Discipline Report, March 2015
3. RJGJHS Discipline Report, March 2015
4. FY15 Financial Status Reports as of 3/31/15
 - i. FY15 Appropriated Budget v. Actual (Expenditures and Revenues)
 - ii. FY15 Special Revenue, Revolving and Gift Funds
5. Pupil Services Reports
 - i. Early Childhood Student Population, 4/1/15
 - ii. ELL (English Language Learners) Student Population by School, 4/1/15
6. Occupational Development Program (ODP) invitation to Employer Breakfast, 5/20/15
7. Blanchard Auditors’ Report on Applying Procedures to End of Year Financial Report for year ending 6/30/14, Powers & Sullivan, LLC
8. Monthly Student Enrollment, 4/1/15
9. Acton-Boxborough Regional School Committee Members as of 4/10/15

10. All Staff Retirement Party at Wedgewood Pines, Tuesday, June 9th at 4:15
11. Schedule for Last Day of School, Thursday, June 25, 2015
12. Community correspondence

18. ABRSC EXECUTIVE SESSION

1. *“pursuant to MGL chapter 30A, section 21 (a)(7), to comply with, or act under the authority of, any general or special law. This is to comply with the Massachusetts Right of Privacy Law (MGL chapter 214, section 1B) and the Massachusetts Public Records Law (MGL chapter 4, section 7 (26)(c).” - to approve minutes*

2. *“strategy with respect to collective bargaining”*

19. ADJOURN

NEXT MEETINGS:

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

- 5/21/15 6/11/15 6/25/15



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

3.1

Marie Altieri

Director of Personnel and Administrative Services

To: Acton-Boxborough Regional School Committee
Date: April 24, 2015
Re: Enrollment Update: Kindergarten Lottery and Possible School Choice Options

The kindergarten lottery was held on April 15, 2015. The attached chart shows the distribution of students by school and all day program.

Lottery and Class Size

We have placed 275 students in 16 classrooms with a current average class size of 17.2. We expect 12-18 more students to enroll between now and August, which would result in an average class size of 18. The School Committee policy specifies a guideline of 18-20 students in kindergarten classrooms.

Of the 275 students enrolled, 91.6% were placed in their first choice school. Twenty-four students (8.7%) did not receive their first choice. Eleven students (4%) received their second choice school and thirteen students (4.7%) received their third choice or lower. The two schools that had lotteries are Blanchard and Conant. Both of these schools have two kindergarten classrooms whereas the other four schools have three kindergarten classrooms. Some of the students on the waitlist should be able to move into their first choice school between now and September.

All Day Kindergarten

We have been working hard over the past few years to make more all day k seats available. We are still restricted by space at Merriam and Gates. However, all four of the other schools are now able to offer two all day kindergartens, meeting the needs of all families in those schools. McCarthy-Towne and Douglas are offering two all day kindergartens and one half day kindergarten. Blanchard is continuing with the model they have been using for several years, where each class has all day and half day students and the half day students go home in the middle of the day. This model allows all requests to be accommodated, and students can move from half day to all day in the middle of the year. Conant is going to try this same model this year, where both of the Conant classes will be all day and the half day students will go home in the middle of the day. In total, 161 of the 191 students who requested all day have been placed in all day (84.3%). We are not able to honor 30 of the 191 requests for all day (15.7%). This is an improvement from about 30% not getting into all day K a few years ago. The requests for all day have also grown from about 50% to 70%. In another year we will have a classroom open up at Merriam, which will allow us to have a second all day k at Merriam.

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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Hometown Guarantee

As new Acton students enroll, we will place them in half day at Gates, Merriam, and McCarthy-Towne, each of which has 6 seats available until we get to 18 students in all Acton classrooms. New Boxborough students who prefer to attend Blanchard will still need to be placed at Blanchard according to the hometown guarantee in the Regional Agreement. Unfortunately, Blanchard already has 20 students enrolled in each classroom for next year's kindergarten. Thirty-seven of the 40 students enrolled in Blanchard live in Boxborough, and 3 are siblings of Acton students who are already enrolled at Blanchard. With the home town guarantee, any additional students who live in Boxborough and enroll for kindergarten will need to be placed at Blanchard. A similar situation exists in Blanchard's current kindergarten (next year's first grade), where we have 43 students enrolled in two classrooms. The language from the Regional Agreement states:

During the period July 1, 2014 to June 30, 2019, pre-school to grade 6 students who reside in Acton will have first option for attending an elementary school in Acton while pre-school through grade 6 students who reside in Boxborough will have first option for attending an elementary school in Boxborough. Exceptions to this may be made for special education purposes or for other reasons which the Superintendent finds compelling. As of July 1, 2019, the "first option" described in the preceding two sentences will continue unless the option is altered by the Regional School Committee. In any event, any student who began his or her attendance in a particular elementary school, as well as any younger siblings of that student, will be given a preference in terms of continuing to attend at that school.

Out of Town School Choice

One possibility that the School Committee and the School Administration could explore is accepting some choice students for next year's kindergarten and/or first grade. We receive \$5,000 for each school choice student, plus money for any additional special education costs incurred. We could accept a few students in the smaller half day classrooms in some of the Acton schools. If we enrolled at least 15 students, we could pay the costs associated with adding a third kindergarten classroom at Blanchard. We could then give more families their first choice and reduce the class sizes in the Blanchard kindergartens.

Please see the school choice memo for more information about school choice in preparation for your vote. Please see the attached chart for details about the kindergarten and all day enrollments. We will review these numbers at your April 30 meeting and we will be happy to answer any questions.

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School	Type of Classroom	Total # Of Students	All Day Students	Half Day Students	School Waitlist	All Day Waitlist
Blanchard	2	40	29	11	6	0
Blanchard #1	All Day/ Half Day	20	15	5		
Blanchard #2	All Day/ Half Day	20	14	6		
Conant	2	36	24	12	18	0
Conant #1	All Day/ Half Day	18	12	6		
Conant #2	All Day/ Half Day	18	12	6		
Douglas	3	53			0	0
Douglas #1	All Day	18	18			
Douglas #2	All Day	18	18			
Douglas #3	Half Day	17		17		
Gates	3	49			0	14
Gates #1	All Day	18	18			
Gates #2	Half Day	16		16		
Gates #3	Half Day	15		15		
McT	3	49			0	0
McT #1	All Day	18	18			
McT #2	All Day	18	18			
McT #3	Half Day	13		13		
Merriam	3	49			0	16
Merriam #1	All Day	18	18			
Merriam #2	Half Day	16		16		
Merriam #3	Half Day	15		15		
Total Placed	16	275	161	114	24	30
Total Requests		275	191	84		
Percentage Requests			70%	30%		
Percentage Placed					91.3%	84.3%
Percentage of requests on Watlist					8.7%	15.7%

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3.2

Marie Altieri

Director of Personnel and Administrative Services

To: Acton-Boxborough Regional School Committee

Date: April 24, 2015

Re: School Choice Hearing

The Acton-Boxborough Regional Schools last accepted new school choice students in grades 9-12 about ten years ago. Ever since then, the Acton-Boxborough Regional School Committee has voted by May of every year to only accept siblings of school choice students in grades 9-12. The Boxborough Public Schools accepted school choice students at Blanchard Elementary School for several years before full regionalization. As the Blanchard choice students moved to R. J. Grey we began to have new school choice students in grades 7-12.

School Choice and Siblings

Roger Hatch from the Department of Elementary and Secondary Education contacted us in March to tell us that he is not comfortable with the School Committee voting to only accept siblings of current school choice students. He said that this doesn't have to be a big change, but he wants the School Committee to vote to generally accept school choice students if we want to continue to admit siblings. The school choice law requires that preference be given to siblings, and all other school choice students be entered into a lottery for any open seats. Roger said that you can vote to accept school choice students, and then you can limit the number of school choice students by grade. If you accept school choice students, by law siblings would get preference to any seats that you make available. Once we get the school choice applications, we can determine how many seats to make available at specific grades. Roger does not want you to specify the number of seats in the vote. He would prefer a general vote to accept school choice students, and then we can determine how many students to admit at specific grades once we see the number of sibling applications and evaluate class sizes at each grade.

We are recommending that you vote to accept school choice students, and at a minimum we make enough seats available for siblings of school choice students, who generally enter at grade 9 and kindergarten. We won't know for sure how many siblings we have until we accept the applications, but we expect it to be 2-3 students at 9th grade and 2-3 students at kindergarten.

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Possibility of adding school choice students at Kindergarten and/or First Grade to Balance Class Size

Based on the current enrollment in next year's Blanchard kindergarten (40) and this year's Blanchard kindergarten (44), we might want to consider accepting new choice students to fund an additional section of kindergarten and/or first grade. We would need 15 students to fund a new section. If you vote to open up school choice on a limited basis tonight, we will advertise and accept applications over the next month and we would bring it back to you to decide on the number of seats in June. It would be helpful for us to hear some feedback from you about whether or not you want to consider accepting new choice students beyond siblings. Please see the attached elementary enrollment/class size chart. This represents this year's student by grade and school.

Recommended **VOTE** for the April 30, 2015 meeting:

The Acton-Boxborough Regional School Committee agrees to accept school choice students on a limited basis based on enrollment and seats available at specific grades.



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Current School Choice Students:

Grade	Number of Students	School	Sending Town
K	1	Blanchard	Maynard
1 st	2	Blanchard	Maynard Marlborough
2 nd	4	Blanchard	Ayer Bolton Leominster Marlboro
3 rd	6	Blanchard	Clinton (2) Ayer Hudson Maynard (2)
4 th	2	Blanchard	Harvard Leominster
5 th	0		
6 th	2	Blanchard	Shirley Littleton
Total Elementary	17		
7 th	4	Jr. High	Bolton Maynard Stow (2)
8 th	3	Jr. High	Shirley (2) Littleton
9 th	2	ABRHS	Maynard (2)
10 th	5	ABRHS	Stow (3) Littleton Maynard
11 th	5	ABRHS	Shirley (2) Leominster Bolton Littleton
12 th	5	ABRHS	Maynard (3) Shirley Littleton
Total 7-12	24		
Total K-12	41		

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Projection
Acton-Boxborough
Grade 1-6
2014-2015
4/21/15

Grade YOG	Blanchard			Total	Conant			Total	Douglas			Total	Gates			Total	McCarthy-Towne			Total	Merriam				Total	# Sec.	Avg. Siz	
Rm	BAD	BPM	2	CAD	CAM	1	DAD1	DAD2	DAM	2	GAD	GAM	GPM	1	TAD1	TAD2	TAM		MAD	MAM	MPM	1	7					
K-27	22	22	44	20	21	41	19	20	21	60	19	19	20	58	21	22	21	64	20	21	21	62	329	16	20.6			
Rm	211	213	2	3	4	6	1	3	4	5	0	3	5	1	310	311	312	2	224	234	323	1	7					
Gr. 1-26	19	20	39	22	23	23	68	21	23	21	65	22	22	44	22	22	22	66	23	23	23	69	351	16	21.9			
Rm	219	221	227	4	5	7	8	6	7	8	2	10	8		301	302	303	1	133	231	334	1	8					
Gr. 2-25	18	18	18	54	23	23	23	69	23	22	22	67	23	23	46	22	22	23	67	22	23	22	67	370	17	21.8		
Rm	226	229	231	7	10	17	9	10	11	9	0	6	7	9	2	313	314	315	1	223	233	322	1	11				
Gr. 3-24	23	22	22	67	22	22	22	66	22	23	23	68	22	22	23	67	22	21	21	64	21	21	22	64	396	18	22.0	
Rm	243	245	247	2	18	20	14	12	13	14	0	18	19	20	2	213	214	215	1	230	324	330	331	3	8			
Gr. 4-23	21	21	21	63	24	25	24	73	24	24	23	71	24	24	24	72	24	23	24	71	23	24	24	95	445	19	23.4	
Rm	118	128	130	0	14	15	16	0	19	20	21	2	11	15	17	1	210	211	212	2	235	321	332	335	0	5		
Gr. 5-22	21	22	22	65	25	24	24	73	24	25	25	74	23	24	24	71	23	23	24	70	23	23	24	94	447	19	23.5	
Rm	108	110	112	2	11	12	13	15	16	17	0	12	13	14	1	113	114	115		125	232	353	1	4				
Gr. 6-21	24	25	25	74	24	25	24	73	24	24	25	73	24	24	24	72	25	24	24	73	24	24	24	72	437	18	24.3	
			19				2				6			8			7						8	50				
Total	19 Sec. Average	21.4	406	20 Sec. Average	23.2	463	21 Sec. Average	22.8	478	19 Sec. Average	22.6	430	21 Sec. Average	22.6	475	23 Sec. Average	22.7	523	2775	123	22.6							
Range	18	25		20	25		19	25		19	24		21	25		20	24								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

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

Library
R.J. Grey Junior High School

March 30, 2015
7:00 p.m.

Members Present: Brigid Bieber, Mary Brolin, Dennis Bruce, Michael Coppolino, Amy Krishnamurthy, Kathleen Neville, Maria Neyland, Deanne O'Sullivan, Kristina Rychlik

Members Absent: Maya Minkin, Paul Murphy

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

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

1. Chairmen's Introduction

Kristina Rychlik thanked Dennis Bruce for his service on the Committee since being appointed in June 2011. Maria Neyland thanked Dennis for the past two years in particular when they were ABRSC and APSC Chairs and regionalization was developed, proposed and approved. She wanted the Acton community to know how well Dennis represented them while serving on the Committee. Dennis thanked everyone and stated that he was leaving not because he didn't want to serve, but due to the time commitment required. He thanked Mike Coppolino and former members Xuan Kong and Kim McOsker for their assistance and Maria Neyland for her tenacity during last year. He appreciated his family's support during his tenure, and Beth Petr's attention to all of the details. Dr. Brand thanked Dennis for his commitment to the community.

2. Approval of Minutes

1. The minutes of the meeting on 3/19/15 were approved.

3. Public Participation - none

4. Special Education Administrator - Legal Requirements

(Mary Emmons left the room for agenda items 4 and 5 as she is a finalist in this search.)
Marie Altieri explained that when the District moved to a PreK-12 region with more than 4,000 students, this position became required per MGL Chapter 71B, Section 3A. The Administration will come back to the School Committee when they are ready to make a recommendation. They do not expect to be adding staff or expense with this decision.

Nancy Sherburne asked Marie to elaborate on how she envisions this position working with the District's current structure. The administration would like to get the Director in place first, then decide on the structure. Nancy stated that the SpedPAC is wondering how this could not have budgetary impact as outlined. They would like to be part of this discussion.

5. Leadership Search Update - Pupil Services Director

Glenn Brand reported that the site visits of the two candidates are complete and they have both spent a day at AB. A public forum was held last week and feedback forms have been collected. Approximately 30 have been received for each candidate. He hopes to make a decision this week.

6. **ABRSD FY16 Budget Update**

Dr. Brand reported that there is no new information. He thanked Kristina Rychlik for all of her hard work. He appreciates the support of the leaders in both towns. House Budget should be out in the next few weeks.

7. **Kindergarten Registration Update**

The annual kindergarten registration took place. Currently 268 students are registered and typically about 25 more students arrive between now and September. This is lower than the 315 projected. Marie Altieri reported that they are in the process of shrinking the number of classrooms. A result of cutting a classroom is that there are less siblings at a school when it comes to kindergarten registration. The lottery will be April 15.

8. **Acton Town Meeting Prep (begins 4/6/15)**

Kristina Rychlik thanked everyone who helped with her budget presentation, specifically Glenn Brand, Marie Altieri, Clare Jeannotte, Melissa Andrew and Tom Blondin. A Family Friendly Movie Night/babysitting is being offered for Acton Town Meeting again sponsored by the Town of Acton, the Acton-Boxborough Regional School District, the League of Women Voters, the ABEA and the local PTOs.

9. **Regionalization Financial Oversight Subcommittee Report**

Michael Coppolino reported that a final analysis will be done this week regarding the statement the subcommittee is going to make at the Town Meetings. Jim Ham is being replaced by Amy Burke from Boxborough now. Mary Brolin presented the financials and Regionalization Financial Benefits Tracking Working Document. She acknowledged that the FY16 budget is higher than expected, and described it as a change in landscape.

