

Acton-Boxborough Regional
School Committee Meeting

May 21, 2015

7:00 p.m.

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

May 21, 2015
7:00 p.m.

AGENDA

1. **Call to Order** - *Kristina Rychlik*
2. **Chairwoman's Introduction** – *Kristina Rychlik*
3. **Policy Update #1** – *Maria Neyland*
 1. School Committee Annual Organizational Meeting, File: BDA – **Second Reading - VOTE**
 2. School Committee Officers, File: BDB – **Second Reading - VOTE**
4. **Election of Acton-Boxborough Regional School Committee