Marie Altieri noted that projections of savings and projections of what the base case to run the district would be were done. The projections of savings were right on target. The base case is different than what was in the projection, due to changes in Chapter 70 funding, OPEB contributions and Middlesex Retirement. These were items that would have changed whether the District regionalized or not. It was also noted that when regionalization was planned, there were half time Assistant Principals in the Acton elementary schools, and last year's budget process increased them to full time positions.

Mary Brolin said that the subcommittee discussed what might happen to the savings that were created. Acton can point to that specific amount as the transfer on Table 6, showing how the assessment decreases.

Emphasizing the importance of monitoring these numbers, Clare Jeannotte noted that it is also mandated by the Regional Agreement and partly by the state. The new chart of accounts should be helpful in this regard. Per pupil costs for each school will need to be assessed at the close of each fiscal year. Mike Coppolino would like to see more cost comparisons with similar communities. Kristina said that Peter Ashton's list could be updated by a small group and it could be a topic for the July School Committee workshop.

10. **Subcommittee Updates**

1. **Budget** – Kristina reported that they might meet on 4/1 to review the Budget process
2. **Policy** – *Mary Emmons*
 - i. Bullying Prevention and Intervention, File: JICFB – **FIRST READING**
 1. Proposed policy
 2. Current policy

3. Current Plan/Procedures, File: JICFB-R

The proposed policy includes more specific language from the law, as mandated. The Plan also includes more detail with the procedures. Two members asked if there might be a shorter way for parents to read and understand it, perhaps using bullets. Maria Neyland emphasized that the details are required per our attorney. The plan is longer per the State. Their model is meant to be lengthy due to the complicated nature of the topic. This is not a change to our current policy/plan/procedures, but just including more of the detail.

11. School Committee Member Reports

1. A new OPEB Trust Group rep is needed with Dennis leaving the Committee
2. Acton Board of Selectmen – Mike Coppolino reported that Town Meeting was discussed as well as consideration of increasing the CPA from 1.5% to 3% to receive greater reimbursement from the State.
3. Acton-Boxborough SpedPAC – Kathleen Neville reported that next month spedpac reps and the Administration will attend a 3 day workshop by the APPLE leadership institute. Emphasis will be on developing a team action plan.
4. Joint PTO/PTSO/PTF Co-Chairs – Deanne O’ Sullivan thanked Glenn for presenting the FY16 budget and his entry plan findings, and Deb Bookis and JD Head who presented on the Playspace proposal.

12. Acton and Boxborough Local Elections

Tomorrow is Acton’s election day. Boxborough elections are May 18.

13. Superintendent’s Report

- MA Association of School Business Officials (MASBO) Review visit was last week. The draft report is expected in about 5 weeks. It will be available to the Committee and the public.
- A “Blended Learning Presentation” was done by author Heather Staker for some of our administrators recently. This hot topic in education involves leveraging technology in support of teaching and learning, using classroom time differently.

15. FOR YOUR INFORMATION



Mary Brolin asked if the Committee would consider moving the next meeting from May 7th to April 30th because Boxborough Town Meeting begins on May 11.

A 6:00 p.m. ABRSC meeting will be posted prior to Acton Town Meeting in case it is needed. Beth will send a confirmation to the Committee that morning.


The ABRSC was adjourned at 8:25 p.m.

Respectfully submitted,
Beth Petr



List of Documents Used: see agenda

 **Acton Town Meeting**
April 2015 

Acton-Boxborough Regional School District



Acton Assessment - Article 6


 **Article 6:**
Acton-Boxborough Regional School District (ABRSD) Assessment 

Motion


Mrs. Rychlik moves that the Town appropriate \$53,171,009 to be expended by the Superintendent of Schools to fund the fiscal year 2016 assessment of the Acton-Boxborough Regional School District, and to raise such amount,

\$ 51,850,509 be raised from general revenues and
\$ 1,320,500 be transferred from Free Cash.

[Majority Vote]




Acton-Boxborough Regional School District




School Committee Members

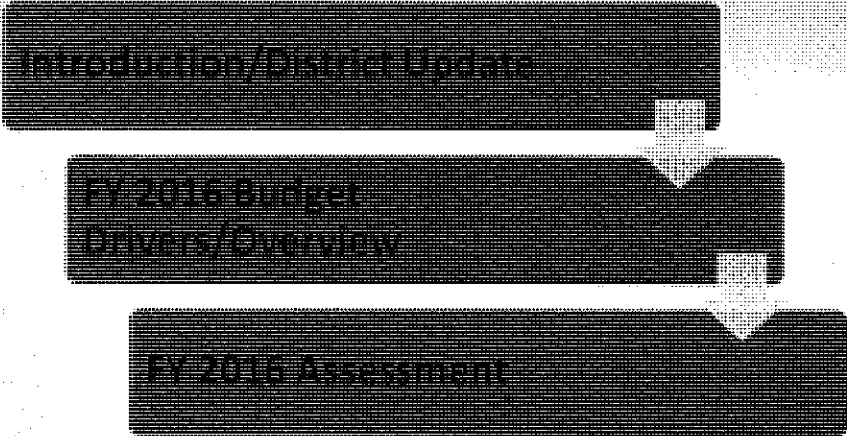

- Brigid Bieber
- Mary Brolin
- Dennis Bruce
- Michael Coppolino
- Amy Krishnamurthy
- Maya Minkin
- Paul Murphy
- Kathleen Neville
- Maria Neyland
- Deanne O'Sullivan
- Kristina Rychlik

Superintendent of Schools: Dr. Glenn Brand

 **@SuperABRSD**



ABRSD Assessment Agenda




Introduction/District Update

FY 2016 Budget
Drivers/Overview


FY 2016 Assessment

Acton-Boxborough Regional School District

Article II - ABRSD Assessment



Acton, Massachusetts




"Acton is a bedroom community during the week and a pastoral paradise come weekends. Perched between Route 2 and I-495, it's home to a commuter- rail station with parking. Off the clock, residents relax at NARA Park and the Acton Arboretum, browse Idylwilde Farms for fresh produce, and visit the Discovery Museums with their tots. About those tots: They grow up to be driven. Acton has the highest percentage of students achieving proficiency on AP exams and the second-highest SAT scores in Greater Boston."


Boston Magazine "Best Places to Live – Moving Up" March 2014

Acton Town Meeting, April 2015


Article 6 – ABRSD Assessment





ABRSD Highlights 2014-2015

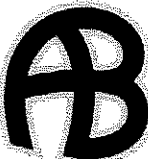



Carol Huebner Early Childhood Program


















Acton Town Meeting, April 2015








Article 6 – ABRSD Assessment



Budget Background




ABRSD Mission

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


Long Range Strategic Plan Goal #6 (Revised 2014)

Develop and implement strategic budgets, aiming for continuous improvement over time in order to achieve all of the District's long-range strategic goals.

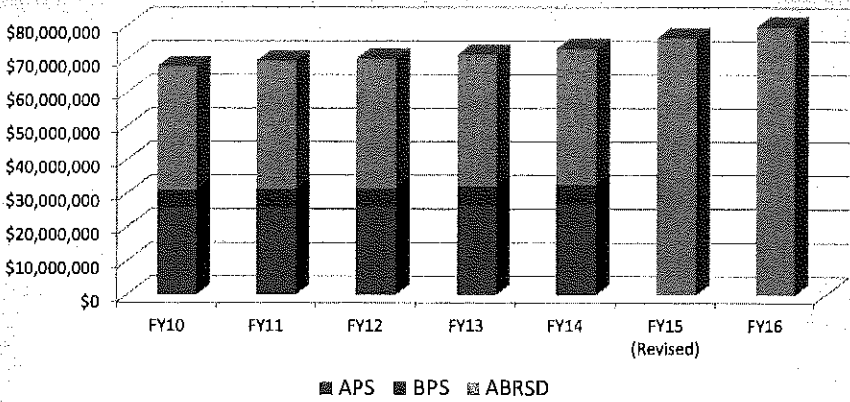
Acton Town Meeting, April 2015
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Budget History




FY '15 is the first year of our expanded regional district; previous comparisons are imperfect as we merged several budgets into one.




Fiscal Year	APS	BPS	ABRSD	Total
FY10	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY11	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY12	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY13	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY14	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY15 (Revised)	\$32,000,000	\$38,000,000	\$0	\$70,000,000
FY16	\$32,000,000	\$38,000,000	\$0	\$70,000,000

Acton Town Meeting, April 2015
Article 6 – ABRSD Assessment

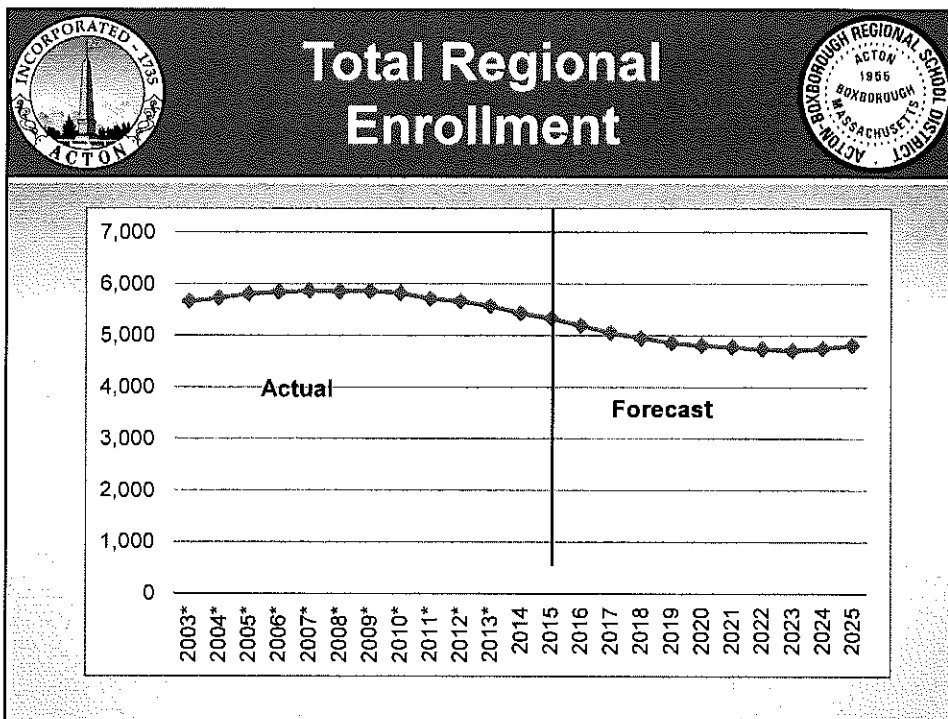




Budget Priorities



- **Our district's priority:** to meet the needs of all of our students - *especially in light of a rapidly growing number of high needs students*
- Enrollment is declining, yet a smaller student population does not necessarily equal a reduction in resource needs.
- **The reality:** there is a changing demographic within our student body that will require additional resources to meet their needs.
 - English Language Learners (ELL)
 - Special Education (SPED)
 - Mental Health Needs
 - Low Income

Acton Town Meeting, April 2015
Article 6 – ABRSD Assessment





Staffing Reductions

Conant 1st Grade	\$54,000
Blanchard 2nd Grade	\$54,000
Reduced Custodian	\$50,000
Two (2) 0.5 FTE positions	
Utility Budget Advisor	\$14,000
Reduce 3 Health Insurance	<u>\$51,000</u>
Total Staff Reductions: 3.0 FTE	\$223,000

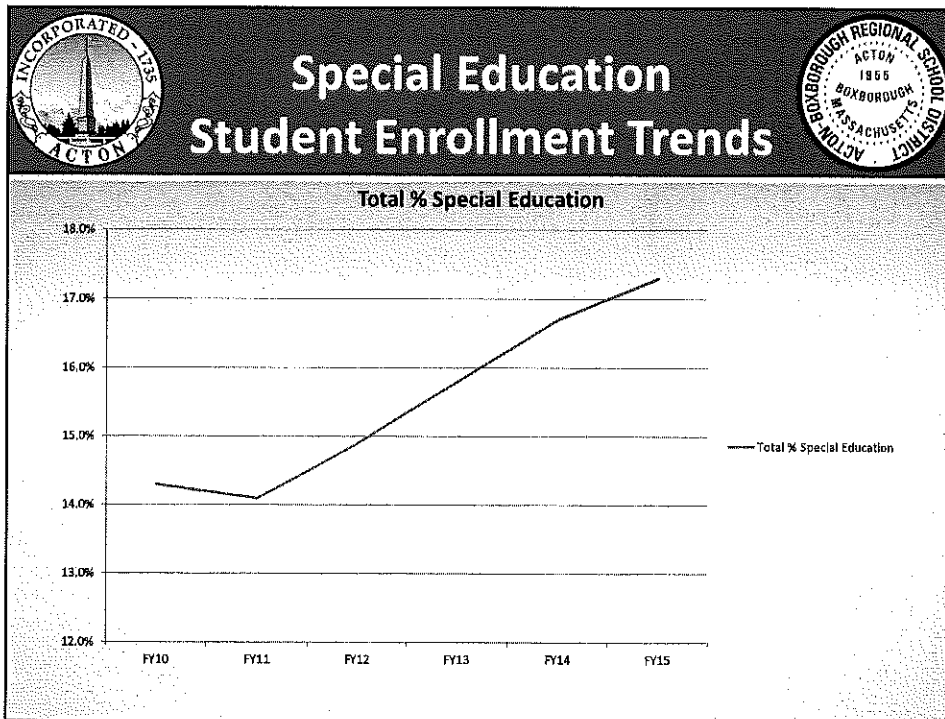
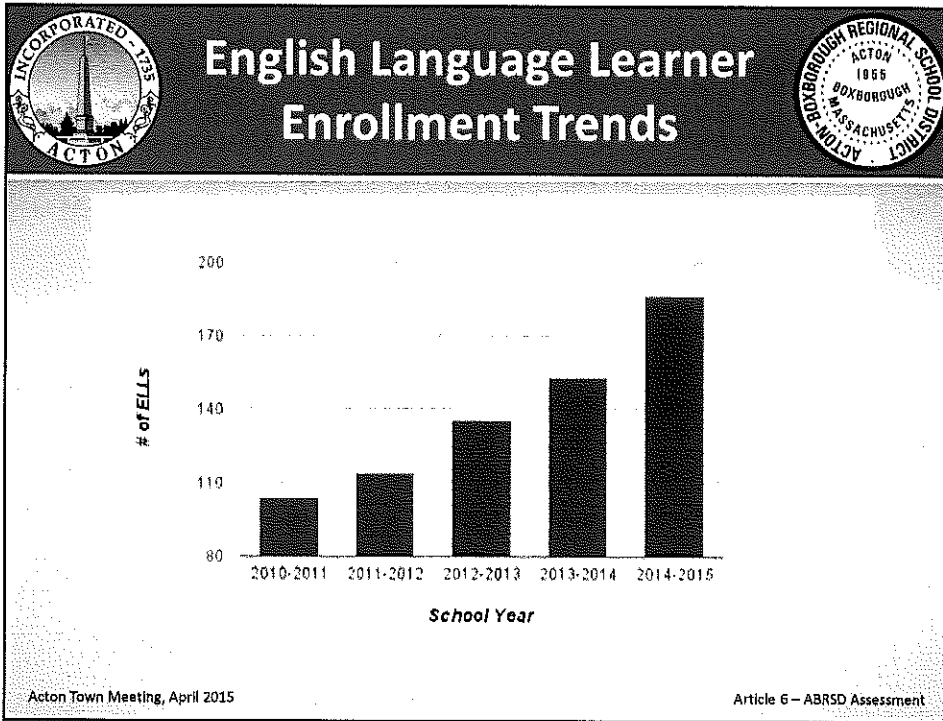
Acton Town Meeting, April 2015 Article 6 -- ABRSD Assessment

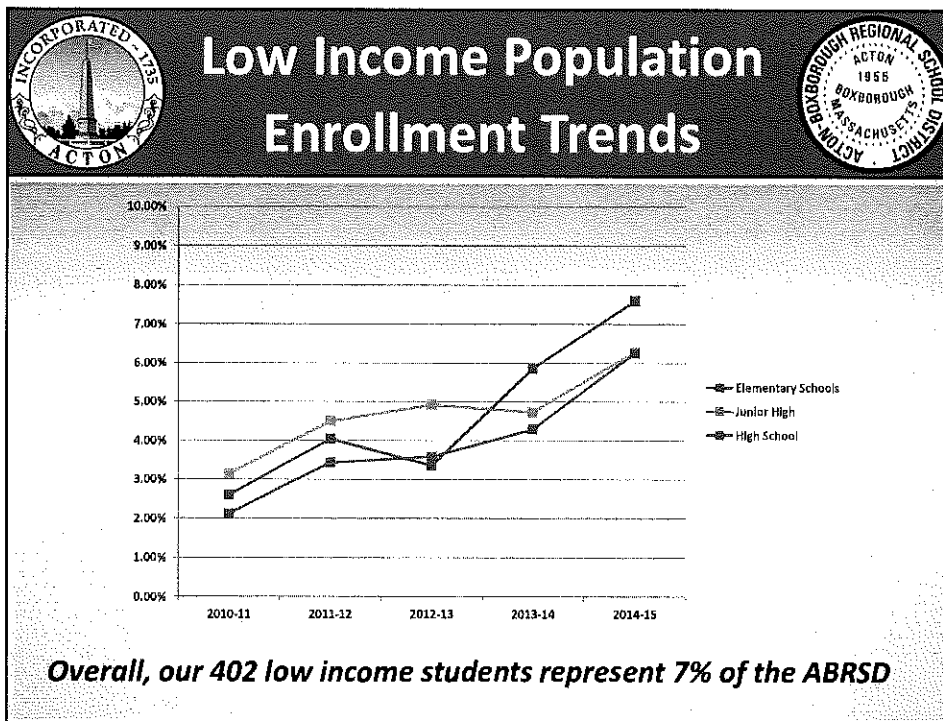



ABRSD High Needs Population Trends 2004-2014

- 212% increase in English Language Learners (ELL)
- 17% increase in Special Education
 - 292% increase in Autism diagnosis
- 79% increase in Low Income students
- Increased Mental Health Issues and related Hospitalizations

Acton Town Meeting, April 2015 Article 6 -- ABRSD Assessment






Increasing Mental Health Needs


All of our schools are struggling with students with increasing mental health needs and chronic illness; high school specific statistics demonstrate this:

High School	2012-2013 School Year Cases	2013-2014 School Year Cases	2014-2015 School Year Cases <small>(As of March 31, 2015)</small>
Hospitalizations for Mental Health	29	57	43
Concussions	90	82	48
STAR (Home Hospital Tutoring)	41	47	55

Acton Town Meeting, April 2015 Article 6 – ABRSD Assessment




Proposed Staffing Additions




Elementary ELL Teacher 0.6 FTE	\$42,000
JH Educational Team Leader 0.5 FTE	\$27,000
JH Reading and Academic Support 0.5 FTE	\$27,000
Elementary Special Educator 0.6 FTE	\$32,400
Occupational Dev. Prog. 19 hr. asst 0.6 FTE	\$15,000
Elementary Psychologist 0.4 FTE	\$19,903
Health Insurance (3)	\$51,000
Total New Positions 3.2 FTE	\$214,303

These new positions are designed to meet the needs of all of our students - especially in light of a rapidly growing number of high needs students

Acton Town Meeting, April 2015
Article 6 – ABRSD Assessment

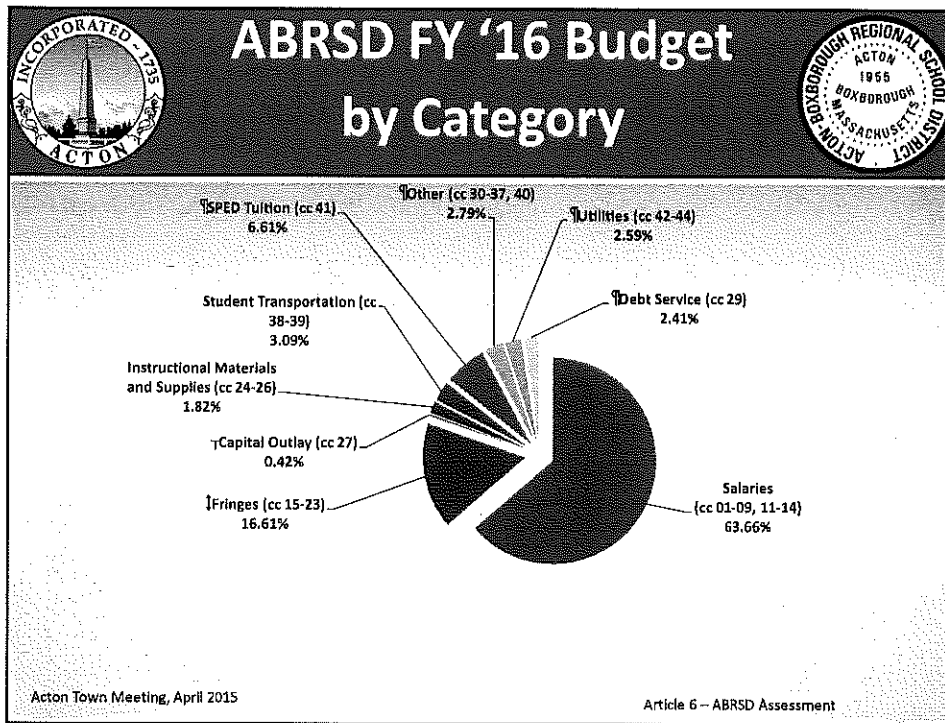


ABRSD FY'16 Operating Budget



FY'15 Re-voted Budget	\$76,455,123
FY'16 Budget	\$79,749,882
\$ Change	\$3,294,759
% Change	4.31%

Acton Town Meeting, April 2015
Article 6 – ABRSD Assessment



Budget Drivers: Decreased Revenue

Budgeted funding sources are declining 4.4% while the budget is rising 4.31%

FY'16 vs. FY'15:

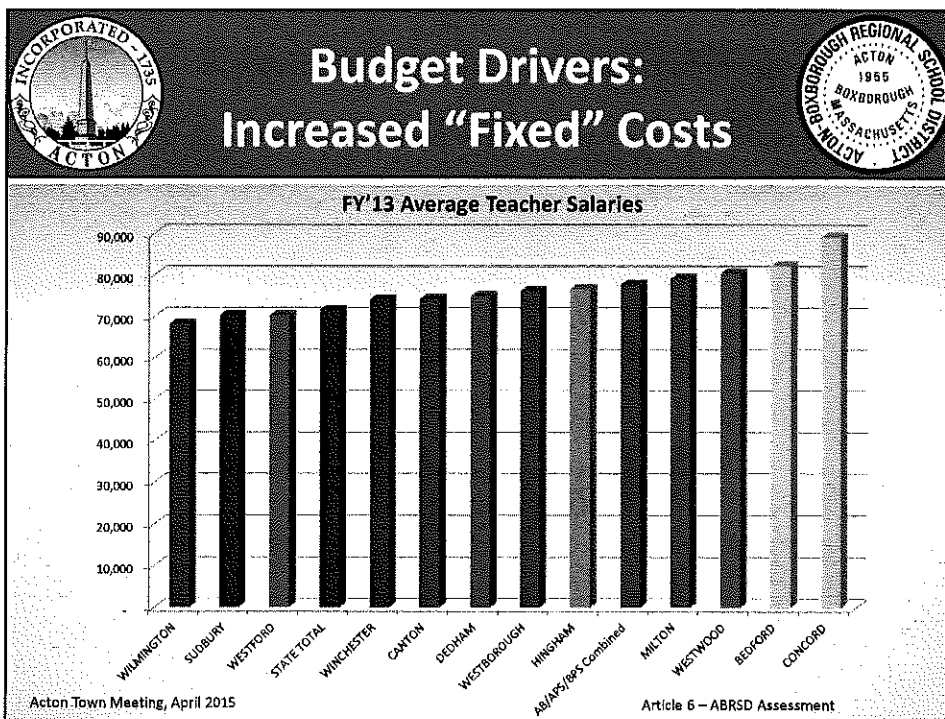
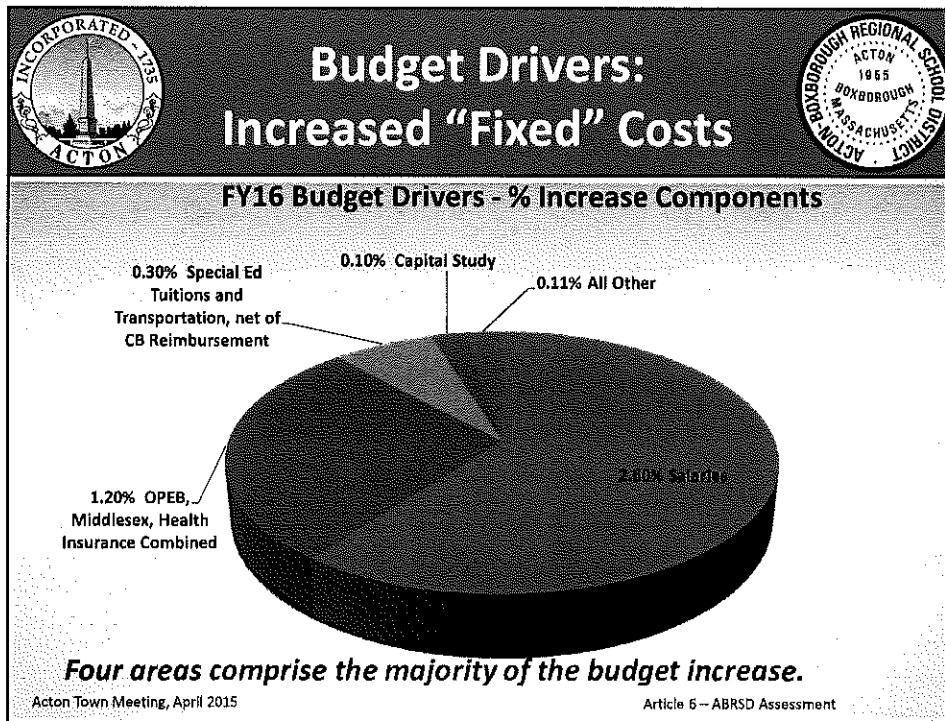
- State Aid, Transportation, Regional Aid (\$159,695)
- Excess & Deficiency Fund Use (\$100,000)
- Middlesex Retirement payment from towns (\$451,297)


State budget H-1:

- Elimination of Regional Bonus Aid (\$111,200)
- Ch. 70 funding of \$20 per student (\$ 28,020)
- Regional Transportation Aid (same as post-9C) (\$16,623)

We plan to cover the "below the line" cuts within our voted budget.

Acton Town Meeting, April 2015 Article 6 – ABRSD Assessment





Final Assessments per Regional Agreement






TABLE 6	TOTAL	Acton	Boxborough
FY16 Budget Assessments	\$65,231,041	\$55,242,330	\$9,988,712
Assessment % with Actual Budget	100%	84.69%	15.31%
Actual \$\$\$ Shift	\$0	(\$1,359,325)	\$1,359,325
Subtotal	\$65,231,041	\$53,883,004	\$11,348,037
Final Assessment % FY16	100%	82.60%	17.40%
Credit Elementary Debt paid by Towns	(\$939,792)	(\$711,996)	(\$227,797)
Final Assessment FY16	\$64,291,249	\$53,171,009	\$11,120,240

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FY'16 Assessment



	Total Budget	Acton	Boxborough
FY'16 Total Expenditure Budget	\$ 79,749,882		
FY'16 Funding Sources	\$ (15,458,633)		
FY'16 Required Assessment	\$ 64,291,249	\$ 53,171,009	\$ 11,120,240
FY'15 Voted Assessments	\$ 60,284,722	\$ 49,690,145	\$ 10,594,577
FY16 Increase \$	\$ 4,006,527	\$ 3,480,864	\$ 525,663
FY16 Increase %	6.6%	7.0**%	5.0%

* See Table 6 in "budget book"

Acton Town Meeting, April 2015
Article 6 – ABRSD Assessment



Article 6: Acton-Boxborough Regional School District (ABRSD) Assessment



Motion

Mrs. Rychlik moves that the Town appropriate \$53,171,009 to be expended by the Superintendent of Schools to fund the fiscal year 2016 assessment of the Acton-Boxborough Regional School District, and to raise such amount,

\$ 51,850,509 be raised from general revenues and
\$ 1,320,500 be transferred from Free Cash.

The ABRSC respectfully requests your support of Article 6.

[Majority Vote]

**Statement from the Acton-Boxborough Regional School District
Regionalization Financial Oversight Committee**

April 6, 2015

The Acton-Boxborough Regional School Committee created a sub-committee in the Fall of 2013 to review the projected financial benefits of Regionalization proposed by the Regional School District Study Committee (RSDSC) and presented to both Town meetings in the Spring of 2013.

The expectation is that the sub-committee will be in existence for five years. It currently consists of the following members:

- Acton Selectman - Janet Adachi
- Acton Finance Committee – Bob Evans
- Acton-Boxborough Regional School Committee– Michael Coppolino (Acton)
- Acton-Boxborough Regional School Committee – Mary Brolin (Boxborough)
- Boxborough Selectman – Vince Amoroso
- Boxborough Finance Committee – Jim Ham

The sub-committee held four public meetings in October, December, January and most recently, on March 26th and was supported by Central Office staff, including Superintendent Glenn Brand, Clare Jeannotte and Marie Altieri.

After reviewing in detail projected financial benefits, and comparing those with the budget approved by the Acton-Boxboro Regional School Committee to be presented here at Town Meeting, we concluded unanimously that: (1) the proposed FY '16 budget exceeds the Regionalization Study Group's projections, driven largely by lower than expected revenues, which accounts for approximately 60% of the discrepancy. In addition, expenses were higher, including significant increases in the District's OPEB contribution and Middlesex Retirement fees, as well as greater administrative costs attributable to State mandates, in particular the new educator evaluation system. And (2) the projected regionalization savings, cost cutting, and increased Regional transportation aid are accurate and consistent with estimates that were presented at both Acton and Boxborough Town Meetings in the Spring of 2013.

Thank you!



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
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8.1

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: April 28, 2015
Re: Recommendation to Appoint Director of Finance

In the spring of 2014, and consistent with Massachusetts General Law (M.G.L. Ch. 71, section 41) which states that the school committee has authority to appoint a district's school business administrator, the *Acton-Boxborough Regional Transitional School Committee* voted to appoint Ms. Clare Jeannotte as the Interim Director of Finance and Business Manager for the 2015-16 school year.

A number of weeks ago, I set out to engage in a process intended to provide me with the opportunity to gather feedback about Ms. Jeannotte's work in the district to-date. I spoke with a wide-range of constituents including members of the Finance Department, Principals and Cabinet members and those who work in a variety of other capacities in departments that Clare works closely with.

After compiling all of this feedback, I noted the following strengths which include: her strong knowledge of finance and related regulations; her work around managing the department and understanding of the big picture; the strong political sense and keen ability to represent the district within this realm; her dedication to supporting her employees in the department while creating routine meetings that are well run and which allow for staff to express needs and goals.

Based upon the consideration of this overall feedback I am recommending to you the appointment of Ms. Jeannotte as the district's permanent Director of Finance and Business Manager.

With your support, I intend to enter into a contractual agreement that includes the provision for a year-by-year renewal based upon the mutual agreement by both parties that will see Ms. Jeannotte in this role at least through June, 2016.

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Superintendent's Office
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Glenn A. Brand, Ed.D.
Superintendent of Schools

April 7, 2015

Dear Staff Members of the Acton-Boxborough Regional School District,

As you know, the district recently set out to conduct a search for a new Director of Pupil Services. After an initial screening committee recommended three finalists to advance in the process, one candidate subsequently withdrew her candidacy. We moved two finalists forward.

The search process included in-district visits to AB, forums with staff, administrators and community representatives, site visits to the candidates' home district and reference checks. Throughout this process extensive feedback was gathered and provided me with the opportunity to thoroughly understand the opinion of stakeholders regarding the two candidates and what the department requires in terms of leadership to help guide the department forward.

After careful consideration, while it was clear to me that both finalists possess many strengths, I believe that the department would benefit from taking a step back. Our search got started late, and we did not have a large number of candidates. As a result, I have decided to suspend the search and begin a new search for a permanent Director of Pupil Services in November for a July 1, 2016 start date. I intend to hire an Interim Director of Pupil Services for the 2015-2016 year where often-retired directors (or similar positions) might apply.

Earlier this year we became aware of the fact that our newly expanded regional district is required to have a dedicated Special Education Administrator. According to Mass General Laws, a school district with more than 4,000 students must have an individual assigned this responsibility with the position appointed by the School Committee based on the recommendation of the Superintendent of Schools. Special Education will remain a part of the district's Pupil Services Department.

After reviewing all of the feedback from the search for a new Pupil Services Director, I have decided that Mary Emmons would be an excellent fit to serve as the district's *Director of Special Education (PreK-12)*. She has accepted this offer, pending School Committee approval. Ms. Emmons is currently the district's *Coordinator for Special Education (7-12)* and stepped into the role of *Acting Director of Pupil Services* this year. In this role she has done an excellent job helping to guide the department over the last number of months. I now intend to work with the

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principals and administrative team as we begin the important process of re-structuring our current coordinator leadership model to best support this administrative structure.

I want to extend my sincere thanks to members of the search committee and site visit teams who spent numerous hours meeting and interviewing candidates. I also want to thank Mary Emmons for all of her hard work stepping up to fill in as the Acting Director of Pupil Services this year. I look forward to continuing to work with her as Acting Director to the end of the school year, and then as Special Education Administrator, continuing her integral part of the leadership team of the Pupil Services department.

Thank you,

Glenn

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

To: ABRSD School Committee Members
From: Glenn Brand
Date: April 21, 2015
Re: Special Education Leadership and Supervision Restructuring Proposal

Throughout the last six months, and since the launch of the FY16 budget development process, I have had the opportunity to become more familiar with our Pupil Services department and, within this area, our Special Education program.

There seems to be several key areas that would allow the district to further enhance the support, services and supervision which we provide our students and their families. These target areas include:

- Strengthening the coordination and support of our elementary programs across six (6) schools;
- Further enhancing the overall coordination and support of programs at the high school;
- Improving the link between our community and Special Education department;
- Enhancing the support for our growing population of high needs students at the secondary level as they transition from our in-district programs to post-secondary settings;

The district is now at a point in which there is the opportunity to pursue a re-structuring of the leadership and coordination of the district's Special Education program to begin addressing these four areas.

What follows is an overview of a proposed re-structuring plan that will allow the district to make the above noted improvements in a cost-neutral manner.

The Opportunity to Restructure:

Two primary factors serve as the catalyst to pursue this departmental restructuring at this point in time:

- i) *Appointment of the Director of Special Education* – the need for the district to designate an administrator of Special Education creates an opportunity to more thoroughly consider the best utilization of existing resources. In particular, the decision to recommend Ms. Mary Emmons for this position provides the district with the capacity to capitalize on her expertise to support programs preK-12.

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- ii) *Retirement of a Parent-Community Liaison Position* – after the launch of the FY16 budget, the district learned of an upcoming retirement of the individual currently serving as the Parent-Community Liaison within the Pupil Services Department. This position, created under the direction of the retiring Director of Pupil Services, was largely defined as an administrative support role. The re-distribution of this salary holds the potential to improve more focused content in support of our programs as described below. In addition, the recommendation to appoint the Director of Special Education will come with the designation of this individual to serve as the primary liaison between the school district and the community, including the Special Education Parent Advisory Committee (PAC).

Highlights of the Restructuring Plan:

The restructuring plan includes a number of aspects that involve leadership and supervision of programs and some personnel. These include:

- i) *Designation of a Director of Special Education* – I am proposing that we eliminate the Grade 7-12 Pupil Services Coordinator position and replace it with the creation of a Pre-K-12 Director of Special Education position. This will allow the district to comply with our need to appoint an administrator of Special Education.
- ii) *Eliminate the District's Parent-Community Liaison Position* - this plan eliminates the Parent-Community Liaison Position following the retirement of the current staff member, and re-directs the financial resources as outlined below with the currently assigned tasks picked up by a combination of the High School staff and the Pupil Services Department.
- iii) *Expand the Educational Team Leader (ETL) at the High School* – the expansion of the ETL position from a 0.6 FTE to 1.0 FTE will allow for increased building-based department leadership.
- iv) *Expand the Transitional Coordinator at the High School* - the redirection of funds from the Community-Parent Liaison position increases this position from a 0.4 to 1.0 FTE and will allow the district to better support those students with more intensive needs.

Benefits of the Restructuring Plan

There are a number of identified benefits that are believed to accompany this plan:

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- i) *Centralized Coordination of all Special Education PreK-12* – the appointment of the Director of Special Education position will allow the district to have one person who focuses solely on the centralized coordination and leadership of our entire PreK-12 Special Education Program. The creation of this position should help with the overall coordination, monitoring and supervision of the program including budget planning and the examination of areas of efficiency around in-district and out-of-district placements.

- ii) *Increased Capacity for the Director of Pupil Services* – given that Special Education is but one area of responsibility that falls under the Pupil Services Department, the enhanced level of leadership of these services should allow for the Director of Pupil Services to focus additional time on other critical services including English Language Learning, guidance and counseling, nursing and health services etc.

- iii) *Consistency of Program Leadership with Building-Level Support at both the Junior and Senior High* – the ability to mirror the recently approved Educational Team Leader (ETL) position at the Junior High and the High School should enhance the transitional planning of students from 8th grade to the secondary level while also improving the overall coordination of the department at each respective school.

- iv) *Additional Support for the Elementary Level* - Having the ETL positions in place at the Junior High and High School will allow the Director of Special Education to dedicate additional time to supporting the Elementary Special Education Coordinator and overseeing the six (6) elementary schools.

- v) *Increased Liaison Opportunities Between Administration and the Special Education Parent/Guardian Community* – it is my intention to have the Director of Special Education serve as the formal liaison between the Special Education PAC and the district. This link through a district administrator enhances the connection beyond what is currently in place.

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Staffing Comparison of the Proposed Restructuring Plan

This table details the related leadership positions included within the FY16 Budget proposal approved by the ABRSD School Committee.

<i>Special Education Leadership Included in FY16 Budget Proposal</i>	<i>Special Education Leadership Restructuring Proposal</i>
---	---

<i>Position</i>	<i>FTE</i>		<i>Position</i>	<i>FTE</i>
K-6 Elementary Coordinator	1.0 FTE	<i>Remains the Same</i>	K-6 Elementary Coordinator	1.0 FTE
7-12 Secondary Coordinator	1.0 FTE	<i>Change</i>	<i>Director of Special Education **</i>	1.0 FTE
Pre-School Coordinator	1.0 FTE	<i>Remains the Same</i>	Pre-School Coordinator	1.0 FTE
Out-of-District Coordinator	1.0 FTE	<i>Remains the Same</i>	Out-of-District Coordinator	1.0 FTE
Educational Team Leader (ETL) * (Junior High)	1.0 FTE	<i>Remains the Same</i>	Educational Team Leader (ETL) * (Junior High)	1.0 FTE
Educational Team Leader (ETL) (High School)	0.6 FTE	<i>Change</i>	Educational Team Leader (ETL) (High School)	1.0 FTE
Transition Coordinator (High School)	0.4 FTE	<i>Change</i>	Transition Coordinator (High School)	1.0 FTE
Parent-Community Liaison	1.0 FTE	<i>Change</i>	<i>Eliminated</i>	N/A
<i>Total Special Education Leadership Staffing</i>	<i>7.0 FTE</i>	<i>Remains the Same</i>	<i>Total Special Education Leadership Staffing</i>	<i>7.0 FTE</i>

* New Position Included in FY16 Budget Proposal

** Serves as the district's designated Administrator of Special Education

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8.4

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: April 28, 2015
Re: Recommendation to Appoint Director of Special Education

Earlier this school year, I shared with you the fact that the school district is obligated to designate a role with primary responsibilities to oversee the administration of special education in the district when the total student population exceeds 4000 students. In addition, the School Committee holds appointing authority under Massachusetts General Law (M.G.L. Ch. 71, section 41) to appoint the district's administrator of Special Education.

In conjunction with the administration's proposal around the restructuring of the Special Education leadership and supervision in the district (see agenda item 8.3) I am recommending to you the appointment of Ms. Mary Emmons as the district's *Director of Special Education* PreK-12 effective July 1, 2015. In this role Ms. Emmons will serve as the district's administrator of Special Education.

I believe that Ms. Emmons will be an excellent fit for this role given her extensive knowledge and experience both of Special Education in general and our district in particular.

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.

Memo

To: ABRSC Member

From: Kristina Rychlik, ABRSC

Date: April 24, 2015

Re: Superintendent Evaluation Materials

In the packet for our April 30th, 2015 SC meeting, you will find a number of items in support of the agenda item focusing on Dr. Glenn Brand's Evaluation. A brief overview follows:

1. MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation

<http://www.doe.mass.edu/eeval/model/PartVI.pdf>

This is a lengthy document, but is a good source of information for those of us new to this process. Please focus your attention on:

- *p. 8, which defines the ratings we will use (unsatisfactory, needs improvement, proficient, exemplary)*
- *p. 10-16 Guidance for Conducting the Evaluation Process (posted for a previous meeting for Dr. Brand's Mid-Cycle Review)*
- *Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent (this is the generic form we will each fill out)*
- *Appendix E: Two pages on conducting the end-of-cycle Summative Evaluation*
- *Appendix H: Changes in process and timelines to be considered for new superintendents*

2. Appendix A: Superintendent Rubric (this is posted online separately from the above document)

http://www.doe.mass.edu/eeval/model/PartIII_AppxA.pdf

3. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent (this is Appendix B mentioned above, with the form pre-populated with Dr. Brand's Performance Goals)

4. Marie Altieri's slides from our 10/16 SC meeting providing a brief overview of the process.

5. Superintendent Evaluation Process and Attachment 1- Draft Schedule - Superintendent's Evaluation Timetable for 2015 (dated 4/24/15)

Appendix A. End-of-Cycle Summative Evaluation Report: Superintendent

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____ Dr. Glenn Brand _____

Evaluator: _____ _____

Name

Signature

Date

Superintendent's Performance Rating for Standard I: Instructional Leadership



Standard 1: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____



Superintendent's Performance Rating for Standard II: Management and Operations

Standard II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____



Superintendent's Performance Rating for Standard III: Family and Community Engagement

Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
---	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



Standard IV Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV

(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By May of 2015 the district will have broad agreement across stakeholders and constituent groups regarding three critical areas: i) the district's most critical needs; ii) the specific strategies and goals that will address these needs most effectively and; iii) the measures that will be used to measure and assess progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Participate fully and complete the first year in the <i>New Superintendent Induction Program</i> while developing skills in strategy development and instructional leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
3	Ensure that student learning throughout the district is supported and maximized through the successful 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						

4	<p>Mental Health and Wellness</p> <p>Ensure that student well-being is at the center of all of our structures, strategies and procedures while maintaining our academic learning goals.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p>Regionalization</p> <p>Solidify Acton-Boxborough as a unified PreK-12 district in the minds of the community, staff, parents and students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Glenn Brand

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; select one.)

- Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Acton-Boxborough Regional School Committee

Superintendent's Evaluation
2014-2015
October 16, 2014

10/10/2014

1

The 5-Step Cycle of Evaluation



Collaboration and Continuous Learning are the focus

10/10/2014

Massachusetts Department of Elementary and Secondary Education

2

Timeline

- November 6 Presentation of Goals to School Committee
- November 20 Finalize Goals with School Committee
- February Mid-Cycle Review
- June Summative
- October 2015 Self-Reflection and Goal Setting

10/10/2014

3

Standards

The standards for Superintendents, Principals and other educators are aligned

<u>Administrators</u>	<u>Teachers</u>
Instructional Leadership	Curriculum, Planning & Assessment
Management & Operations	Teaching All Students
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

10/10/2014

4

Components of Supt. Evaluation

* Evaluation on Goals *Exceeded, Met, Significant Progress,
Some Progress, Did Not Meet*

One Professional Practice Goal
One Student Learning Goal
District Goals

* Evaluation on Standards *Exemplary, Proficient, Needs
Improvement, Unsatisfactory*

I. Instructional Leadership
II. Management and Operations
III. Family and Community Engagement
IV. Professional Culture

10/10/2014

5

Acton-Boxborough Regional School District

SUPERINTENDENT EVALUATION PROCESS – April 24, 2015

The Administrative Contract of Employment between the Superintendent of Schools and the School Committee states that the Superintendent will be evaluated on an annual basis. A written summary evaluation report will be distributed to all 2014-15 Committee members and the Superintendent. The Committee and Superintendent will meet within 30 days after the completion of the written report to discuss the evaluation.

The Committee and the Superintendent will meet in open session for the purpose of evaluating the Superintendent in the performance of his duties and responsibilities on behalf of the Acton-Boxborough Regional School District. This evaluation will be based upon the Superintendent's job description, the goals and objectives set for the year in which the evaluation occurs, and in accordance with the procedures established by the Committee for this purpose.

This discussion will be conducted with due regard for the value of praise and constructive criticism as tools for professional growth and improvement. All parties recognize the continuing need for mutual trust and understanding between the Committee and the Superintendent.

To meet the School Committee's contractual obligation to evaluate the Superintendent annually, an evaluation timetable will be developed by the then current chair of the Acton-Boxborough Regional School Committee and distributed at the March or April meeting of the School Committee. Attachment 1 is the draft schedule for 2015.

The current chair of the Committee, as of the February before the evaluation occurs, will manage the evaluation process. Participants will include Committee members as of that meeting.

At second June School Committee meeting:

School Committee votes summary evaluation and annual salary, effective July 1.

At July School Committee workshop:

School Committee discusses Committee and system-wide goals for the coming school year.

At first October School Committee meeting:

Superintendent presents the goals for the current school year to Committee for acceptance.

At first January School Committee meeting:

Superintendent presents a progress report and goals update as part of a Midcycle Review.

Attachment 1- Draft Schedule - Superintendent's Evaluation Timetable for 2015

1. March 19, 2015 School Committee meeting
 - Superintendent presents an interim report on the status of the current year's goals as a part of the Midcycle Review.

2. April 30, 2015 School Committee meeting
 - The following evaluation documents are distributed to Committee members:
 1. MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation
<http://www.doe.mass.edu/edeval/model/PartVI.pdf>
 2. Appendix A: Superintendent Rubric (this is posted online separately from the above document)
http://www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf
 3. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
 4. Marie Altieri's slides from our 10/16 SC meeting providing a brief overview of the process.
 5. Evaluation Timetable (this document)
 6. Memo dated 3/15/15 from Glenn Brand, Superintendent's Performance Goal – Midcycle Review
 7. Copy of previous year's evaluation (if applicable, n/a for 2015)
 - The chair issues a general public request for input on Superintendent's performance

3. May 21, 2015 School Committee meeting
 - The Superintendent reports on the status of the current year's goals.
 - The following evaluation document is distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - b. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
 - The chair issues another general public request for input on Superintendent's performance

4. June 1, 2015
 - Completed evaluations are returned to outgoing Committee chairperson and the School Committee secretary. Outgoing chair will then draft a summary evaluation report.
 - Public input received.

5. June 14, 2015
 - Draft summary evaluation is returned to School Committee members for their comments and suggestions. Comments due back to outgoing chairs and secretary no later than Tuesday, June 16th.

6. June 19, 2015

- Evaluation summary is finalized by the outgoing Committee chairperson based upon comments received. Evaluation circulated in packet for June 25th meeting.
7. June 25, 2013 School Committee meeting
- Superintendent's summary evaluation is presented and voted.
 - Superintendent's salary is voted (n/a for FY'16 per contract).

24 April 2015

Outreach Subcommittee: Website Update Draft

With the district website in the process of being re-worked, it seemed an appropriate time to re-evaluate the school committee section of the site. The below draft seeks to make the committee more approachable and provide additional information about the role of the committee.

- The main school committee page has been amended to include the school committee's Statement of Purpose, an option to 'Subscribe to Agendas,' and a blurb to be updated before each meeting to highlight upcoming agenda items.
- The revised Members page now includes information on board composition, elections, and each of the members themselves.
- The Subcommittees and Assignments page is the same draft submitted at the 12/4/14 meeting.
- The addition of a Presentations page will catalog presentations made to the committee by subject matter, solving the issue of having to dig through past packets to find the information.
- Language from the 'New School Committee Member Guidebook' has been added to the Budget page.
- Some antiquated language about APS policies will be removed from the Policy page.
- The addition of a Contracts and Evaluations page (plus the existing Policy and Budget pages) will make easily accessible information on all three legal responsibilities of the school committee.
- The Agenda pages are not included in this draft, but would remain the same.
- Two pages 'Chapter 70 Report' and 'Sped FTF Report' have been removed, their presentations can be included in the new Presentations tab if necessary.

Please review the draft and share any feedback. Thank you!

Acton-Boxborough Regional School District

School Committee (Main Page- DRAFT)

Watch Live!



Acton Water District

Any Acton resident who would like a copy of the Acton Water District's Report Card, please call 978-251-1011, District at

WATCH LIVE

Visit us on the web: www.actonwater.com

livestream

Upcoming Items

The school committee's April 30th meeting will begin with the school choice program open hearing at 7pm. The meeting to follow will feature a vote on the adoption of a **live zebra** for the district's new mascot and a concert by The Beatles.

As always, the full agenda and packet of supporting material can be found at here [\[link\]](#).

Subscribe to School Committee Agendas

Enter your email below to be sent **each meeting's** agenda as it becomes available.

School Committee News

2015-16 Budget, FY'16

The Acton-Boxborough Regional School Committee (ABRSC) and our district's administrative team has worked hard for many months developing and refining our budget plan for next school year, 2015-16. The final step in this process is for voters in our two towns to vote to approve their portion of that budget, called their town's assessment. Below are a few key dates. Please mark your calendars and read the [budget letter to parents](#).

- **Wednesday, March 18 at 7:30pm**, a brief overview of our budget process to date.
- **Tuesday, March 31** marks Acton Election Day.
- **Monday, April 6** begins Acton Town Meeting.
- **Monday, May 11** begins Boxborough Town Meeting.
- **Monday, May 18** marks Boxborough Election Day.

About the School Committee

The Acton-Boxborough Regional School Committee is elected by the voters to oversee the education of the children of Acton and Boxborough. Typically, the committee meets on **the first and third Thursdays of the month** to review programs and procedures, establish goals for the school system, and develop and monitor the budget. Community members are encouraged to attend our [meetings](#) or watch the proceedings live on cable-channel 99 (Comcast) and 41 (Verizon). Acton TV now offers an on-demand online service that streams all school committee meetings. You can watch live meetings here. We hope that you will become more knowledgeable about the critical issues that we all face together as the communities of Acton and Boxborough and become actively involved in supporting our public schools.

Please send any or all [members](#) of the committee an email expressing your views on any of the issues before the committee and the community. If you are interested in sending an email to all the members of the Acton-Boxborough Regional School Committee, please use the following email address: abrsc@abschools.org. The Superintendent will also receive any emails sent to these addresses. Email messages sent to School Committee members become part of the public record per [MGL: Chpt.66, Sec.10 Public Records Law](#). Typically, email messages are posted online with School Committee meeting materials including the author's name and town, unless otherwise requested.

Click the following...	To find...
Members	AB School Committee members and contact information.
Subcommittees and Assignments	
Meetings, Agendas, Packets and Minutes	This year's School Committee meeting schedule plus agendas, packets and minutes.
Archived Agendas, Packets and Minutes	School Committee agendas, packets and minutes from previous years.
Presentations	Presentations made to and by the committee.
Policies	School Committee policies organized in accordance with the classification system developed by the National School Boards Association (NSBA). <ul style="list-style-type: none"> • Section A— Foundations and Basic Commitments • Section B— School Board Governance and Operations • Section C— General School Administration • Section D— Fiscal Management

Acton-Boxborough Regional School Committee

Statement of Purpose

Approved 12/18/14

The Acton-Boxborough Regional School Committee strives to support the district in its mission to create an educational environment that prepares all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society by:

- setting and adapting policy
- hiring and overseeing the superintendent, and
- developing a thoughtful budget considering the needs of our students and the fiscal realities of the communities of Acton and Boxborough.

	<ul style="list-style-type: none">• Section E— Support Services• Section F— Facilities Development• Section G— Personnel• Section H— Negotiations• Section I— Instructional Program• Section J— Students <p>Section K—School- Community Relations</p>
Budgets	Budget books and approved budgets for the current year.
Contracts and evaluations	

Members

Board Composition

As per Section 1 of the Regional School Agreement:

- The Regional School Committees shall consist of eleven (11) members, seven (7) residing in the Town of Acton and four (4) residing in the Town of Boxborough.
- No fewer than four (4) members from Acton and no fewer than two (2) members from Boxborough must be present in order to constitute a quorum for the transaction of business.
- On matters coming before the Committee, each member from Boxborough shall cast one vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

Election Information

Interested in joining the committee? Each spring, one or two of the three-year terms is up for election in each town. Nomination papers can be obtained from your Town Clerk in Acton [link to <http://www.acton-ma.gov/index.aspx?NID=381>] or Boxborough [link to <http://www.boxborough-ma.gov/town-clerk>].

Contact the Committee

Please send any or all members of the committee an email expressing your views on any of the issues before the committee and the community. Please know the Superintendent will also receive any emails sent to these addresses. Email messages sent to School Committee members become part of the public record per [MGL: Chpt.66, Sec.10 Public Records Law](#). Typically, email messages are posted online with School Committee meeting materials including the author's name and town, unless otherwise requested.

To send e-mail to all members of the Acton-Boxborough Regional (ABR) School Committee, use this e-mail address: abrsc@abschools.org. The Superintendent will receive any email sent to these addresses also. You can print the PDF list of [2014-2015 School Committee Members](#).

Meet the Chair:



Kristina Rychlik

Acton · Term Expires 2016

Kristina moved to Acton with her husband Bruce in 1995. They have three children, one each at ABRHS, RJ Grey JHS and the Merriam School. A Registered Dietitian by training, Kristina has spent her career in consulting and communications roles in both non-profit and private sector organizations. She holds a B.S. in Nutritional Sciences from Cornell University and an M.B.A. from Babson.

Kristina possesses a range of volunteer experience, and has served in various roles for many local community organizations, including Infancy to Independence, Acton Family Network, First Connections, Together for Acton, Danny's Place Steering Committee, Acton Memorial Library Foundation, Minuteman Ridge Neighborhood as well as the Merriam School. At Merriam, she held a variety of positions including Hospitality Chair, Graduation Co-Chair, Auction Chair, and PTO Co-Chair, also serving as a member of the School Committee's Class Size Subcommittee during that time.

Kristina was elected to the School Committee in April 2013. During her tenure, she founded the Outreach Subcommittee with the goal of increasing community awareness and involvement in Committee issues. Kristina served on the Superintendent Search Committee during the year 2013-14, and as a member of the Policy Subcommittee that same year was tasked with helping to reconcile the policy manuals of the Acton, Boxborough, and Acton-Boxborough Regional School Districts. As current Chair of the ABRSD, she is working to establish a Budget Subcommittee and continue to increase visibility of School Committee members and issues. Her current term expires in April 2016.

Other Current Members:

Diane Baum

Acton · Term Expires 2018

Diane...



Maya Minkin

Acton · Term Expires 2017

Maya...



Brigid Bieber
Boxborough · Term Expires 2015

Brigid...



Mary Brolin
Boxborough · Term Expires 2016

Mary F. Brolin, Ph.D., has lived in Boxborough, MA with her husband and two children for the past 13 years. Mary works at Brandeis University in the Institute for Behavioral Health within the Heller School where she conducts health services research and evaluations of community-based substance abuse prevention and treatment programs. She also teaches the Capstone seminar for all students in the Masters in Public Policy program. Mary has been very active in the community since moving to Boxborough. In 2004-2005, she served on Boxborough's School Council. From 2005 to 2008 she was the President of the Parent, Teachers, Friends organization at Blanchard. In 2008, she began serving on the Boxborough School Committee and in 2012 she began serving on the Acton-Boxborough Regional School Committee. Mary has also served as a Trustee of the Sargent Memorial Library in Boxborough for eight years and is a Board member of the Sargent Memorial Library Foundation. Mary holds a Ph.D. from the Heller School for Social Policy and Management at Brandeis, a Master's in Social Sciences from the University of Chicago, and a B.A. in Sociology from Boston College.



Michael Coppolino
Acton · Term Expires 2016

Michael...

Amy Krishnamurthy
Acton · Term Expires 2017

Amy...



Paul Murphy
Acton · Term Expires 2017

Paul has been a member of the Acton School Committee and Acton-Boxborough Regional School Committees since he was first elected to a 3-year term in April 2011. He also served on the interim regional school committee before being elected to a 3-year term on the ABRSC in 2014. Paul serves as the liaison to the Acton Board of Selectmen as well as the liaison to the newly merged Acton and Boxborough Special Education Parent Advisory Committee. He also serves on the ABRSD Policy Subcommittee. He has two children in the District, Peter and Jenna, both of whom are awesome kids (you should meet them). Paul is a registered professional chemical engineer and is self-employed as an environmental consultant.



Kathleen Neville
Boxborough · Term Expires 2017

Kathleen was elected to the regional committee in 2014 after serving a year on the local Boxborough school committee. A longtime resident of Boxborough, Kathleen graduated from Acton-Boxborough before going on to attain her B.A. in Political Science and International Communications from a small American liberal arts school in southern Switzerland. After a stint in the Midwest, Kathleen returned to Boxborough with her daughter, who now attends AB's Carol Huebner Early Childhood Program at the Blanchard site. Kathleen works for Budget Buddies, Inc., a small non-profit in Chelmsford with the mission of empowering low-income women through financial literacy.



Maria Neyland
Boxborough · Term Expires 2017

Maria...



Deanne O'Sullivan
Acton · Term Expires 2018

Deanne...

Subcommittees and Assignments

The work of the Acton-Boxborough Regional School Committee goes far beyond its twice monthly meetings. Subcommittees allow for a more detailed focus on a variety of topics. External assignments present committee members the opportunity to both broaden the scope of their understanding on an array issues, as well as serve as advocates for the school to the greater community.

A full list of current assignments is available to download here [link to PDF].

Subcommittees

The **Policy Subcommittee** works to review and develop the district's policies [link to policy page]. Current members are Brigid Bieber, Maria Neyland, Paul Murphy, Deanne O'Sullivan, and Amy Krishnamurthy.

The newly-formed **Budget Subcommittee** meets on an ongoing basis to work on the development of the district's budget. Current members are X, X, X, X and X.

The **Community Outreach Subcommittee** seeks to connect with and engage the community in the work of the committee. This year the subcommittee consists of Kristina Rychlik, Mary Brolin, and Kathleen Neville.

The **Warrant Signature Subcommittee** takes responsibility for signing warrants as they become available, in order to avoid delays in their fulfillment. Members are **Brigid Bieber, Deanne O'Sullivan, Dennis Bruce, Kristina Rychlik,** and Maria Neyland. Signatures of the full committee are then obtained at regular school committee meetings.

The **Negotiations Subcommittee** is represents the school committee in contract negotiations. Currently, Maria Neyland, Dennis Bruce, Paul Murphy, and Amy Krishnamurthy serve in this capacity.

External Assignments

Members of the school committee work closely with boards in both towns. This year the committee is piloting a new structure in which each town is assigned a co-chair to serve as its main liaison. Dennis Bruce is this year's co-chair for **Acton** and Brigid Bieber is this year's co-chair for **Boxborough**.

Each of our elected state officials is assigned a **Legislative Issues/Ballot Initiative Liaison**. Amy Krishnamurthy serves in this position for Representative Cory Atkin's district; Kathleen Neville for Representative Jen Benson; and Dennis Bruce for Senator Jamie Eldridge.

The Acton **Health Insurance Trust** [link to <http://www.abschools.org/departments/human-resources/health-insurance>] allows Acton to self-insure and offer health insurance to its current and retired employees including employees of the Acton-Boxborough Regional School District. Mary Brolin currently serves as the school committee's representative to the trust.

The district pays into an **Other Post Employment Benefits (OPEB) Trust**, the funding source for future retiree benefits. Dennis Bruce serves on the OPEB Task Force. Kristina Rychlik sits on the OPEB Trust Fund Board of Advisors.

The **Regionalization Financial Oversight Committee** is monitoring the realization of savings in the wake of full regionalization. The committee is comprised of school committee members Mike Coppolino and Mary Brolin, and members of both towns' administrations.

The **Superintendent's Safety Task Force** gathers data, facilitates communication, and identifies goals pertaining to school safety and security. The committee is composed of administration, local law enforcement, parent representatives, and school committee members Maria Neyland, Maya Minkin and Deanne O'Sullivan.

The **School Wellness Advisory Committee** works to develop an action plan of priorities around helping create and maintain a school environment that enhances the learning and development of lifelong wellness practices. Kathleen Neville serves as the school committee's representative.

Each of the district's schools has an active **Parent Teacher Student Organization** (PTSO/PTO/PTF). As school committee representatives to these organizations, Deanne O'Sullivan and Maya Minkin work to disseminate information to these valuable networks.

The Acton-Boxborough **Special Education Parent Advisory Council** (SpedPAC) [link to <http://abspedpac.org/>] advocates and advises the district on matters as they pertain to special education students. Paul Murphy serves as the school committee's representative.

As a member of the **EDCO Collaborative** [link to <http://www.edcollab.org>], our district is able to take advantage of a variety of programs and services. Superintendent Glenn Brand sits on the EDCO Board of Directors. Brigid Bieber serves on the board in an advisory capacity and also as AB's School Committee Leadership Liaison to EDCO.

The **Concord Area Special Education Collaborative** (CASE) [link to <http://casecollaborative.org/>] allows the Acton-Boxborough district to augment local services and provide a continuum of special education programs through collaboration with other school districts. Superintendent Glenn Brand serves as a member on the CASE Board.

Danny's Place Youth Services [link to <http://dannys-place.org/>] is a community organization working to empower youth through life and leadership skills. Kristina Rychlik serves on the organization's Advisory Board.

Presentations Made to the Committee

Administration

- Superintendent Entry Plan Report (2/16/2015)

Budget

- Tracking of Regionalization Financial Benefits (3/30/2015)
- Chapter 70 Funding Formula (2/26/2015)
- Chapter 70 Reform Testimony (2005)

Curriculum

- Elementary Literacy Overview (3/19/2015)
- K-12 Mathematics Presentation (2/26/2015)

Facilities

- Lower Fields Presentation (2012)

Special Education

- SPED Task Force Findings (2008)

Demographics

- Enrollment Projections

Budget

The School Committee's most significant fiscal responsibility is the review and approval of the District operating budget for each fiscal year, and the presentation of the budget at the Town Meetings. The School Committee may also present a capital budget for separate approval by Town Meeting.

The budget process usually begins in the autumn of each school year, when the Superintendent and Central Office staff send out guidelines for expenditures in each category for each school in the District. Each school or department then submits a budget request to the Central Office staff, where it is reviewed and then presented to the School Committee. Committee members are given an opportunity to review these budgets with principals and/or regional department leaders, usually at extra meetings scheduled for this purpose in January and early February each year. The Acton-Boxborough Regional School District budget must be voted and assessments for each town set at least 45 days in advance of the first Town Meeting, which is currently the Acton Town Meeting, held starting the first Monday in April. Once voted, Regional District assessments can only be lowered. Once voted at Town Meeting, the District budget establishes the funding available for expenditures in the next fiscal year, which begins July 1 following the Town Meetings.

At quarterly School Committee meetings, the committee receive an update showing the funds budgeted, spent, and remaining for each category of expenditure for the current fiscal year. The committee also votes to accept or reject all bids for goods and services to be contracted by the District, as recommended by the Superintendent. In addition, the committee must approve payroll and expense warrants, which list all money to be spent in a given period of time with the name and address of the recipient, the budget category line item charged with the expense, and the amount paid.

FY16 Proposed Budget

FY16 Budget Books

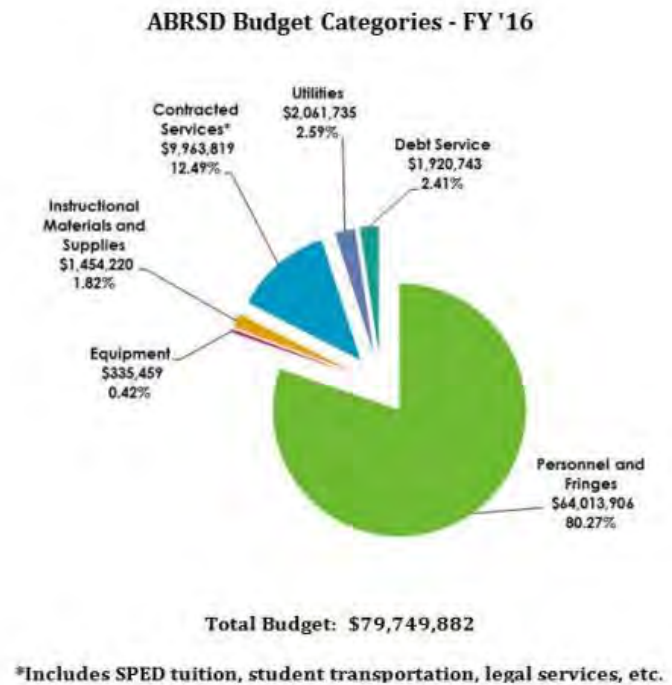
- FY16 AB Budget Book

FY15 Approved Budget

- FY15 AB Budget Detail
- Re-voted Table 6 (11/2014)

2013-2014 Approved Budgets

- [FY14 AB Budget Detail](#)
- [FY14 APS Budget Detail](#)
- [FY14 AB Budget Summary](#)
- [FY14 APS Budget Summary](#)



Policies

This section contains the official policies of the Acton-Boxborough Regional School Committee. Policy development in a modern, forward-looking school system is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing need to develop new policies or to revise existing ones. The district will make a diligent effort to keep this section of the website up to date as new policies, regulations, and exhibits are distributed by the central office. The school department operates according to policies established by the school committee. The committee then appraises the effects of its policies and makes revisions as necessary. In the interests of harmony, efficiency, uniformity of interpretation, coordination of effort, and in fairness to all concerned, the committee makes this manual available to all who are affected by its policies. Please Note: The information contained is the property of the Acton-Boxborough Regional School Committee.

Notice Regarding District Policies

~~The Acton-Boxborough Regional School District is being expanded to include the Acton Public Schools and Boxborough School District. For the period July 1, 2013 through June 30, 2014, all references to the Acton-Boxborough Regional School District in the Districts' policies should be read to include the Acton Public Schools.~~

~~This notice was approved by the Acton Public School Committee, the Acton-Boxborough Regional School Committee and the Acton-Boxborough Transitional School Committee on 11/21/13.~~

Policy Classification System

Policies are organized in accordance with the classification system developed by the National School Boards Association (NSBA). This system provides an efficient means of coding, filing, and finding policies and other documents. There are 12 major classifications, each assigned an alphabetical code. Each major section presents the policies pertaining to that topic. You can also look in the [policy index](#), which cross-references key words to policy sections. Note: Similar to other districts, not every policy is posted. If you have questions concerning these policies, please contact the Superintendent's Office at 978.264.4700.

Policy Sections

- [Section A—
Foundations and Basic
Commitments](#)
- [Section B—School
Board Governance
and Operations](#)
- [Section C—General
School Administration](#)
- [Section D—Fiscal
Management](#)
- [Section E—Support
Services](#)
- [Section F—Facilities
Development](#)
- [Section G—Personnel](#)
- [Section H—
Negotiations](#)
- [Section I—
Instructional Program](#)
- [Section J—Students](#)
- [Section K—School-
Community Relations](#)

Contracts and Evaluations

The school committee acts as the employer of district employees for collective bargaining purposes. The committee may designate a negotiator or negotiating team.

The committee is responsible for hiring and evaluating the superintendent. The final vote on hiring the school business manager, administrator of special education, school physicians, and legal council also falls to the school committee.

Evaluations

2015-2016 Superintendent Evaluation (expected June 2015)

Contracts

The contracts below have direct implications on operations throughout the district, from the budget to the school calendar. Please visit the Human Resources [link to <http://www.abschools.org/departments/human-resources>] page for more information.

Administrators' Contracts & Benefits

- [Superintendent's Contract](#) Dated: July 1, 2014–June 30, 2017
- [Administrators' Benefits Manual](#) Dated: July 1, 2014

Acton-Boxborough Education Association Contract & Salaries

Press Release: Contracts Ratified (5/22/2014)

- [2014-2017 ABEA Contract](#)
- [Schedule B Coaching and Advisors' Salaries](#)
- [Educator Evaluation Contract Language](#)

Office Support Association Contract & Salary Charts

- [Office Support Contract 2013–2016](#)

AFL-CIO Agreement & Salary Schedules

- [Custodians' Contract 2013-2016](#)

BULLYING PREVENTION AND INTERVENTION POLICY

First Reading 3-30-15

The Acton-Boxborough Regional School District (hereinafter referred to as "The District") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District expects that all members of the school community will treat each other in a civil manner with respect for differences and strives to provide and maintain safe and supportive learning and working environment for all students and employees. The District will not tolerate any unlawful or disruptive behavior that causes physical or emotional harm and absolutely prohibits bullying, cyber-bullying and retaliation. **This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians and students, including conduct between/among all parties.**

M.G.L. c. 71, § 37O protects students from student-on-student and staff-on-student bullying, cyber-bullying and retaliation. In accordance with this state law, bullying and cyber-bullying of the district's students are prohibited:

- (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and
- (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

M.G.L. c. 71, § 37O defines bullying as "the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or of damage to his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school."

Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name-calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyber-bullying, as defined in M.G.L. c.71, s. 37O is "bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire,

radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person;
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying; and
- (iii) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying.”

Cyber-bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

Reporting Potential Bullying or Retaliation:

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.

- a. Any school staff employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member.
- b. Oral reports made by or to a staff member shall be recorded in writing.
- c. The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.
- d. Reports by school staff, parents or guardians and others generally should be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.

Responding to Potential Bullying or Retaliation by A Student:

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take

steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who has provided information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

1. Investigative Procedures for Potential Bullying or Retaliation:

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying v. peer conflict). Once determined, outreach to the target and family shall occur **concurrently** with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps to be taken should include:

- a. Determine the nature, chronicity, and severity of the presenting situation.
- b. Identify aggressor(s), target(s), and bystanders
- c. Provide a safety and comfort plan for the target(s).
- d. Identify whether or not the bullying has occurred on or off campus.
- e. Immediately remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- f. Have conversations with all parties.
- g. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- h. Establish a timetable for following up with parents, especially parents of target(s).
- i. Collection and documentation of data.

Non-Classroom Supervision:

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- a. Determine "hot spots" that bullying and/or retaliation may more likely occur.
- b. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- c. Consider adult density in "hot spots" if necessary.

2. Consequences from Findings:

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our District's anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance the Plan and with the school's or district's code of conduct.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student may be subject to disciplinary action.

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student's age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- a. Verbal reprimand
- b. Temporary removal from the classroom
- c. Loss of privileges, including before and after school activities
- d. Time-out
- e. Notice to parent
- f. Supervised break times
- g. Detention
- h. In-school suspension
- i. Out-of-school suspension
- j. Reassignment of seats in lunch, bus, class, etc.
- k. Reassignment of classes

- l. Referral to an outside agency
- m. Reassignment to another school or another mode of transportation
- n. Expulsion
- o. Report to law enforcement

In addition, formative activities will be given, which may include:

- a. Reparation to the target (recognizing that direct apology may be contraindicated)
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

3. Notification Obligations:

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00, including 49.05 paragraph 4:

“A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.”

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

Responding to Allegations of Bullying by School Staff

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

School-wide Bullying Prevention and Intervention Program

All Acton-Boxborough Regional Schools will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying prevention curriculum that includes the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include a team approach for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program

with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

- Consist of members appointed by the principal including but not limited to the following constituents: Building Principal or Assistant Principal, Teacher representative(s), Counselor/Psychologist/Special Educator.
- Additional collaboration from Pupil Services administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By the beginning of the school year:
 - Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
 - Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the District's implementation of the Bullying Prevention and Intervention Policy.

See Procedures at JICFB-R

File: JBA, ADA

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JICFA-E, Hazing

Revised: 12/2/10

Approved:

Existing Policy
12.2.2.2

File: JICFB

Acton Public Schools and Acton-Boxborough Regional School District
BULLYING PREVENTION AND INTERVENTION POLICY

The Acton Public Schools and the Acton-Boxborough Regional School District (hereinafter referred to as "The District") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District expects that all members of the school community will treat each other in a civil manner with respect for differences and strives to provide and maintain safe and supportive learning and working environment for all students and employees. The District will not tolerate any unlawful or disruptive behavior that causes physical or emotional harm and absolutely prohibits bullying, cyber-bullying and retaliation. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Bullying behaviors are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the operation of the school. These behaviors include maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability.

The School Committees expect administrators and supervisors to make clear to students and staff that bullying behaviors (as defined above) in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated. The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, detentions, short-term or long-term suspensions, or expulsions from school as determined by the school administration and/or school committee, subject to applicable procedural requirements. Nothing in this policy is intended to prevent the school administration and/or school committee from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyber-bullying, as defined above, but nevertheless is inappropriate for the school environment.

Furthermore, the Districts will immediately investigate allegations of bullying, including cyberbullying, intimidation, and/or harassment. The Principal of each building, or his/her designee, will be responsible for responding to all complaints by students alleging harassment, including bullying, in accordance with harassment. If it is determined that bullying has occurred, the Principal and/or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. In this regard, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

All schools in Acton and Acton-Boxborough will include a bullying prevention and intervention plan that is proactive and educational, in keeping with the guidelines published by the Department of Elementary and Secondary Education. The district is committed to supporting each school in their adoption of a school-wide bullying prevention and intervention program by providing the necessary funding, training and staff time. Each school is directed to develop or adopt a research based bullying

File: JICFB

prevention curriculum that include the major components listed in the Bullying Prevention and Intervention procedures. Additionally, bullying prevention and intervention will include a team approach for the systematic tracking, monitoring and evaluation of the school based Bullying Prevention program with special emphasis on analyzing incidents for systemic intervention at the school building level and the school system at large.

Each Team will:

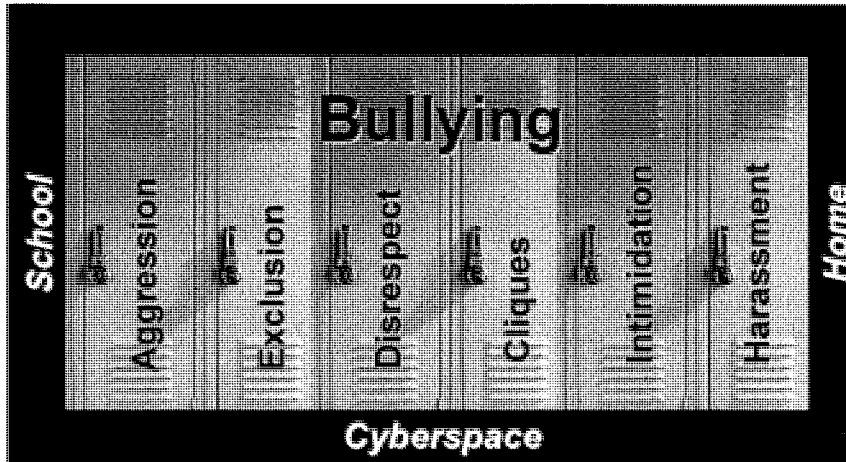
- Consist of members appointed by the principal including but not limited to the following constituents: Building Principal or Assistant Principal, Teacher representative(s), Counselor/Psychologist/Special Educator.
- Additional collaboration from Pupil Services administration and/or School Nurse.
- Meet a minimum of two times during the school year.
- By the beginning of the school year:
 - Distribute Policy and procedures to all students, parents, faculty and staff (student handbook, annual written notice, website, employee handbook, etc.)
 - Notify the Superintendent of Schools in writing of their school's compliance with this Policy and submit a copy of the bullying prevention and intervention procedures adopted for each school.
- Yearly, monitor and review the effectiveness of the Bullying Prevention and Intervention Procedures.
- By June of each year, provide a brief annual summary to the Superintendent of Schools regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for building based enhancements/improvements.

The Superintendent or designated representative has operational responsibility for the Districts' implementation of the Bullying Prevention and Intervention Policy.

File: JBA, ADA
CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JICFA-E, Hazing

Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720
Telephone: 978-264-4700

Existing
Plan



Bullying Prevention and Intervention Plan

Acton-Boxborough Regional School District

December 2, 2010

Approved March 18, 2011

Updated August 2014 and March 2015

In June 2008, the Acton-Boxborough Regional School District established a Bullying Prevention and Intervention Task Force, including parents, guardians, teachers, administrators, counselors, and law enforcement. As a committee, our goal was to ensure ownership for our Bullying Prevention and Intervention Plan, reflecting a safe environment built on respect for differences and comprehensive in scope. The Acton-Boxborough Regional School District's Bullying Prevention and Intervention Plan applies to students and school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. This document is posted on the Acton-Boxborough Regional Schools website and was distributed to community partners for public access. The Acton-Boxborough Regional School District Bullying Prevention and Intervention Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 15

Acton-Boxborough Regional School District
BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

The Acton-Boxborough Regional School District is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of the District's comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Leadership at all levels will play a critical role in the development and implementation of the Bullying Prevention and Intervention Plan ("Plan") in the context of the District, school and community efforts to promote a positive environment (wellness, safety initiatives, demographic study, etc.), through public involvement in developing the Plan, assessing needs and resources, and planning and oversight.

The Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, including parents and/or guardians, and local law enforcement agencies. A task force was developed which represented a wide variety of positions to make our plan representative of all constituencies. The task force provided public notice and a public comment period before adopting the policy voted on by the School Committee.

This Plan was part of the District's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of our other initiatives listed above. School leaders, with input from home and school, assessed the adequacy of current programs, reviewed current policies and procedures, reviewed available data on bullying and other behavioral incidents, and assessed available resources (and funding) for curricula options, training programs, and behavioral health services. As part of this review, we have set priorities for the review of School Committee policies and subsequent procedures that affect these initiatives that promote a safe environment. Extensive collaboration is done with our community law enforcement agency.

Consequently, this Plan is a comprehensive approach to addressing bullying and cyber bullying, and the District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence.

Major components include:

- Development of a community culture that publicly communicates that bullying is unacceptable in any form.
- Commitment to creating a safe and supportive environment for vulnerable populations in the school community.
- Commitment to a pro-social, research-based curriculum and/or program that promotes positive peer relations.
- Commitment to addressing the needs of the target concurrently with the on-going investigation and response to the bully.
- Annual discussion of the Bullying Prevention and Intervention Plan with students (no later than October 1st of each year).
- Adequate supervision of students to address bullying prevention and intervention.
- Ongoing training and support of teachers and school staff in the use of proactive and effective strategies for responding to bullying and supporting bystanders and targets.
- Systematic review of the overall bullying prevention and intervention approaches used by the school.

As required by M.G.L. c. 71, § 370, this Plan was initially developed with various constituencies; Acton and Acton-Boxborough administrators, faculty and staff, interested community representatives, students, parents, guardians, and the Acton and Acton-Boxborough School Committees. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Principals are responsible for the implementation and oversight of the Plan at their respective buildings.

Definitions:

In order to work as collaboratively and as effectively as possible, to prevent and intervene on all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal.

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c.71 § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of the school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c.71 § 370 for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71 § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Relationship to Other Laws:

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL.ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L., c.71, §§ 37H, 37H1/2, 37H3/4, M.G.L. c. 71 §§ 41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.

Bullying behaviors generally are persistent, pervasive or chronic which intimidate and/or intentionally harm or threaten to harm someone in a physical/emotional manner. Bullying is defined as the act of one or more individuals intimidating one or more persons through electronic, written, verbal, physical acts or gestures or any combination thereof, either direct or indirect, mental and/or visual, when such intentional behavior substantially interferes with a student's education, threatens the overall educational environment, and/or substantially disrupts the orderly operation of the school.

These behaviors include physical or emotional harm to the target or damage to the target's property, placing the target in reasonable fear of harm to himself or herself, or of damage to his or her property, creating a hostile environment for the target, or infringing on the rights of the target at school. Specific examples include but are not limited to maliciously teasing, taunting, name-calling, sexual remarks, stealing or damaging an individual's possessions, spreading rumors, or encouraging others to reject or exclude someone. This intentional behavior includes but is not limited to harassment, intimidation, and bullying based upon race, color, religion, ancestry, national origin, economic status, gender, sexual orientation, gender identity, pregnancy, marital status, physical appearance, or mental, physical or sensory disability. Retaliation is prohibited and includes any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. This prohibition shall apply to all District employees, contractors, volunteers, parents/guardians, and students, including conduct between/among all parties.

Peer conflict involves disagreement and oppositional interactions which are situational, immediate, and developmentally appropriate. These latter behaviors, with adult guidance and modeling, assist in developing new skills in social competency, learning personal boundaries and conflict resolution strategies.

As defined in the Bullying Prevention and Intervention Policy, bullying can be any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

- a. Placing a student, school volunteer or school employee in reasonable fear of harm to his or her emotional or physical well-being or damage to his or her property,
- b. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target,
- c. Interfering with a student, school volunteer or school employee having a safe environment that is necessary to facilitate educational achievement, opportunities or benefits,
- d. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer,
- e. Infringing on the rights of the other student, school volunteer or school employee at school, or
- f. Materially and substantially disrupting the education process or the orderly operation of a school.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

A. Planning and Oversight:

The building principal or designee is ultimately responsible for the following tasks under the Plan:

- a. Receiving reports on bullying or retaliation;
- b. Collecting and analyzing school-wide data on bullying to assess the present level of need and measure improved outcomes;
- c. Annually reporting the school's bullying incident data to the Massachusetts DESE and administering a DESE-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in the school at least once every four years beginning with the 2015-2016 school year;
- d. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
- e. Implementing the ongoing professional development that is required by law;
- f. Identifying support strategies that respond to the needs of targets and student aggressors;
- g. Choosing and implementing, in partnership with central office administrators, the curricula that the school or district will use;
- h. Amending the student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and,
- i. Leading the parent or family engagement efforts and drafting parent information materials.

The Director of Technology will be responsible for updating the Acceptable Use Policy.

B. Reporting Potential Bullying or Retaliation:

A culture of openness is considered the most effective means for countering bullying behavior. It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously.

- a. Any school staff that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying or retaliation shall immediately report it to the principal or designee. This includes bullying of a student by another student or by a staff member.
- b. Oral reports made by or to a staff member shall be recorded in writing.
- c. The District will make a variety of reporting resources available to the school and home community including, but not limited to, an incident reporting form, a voice mailbox, a dedicated mailing address and an email address. Reports of bullying and/or retaliation, reported by students, parents or guardians, or other non-school staff, may be made anonymously but no disciplinary action will be taken against an alleged aggressor solely on the basis of these anonymous reports.
- d. Reports by school staff, parents or guardians and others generally should be made to the principal or designee. However, if the principal is the alleged aggressor, the report should be made to the Superintendent. In such circumstances, the Superintendent or designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target. If the Superintendent is the alleged aggressor, the report should be made to the School Committee, which shall then be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target.

C. Responding to Potential Bullying or Retaliation by a Student:

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Principal or designee will take steps to promote safety during the course of and after the investigation, as necessary for all parties involved.

The Principal or designee will implement appropriate strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who has provided information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

1. Investigative Procedures for Potential Bullying or Retaliation:

Each school is required to investigate in a timely manner and determine whether or not bullying or retaliation has occurred. This requires a determination as to the nature of the incident (bullying

v. peer conflict). Once determined, outreach to the target and family shall occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing formative/educational consequences for aggressors.

Steps to be taken should include:

- a. Determine the nature, chronicity, and severity of the presenting situation.
- b. Identify aggressor(s), target(s), and bystanders
- c. Provide a safety and comfort plan for the target(s).
- d. Identify whether or not the bullying has occurred on or off campus.
- e. Immediately remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- f. Have conversations with all parties.
- g. Inform parents, guardians and all relevant adults of initial investigation; notice of confidentiality.
- h. Establish a timetable for following up with parents, especially parents of target(s).
- i. Collection and documentation of data.

Non-Classroom Supervision:

Each school must supervise non-classroom areas. The review and exchange of information regarding non-classroom areas are important to:

- a. Determine "hot spots" that bullying and/or retaliation may more likely occur.
- b. Consider ways of keeping certain groups or students apart during transitions, or building positive collaborations between older and younger students.
- c. Consider adult density in "hot spots" if necessary.

2. Consequences from Findings:

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the District use a range of responses that balance the need for accountability with the need to teach appropriate behavior M.G.L. c. 71 § 370(d)(v). Skill building approaches include offering individualized skill-building sessions based on our District's anti-bullying curricula, providing relevant educational activities for individual students or groups of students, in consultation with our counselors and psychologists, implementing a range of academic and non-academic positive behavioral support to help students understand pro-social ways to achieve their goals, meeting with parents and guardians to engage parent support and to reinforce the anti-bullying curricula and social skills building activities at home, adopting behavioral plans to include a focus on developing specific social skills, and making a referral for evaluation.

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance the Plan and with the school's or district's code of conduct.

The federal Individuals with Disabilities Education Act (IDEA) and Section 504, which should be read in cooperation with the State laws regarding student discipline, govern discipline procedures for eligible students with disabilities protected by these laws.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, the student may be subject to disciplinary action.

Consequences for bullying or retaliation should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences may be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

Consequences should consider these specific issues:

- a. Nature, severity, and chronicity of the behavioral impact on the target
- b. Degree of physical, psychological, social harm on the target
- c. Student's age, development and degree of maturity
- d. Surrounding circumstances and context in which the incident(s) occurred
- e. Prior disciplinary history and continuing patterns of behavior
- f. Relationship between and among the parties involved
- g. Context in which the alleged incident(s) occurred
- h. The need to balance accountability with the teaching of appropriate behavior.

The appropriate range of consequences, subject to due process where appropriate, is as follows:

- a. Verbal reprimand
- b. Temporary removal from the classroom
- c. Loss of privileges, including before and after school activities
- d. Time-out
- e. Notice to parent
- f. Supervised break times
- g. Detention
- h. In-school suspension
- i. Out-of-school suspension
- j. Reassignment of seats in lunch, bus, class, etc.
- k. Reassignment of classes

- l. Referral to an outside agency
- m. Reassignment to another school or another mode of transportation
- n. Expulsion
- o. Report to law enforcement

In addition, formative activities will be given, which may include:

- a. Reparation to the target (recognizing that direct apology may be contraindicated)
- b. Completion of curricular based assignment(s)
- c. Meeting with Civil Rights Coordinator
- d. Completion of community service designed to help the aggressor understand and respect differences; written report required by the aggressor
- e. Therapeutic support for both aggressor and targets

3. Notification Obligations:

Notice to another school or district: If an incident of bullying or retaliation involves students from more than one school district, commonwealth charter school, or non-public school, a school administrator shall promptly notify the appropriate administrator of the other school or district so that both may take appropriate action.

Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this, and the procedures for responding to it. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations of 603 CMR 49.00.

The Principal or designees will notify the parents/guardians of the acts the District has taken to prevent further acts of bullying and retaliation through consequences and formative activities, as discussed above. Moreover, the school will notify the parents/guardians about the range of services, including, but not limited to, counseling (guidance, adjustment counseling, school psychology intervention) both individually and in group, social groups (social skills building, social pragmatic groups), friendship groups, discussion groups, role-playing groups, etc. that are specifically designed to address issues of bullying and retaliation. These individual and group interventions are designed to teach generalization skills. Staff will be given time to regularly communicate and collaborate with each other to ensure consistent reinforcement of a student's specific skills, adjust the school environment to meet that student's needs, and be notified to prevent any further acts of bullying and retaliation. Specialists will consult with staff to help students becoming targets and/or aggressors. These acts will be discussed openly with the parents/guardians to establish a trusting relationship between home and school.

Notice to law enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the student aggressor, the Principal will notify the local law enforcement agency. Notice will be consistent with the requirement of 603 CMR 49.00.

In making these determinations, the Principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and the Superintendent or designee. At all times, schools will remain sensitive to the confidentiality of all parties, but may not be able to preserve fully the confidential nature of the allegation.

D. Responding to Allegations of Bullying by School Staff

- Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.
- A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to present the facts as he/she sees them, in accordance with district policies and procedures, including any applicable collective bargaining agreements.
- Procedures for investigating reports of bullying and retaliation by staff are consistent with district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students and others as deemed appropriate. School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.
- In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities. School officials will develop a method to record confirmed acts of bullying by staff.

E. Problem Resolution System:

Any parent wishing to file a claim/concern or seeking assistance outside of the school district may do so with the MA Department of Elementary and Secondary Education Problem Resolution System (PRS). Information about the PRS can be found at <http://www.doe.mass.edu/pqa> or individuals may send emails to compliance@doe.mass.edu or may call 781-338-3700. In addition, the Superintendent's office has hard copies of information about the PRS.

Collaboration with Families:

The Acton-Boxborough Regional Schools, in collaboration with parent associations, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or individual school.

Each year the Acton-Boxborough Regional Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that is being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The schools or district will send parents written notice every year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The District will further post the Plan and related information on its website.

Access to Resources and Services:

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, student aggressors, families, and others are addressed. In this regard, the Acton-Boxborough Regional Schools will refer families/guardians of targets and student aggressors to a variety of appropriate resources within the District. The Acton-Boxborough Regional Schools utilize school counselors and school psychologists who assist in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. The Acton-Boxborough Regional Schools utilize a variety of tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula. Translators are provided as needed. In some cases, families/guardians of targets and student aggressors will be referred to appropriate counseling services outside the school. The District will have the upmost respect and sensitivity for families of targets and student aggressors and offer help for families to determine the appropriate service for them.

As required by M.G. L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. All special education staff is annually trained on this requirement.

All resources are evaluated on design engaging to students, in keeping with the District's core values, and culturally and linguistically appropriate and linked to community service agencies.

Ongoing Academic and Non-Academic Activities for Students:

Bullying prevention curricula will be informed by current research (evidence-based), which, among other things, emphasizes the following approaches:

- a. Using scripts, role plays, and social stories to develop skills;
- b. Empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;

- c. Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- e. Enhancing students' skills for engaging in healthy relationships and respectful verbal and written communications; and,
- f. Engaging students in a safe supportive school environment that is respectful of diversity and difference.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives.

- a. Setting clear expectations for students and establishing school and classroom routines;
- b. Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. Using appropriate and positive responses and reinforcement, even when students require discipline;
- d. Using positive behavioral supports;
- e. Encouraging adults to develop positive relationships with students;
- f. Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. Using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Ongoing Professional Development:

In general, professional development opportunities will establish a common understanding of tools necessary for staff to create a school climate that promotes safety, constructive management for classroom behaviors, civil communication, empathy and respect for differences. Specifically, the District will provide an annual school based bullying prevention and intervention training each year for all employees to include staff duties under the Plan (found also in the District employee handbook and code of conduct), an overview of the steps that the Principal and/or designee will follow upon receipt of a report, and an overview of the bullying prevention curricula to be offered at all grades. All staff members hired after the start of the school year is required to participate in school-based training during the school year in which they are hired.

The content of such on-going professional development will include:

- a. Developmentally appropriate strategies for immediate, effective interventions to prevent and/or stop bullying incidents,
- b. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying,
- c. Research findings including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment, including, a particular focus of the student on the autism spectrum or students whose disability affects social skill development, information on the incident and nature of cyber-bullying, and internet safety as they relate to cyber-bullying.

- d. Ways to prevent and respond to bullying or retaliation for students with disabilities, which must be considered in the development of the student's Individualized Education Programs (IEPs).
- e. Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc. and bullying behaviors

For parents and guardians, the District will offer education programs that are focused on the parental components of the bullying prevention curricula and any social competency curricula used by the District or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

SMALL NECESSITIES LEAVE ACT - DRAFT

I. POLICY

A. Eligibility

Employees that have been employed by the Acton-Boxborough Regional School District (“the District”) for at least twelve (12) months and have provided 1,250 hours of service to the District during the previous twelve (12) month period of time and qualify for Family Medical Leave status are eligible for leave under the Massachusetts Small Necessities Leave Act (“SNLA”).

B. Purpose and Amount of Leave

An eligible employee is entitled to 24 hours of SNLA leave for any of the following purposes:

(1) to participate in school activities directly related to the educational advancement of the eligible employee’s son or daughter¹, such as parent-teacher conferences or interviewing for a new school²;

(2) to accompany the eligible employee’s son or daughter to routine medical or dental appointments, such as check-ups or vaccinations; or

(3) to accompany the eligible employee’s elderly relative³ to routine medical or dental appointments or appointments for other professional services related to the elder’s care, such as interviewing at nursing or group homes.

C. Twelve Month Period

The twelve (12) month period shall be consistent with that established under the District’s Family and Medical Leave Act Policy.

D. Intermittent Use of Leave

Eligible employees may use SNLA leave in increments of time of one (1) hour or more.

¹ A “son or daughter” is defined as a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*. Further, the son or daughter must be under 18 years of age or 18 years of age or older and incapable of self-care because of a mental or physical disability.

² A “school” is a public or private elementary or secondary school, a Head Start program assisted under the Head Start Act, or a licensed children’s day care facility.

³ An “elderly relative” is an individual that is at least 60 years of age and who is related by blood or marriage.

E. Use of Accrued Leave

Eligible employees that have accrued vacation, personal or sick leave (for medical appointments only) at the time they use SNLA leave will be required to use such accrued leave during the time they are on SNLA leave.

Eligible employees that do not have accrued vacation, personal or sick leave (for medical appointments only or as otherwise permitted by District policy or collective bargaining agreement) at the time they use SNLA leave will receive unpaid leave.

F. Return to Work

An employee that receives SNLA leave will be restored to the position he or she held when the SNLA leave commenced.

Approved 6/20/13

SMALL NECESSITIES LEAVE ACT

II. PROCEDURES

A. Notice

Eligible employees must request SNLA leave at least seven (7) days in advance of the time for which SNLA leave is requested whenever the need for SNLA leave is foreseeable. If the need for SNLA leave is not foreseeable, an eligible employee must give the District notice as soon as practical. All notices to the District shall be made in writing unless circumstances prohibit written notice.

B. Certification

Each time an eligible employee takes SNLA leave, the eligible employees must complete a certification. Certification forms are available in the Superintendent's office. As required by law, the certification will be maintained in the eligible employee's personnel file for three (3) years.

Approved 6/20/13

SMALL NECESSITIES LEAVE ACT

Employee Certification

I certify that on _____ I will/did take _____ hours of leave for the following purpose:

- to participate in school activities directly related to the educational advancement of my son/daughter.
- to accompany my son/daughter to a routine medical or dental appointment.
- to accompany an elderly relative to a routine medical or dental appointment or appointment for other professional services related to the elder's care.

Employee Name: _____

Date: _____

FAMILY AND MEDICAL LEAVE - **DRAFT**

I. POLICY

A. Introduction

The Federal Family and Medical Leave Act of 1993 (“FMLA”) entitles eligible employees to take unpaid, job-protected leave for specified family and medical reasons, as explained below.

B. Employee Eligibility

To be eligible for FMLA benefits with the Acton-Boxborough Regional School District (the “District”), an employee must:

1. Work for the District;
2. Have worked for the District for a total of at least twelve months in the prior 7 years; and
3. Have worked at least 1,250 hours over the previous twelve months, prior to the leave request.

C. Leave Entitlement

Section 1. The District will grant an eligible employee up to a total of twelve work weeks of unpaid leave during a rolling 12-month period¹ for one or more of the following reasons:

1. For the birth of a son or daughter and to care for the new born son or daughter;
2. For the placement with the employee of a son or daughter for adoption or foster care;
3. To care for an immediate family member (spouse, son or daughter, or parent) with a serious health condition;
4. When the employee is unable to work because of his/her own serious health condition that prevents him/her from performing the functions of his/her job; or

¹ For the purposes of calculating the 12-month period referred to above, the District will measure the 12-month period backward from the date of an employee’s request for FMLA leave. Each time an employee takes FMLA leave, the District will determine the total amount of FMLA leave used by the employee during the preceding 12 months, and the remaining time available to the employee will be the balance of 12 weeks which has not been used.

5. For a “qualifying exigency” (as defined in 29 CFR § 825.126) when the employee’s spouse, son, daughter, or parent who is a member of any branch of the military, including the National Guard or Reserves, has been deployed or called to active duty in a foreign country.

Spouses employed by the District are jointly entitled to a combined total of twelve work weeks of family leave except when the leave is needed to care for a son, daughter or a spouse with a serious health condition; under such circumstances, such employees may each be eligible for up to 12 weeks of family leave.

Leave for birth or placement for adoption or foster care must conclude within twelve months of the birth or placement.

Section 2. The District will also grant an eligible employee up to a total of twenty-six weeks of unpaid FMLA leave for the following reasons:

1. To care for a spouse, son, daughter, parent, or next of kin (i.e., nearest blood relative), who is a current member of the Armed Forces (including a member of the National Guard or Reserves) and who is undergoing medical treatment, recuperation or therapy, is an outpatient, or is on the temporary disability retired list, for a serious injury or illness incurred in the line of duty while on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces.
2. To care for a spouse, son, daughter, parent, or next of kin (i.e., nearest blood relative), who is a veteran undergoing medical treatment, recuperation or therapy for a serious injury or illness incurred in the line of duty while on active duty in the Armed Forces (or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty) and that manifested itself before or after the member became a veteran. The veteran must have been a member of the Armed Forces (which includes the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy.

Such 26-week leave period shall only be available for a single 12-month period.² To the extent spouses work for the District, the aggregate number of workweeks available to both spouses shall be limited to 26 weeks during the single 12-month period. In addition, any leave taken during that single 12-month period for one of the other qualifying reasons (as noted in this Policy) shall count against the 26 weeks available. (Only 12 of the 26 weeks total may be used for an FMLA-qualifying reason other than to care for a covered servicemember.)

² Calculation of the single 12-month period in this Section shall be based off the 12-month period immediately following the first day of such FMLA-qualifying leave. Such 26-week period shall not be based on the rolling measurement noted in Section 1.

Section 3.

1. Under some circumstances, employees may take FMLA leave intermittently.
2. Also, the District may require employees to use accrued paid leave³, such as sick or vacation leave, to cover some or all of the FMLA leave. When paid leave is used, the employee must follow the District's paid leave policies and procedures with respect to use of such leave.
3. When intermittent leave is needed to care for an immediate family member, the employee's own illness, or a covered servicemember, and is for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the District's operation.
4. The District may temporarily transfer an employee taking intermittent or reduced-schedule leave to an alternative job, with equivalent pay and benefits, that accommodates recurring periods of leave better than the employee's regular job when such leave is foreseeable based on planned medical treatment.
5. Any leave taken by an eligible employee for any of the reasons covered by this policy will be considered FMLA leave and will be designated as such even if the employee does not specifically identify the time off as FMLA leave.

D. Maintenance of Health Benefits

The District will maintain group health insurance coverage for an employee on FMLA leave whenever such insurance was provided before the leave was taken and on the same terms as if the employee had continued to work. The employee will make arrangements with the District to pay his or her share of health insurance premiums while on leave. The District may recover premiums it paid to maintain health coverage for an employee who fails to return to work from FMLA leave.

E. Job Restoration

Upon return from FMLA leave, an employee will be restored to his or her original job, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

In addition, an employee's use of FMLA leave will not result in the loss of an employment benefit that the employee earned or was entitled to before using FMLA leave.

³ The District's policy on use of paid leave is subject to, and will be administered in accordance with, the Massachusetts Maternity Leave statute.

F. Notice Certification and Status Reports

Employees seeking to use FMLA leave are required, as appropriate, to provide to their appointing authority:

1. NOTICE: Thirty (30) days advanced notice of the need to take FMLA leave when the need is foreseeable, otherwise as soon as is practicable;
2. MEDICAL CERTIFICATION:
 - (a) Medical certification supporting the need for leave due to a serious health condition affecting the employee, an immediate family member, or a covered servicemember with a serious injury or illness;
 - (b) Second or third medical opinions and periodic recertifications (at the District's expense) if requested by the District; and
 - (c) Medical certification and/or fitness for duty certification supporting the employee's ability to return to work as requested by the District, which the District may request include a statement from a health care provider that the employee can perform all of the essential functions of the job.
3. QUALIFYING EXIGENCY: Certification supporting the need for leave due to a qualifying exigency.
4. STATUS REPORTS: Periodic reports during FMLA leave regarding the employee's status and intent to return to work as requested by appointing authority.

The District will provide the employee with the appropriate notice, designation and certification forms in accordance with the FMLA regulations.

G. Other Provisions

This Policy shall at all times be interpreted in a manner consistent with the Department of Labor's Regulations pertaining to the Family and Medical Leave Act of 1993. The FMLA does not affect any other federal or state law which prohibits discrimination, nor supercede any state or local law which provides greater family or medical leave protection. Nor does it affect the District's obligation to provide greater leave rights under a CBA or employment benefit plan, where applicable.

H. Departmental Procedures

The District's appointing authorities may establish their own procedures to implement this policy, subject to the approval of the Superintendent of Schools.

Revised: 6/20/13

File: BDA

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING - DRAFT

First Reading 4-30-15

The annual organization meeting for the Acton-Boxborough Regional ~~District~~ School Committee shall be held each year ~~on~~ at the first Thursday of the first month ~~meeting~~ 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 chairpersons, ~~another as~~ one vice-chairperson from Acton, one vice-chairperson from Boxborough, 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

SCHOOL COMMITTEE OFFICERS - DRAFT

First Read 4-30-15

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 officers of the Committee and will perform such other duties as may be delegated or assigned to him/her them. Each vice-chairperson will support the chairperson in the business of their town.

File: EEAAA

ELEMENTARY BUS PASSES

The Acton-Boxborough Regional School Committee authorizes the issuance of two types of bus passes to elementary students. In order to protect all students who are transported to/from schools, requests for changes in dismissal arrangements will not be taken over the phone, except in an emergency as determined by the school Principal.

1. Permanent bus passes may be issued to elementary students under the conditions stated in the following procedures.
2. One-day bus passes may be issued to elementary students, with the exception of kindergarten students, under the conditions stated in the following procedures.

Approved: 1/13/14

ELEMENTARY BUS PASS PROCEDURES

Permanent bus passes will be issued to elementary students only when a student is attending day care services or other after school activities such as music or dance lessons, religious classes, scouts, etc., on a regular weekly schedule provided their parent or guardian has submitted the appropriate form, filled out completely and correctly, to the school office. These forms are available in each elementary school office.

One-day passes will be issued to elementary students for any purpose provided there is sufficient seating space on the buses and the parent or guardian has submitted the appropriate form, filled out completely and correctly, to the school office. If buses are full, alternate arrangements for transportation must be made by the parent, guardian, or designated emergency contact person for that child. Kindergarten students will not be issued one-day passes. Forms for one-day bus passes are available in each elementary school office.

Daycare providers, private tutors, and organizations receiving students with bus passes are responsible for these students once they exit the bus.

Information relative to bus numbers, bus routes, and bus stops can be obtained from the Transportation Office by calling 978-264-4700 during regular school hours. The elementary school offices, in consultation with the Transportation Office, reserve the right to deny the issuance of bus passes which are not filled out properly.

Approved: 1/13/14

Foundation Proposal

Submitted by: Ms. Kathy Luce, President, Blanchard Memorial School PTF and Mr. Dana Labb, Principal, Blanchard Memorial School.

January 5, 2014

Proposal Recipient: Blanchard Memorial School PTF

Blanchard Memorial School PTF Overview

The Blanchard "Parents, Teachers, and Friends" (PTF) organization raises funds and conducts activities in cooperation with the Blanchard Memorial School to enrich the process of education at the elementary school. They are a 501(c)(3) non-profit organization. The Blanchard Memorial School elementary school serves students in grades pre-K through 6 in Boxborough and Acton, Massachusetts.

The Blanchard PTF grants fund educational initiatives at Blanchard including enrichment activities, equipment purchases not funded by the school budget, or professional development. Teachers, parents and the Blanchard administration and community members are all invited to submit proposals. The committee is composed of PTF Board members, teachers, and parent representatives.

The Challenge

As of Fall 2014, the Blanchard Memorial School officially became part of the Acton-Boxborough Regional School District (ABRSD). One of the proposed benefits of regionalizing was to level student enrollment across the 6 elementary schools in Acton and Boxborough as Blanchard has seen a steady decline in student enrollment for the past several years due to population. However, one of the negative effects of regionalization is the unforeseen cost associated with running special events and programs at Blanchard Memorial School (for example, custodial services are now unionized and require a minimum 3 hour reservation at the unionized rate). These additional costs plus the current low enrollment at Blanchard Memorial School has left the PTF budget at a decreased level. Programs that have been supported by PTF grants in years past are now in danger of being cancelled or underfunded.

The PTF Board members are fully aware of this concern and are actively working on a mitigation plan to increase fundraising for the PTF. This plan includes introducing an "Annual Giving" drive to Blanchard families at the start of the school year. While this should greatly increase the PTF budget, it is expected to take some time for families to fully participate in these new fundraising efforts. Additionally with the new regionalization, Blanchard Memorial School should expect to see their enrollment increase steadily in the upcoming years. This should also help to increase the PTF budget.

Request:

We would like to make a proposal for support to help the Blanchard PTF during this interim period by assisting to fund playground equipment that is currently not within the school budget.

In May of 2014, the Blanchard First Grade Students each wrote a letter to Dr. Bates (the previous Principal) and Dr. Tower (the current Assistant Principal) requesting swings for the Blanchard Memorial School playground. (See attached samples.) This request has been handed off to us, the current Principal and to the PTF.

The outdoor playground at Blanchard Memorial School is currently utilized by the children in grades 1-6. (Preschool and K grades have a separate outdoor playground that is located in the center of the school building.) Additionally, the playground is available for public use during non-school hours benefitting any families whether they live in Boxborough, MA or not. While the playground is well equipped with climbing structures and other play apparatuses, the iconic swing set is definitely strongly missed by the children.

Purpose: Support a community recreational facility while alleviating the current PTF budget to support all other expected and planned enrichment grants for the upcoming year.

Duration: One time grant or matching support.

Amount: A preliminary quote estimates the cost of materials and installation of an Arch Belt Swing single bay plus additional bay (four swings total) to be just under \$10,000. The PTF would love to see this project through and is currently working on fundraisers to help finance this project. Any financial support including some form of a "match" donation by the _____ Foundation would be greatly appreciated.

Thank you for your attention and please feel free to let us know if there are any further questions.

Sincerely,

Ms. Kathy Luce,
President, Blanchard Memorial School PTF

Mr. Dana Labb
Principal, Blanchard Memorial School.

Family Foundation

January 21, 2015

Ms. Kathy Luce, President,
Blanchard Memorial School Parents, Teachers, and Friends Association

Mr. Dana Labb, Principal,
Blanchard Memorial School

493 Massachusetts Avenue
Boxborough, MA 01719

Dear President Luce and Principal Labb:

Re: Blanchard Memorial School Grant Request.

As a trustee of the _____ Foundation, I want to acknowledge receipt of the Blanchard Memorial School Parents, Teachers and Friends Association (BMSPTFA) proposal of January 5, 2015, regarding the Foundation funding a \$10,000 project to provide a two bay, 4 swing, set of playground equipment. Your proposal calls for this equipment to be installed in the Blanchard Memorial School yard adjacent to the existing playground equipment. We understand that you envision this project as a means to provide the Blanchard Memorial School students with additional opportunities for healthy play and further enable a growing sense of community among families who live in the Blanchard Memorial School attendance area as well as the village of Boxborough.

The Foundation is pleased to inform you of its interest in providing support for this project up to \$7500, given the following conditions:

1. That the source of this grant remain anonymous and be revealed only as necessary to those (BMSPTFA) officers, Blanchard Memorial School administration, and the Acton-Boxborough School District officials required to execute the project;
2. That upon the completion of a community fund raising program by May 31, 2015, that the Foundation would provide a base grant of \$5,000 plus a matching grant of one dollar for each "new dollar" raised by the community fund raising drive up to \$2500 dollars or that amount of funding required to complete the project whichever is the lesser amount. "New dollar" means that reassignment of currently budgeted BMSPTFA, Blanchard School, or Acton-Boxborough School District funds would not qualify for the matching funds grant. For example, if the community is able to raise \$2,500 toward this

project and the project cost is \$10,000, then the Foundation would provide a total of \$7,500 (\$5,000 base grant plus \$2,500 matching grant). If however, the project cost were \$9,500, then the Foundation would provide \$7,250 (\$5,000 base grant + \$2,250 matching);

3. That the Acton-Boxborough School District provide the Foundation with an appropriately executed legal release from any liability associated with the design, specification, purchase, installation or use of the proposed new swing set;
4. That the BMSPTFA provide proof to the Foundation that it is a qualified charitable organization as described in section 501(c) 3 of the U.S. tax code;
5. That upon receipt of funds from the Foundation that the BMSPTFA provide the Foundation an acknowledge statement documenting the magnitude of the grant and indicating that no tangible benefits were received by any individual nor goods or services were provided as a result of the receipt of this grant;
6. This document and the description of the above conditions supersede any prior communications, written or oral, between the Foundation and the BMSPTFA, Blanchard Memorial School administration, or the Acton-Boxborough School District.

If the BRBTFA is interested in receiving this grant under the above listed conditions, I would ask you and other signatories necessary to make such a commitment, to sign this document, retain one copy and to return the signed original to the Foundation at the address shown below.

The _____ Foundation is looking forward to assisting the Blanchard Memorial School's students and families and Boxborough in building a greater sense of community through the completion of this project.

Sincerely,



Trustee

Proposal Accepted:

Ms. Kathy Luce, President
Blanchard Memorial School Parents, Teachers, and Friends Association

Mr. Dana, Labb, Principal
Blanchard Memorial School

**RELEASE OF LIABILITY CONCERNING
CERTAIN PLAYGROUND EQUIPMENT**

The Acton-Boxborough Regional School District, a Massachusetts regional public school district with a principal address of 16 Charter Road, Acton, MA 01720, acting by and through its duly authorized Superintendent (the "District"), in consideration of a gift of playground equipment as further described herein, hereby releases the :

Foundation, its successors, assigns, officers, directors, employees, attorneys and agents (the "Foundation") from and against any and all claims arising out of, in connection with, or as a result of the design, specification, installation or use of a two bay, four-swing set, installed or to be installed by the Foundation at the District's Blanchard Memorial School, located at 493 Massachusetts Avenue, Boxborough, Massachusetts.

**ACTON-BOXBOROUGH REGIONAL
SCHOOL DISTRICT**

By: _____

Name: Glenn Brand

Title: Superintendent

Date: _____

[As authorized by vote of the Acton-Boxborough
Regional School Committee on _____, 2015.]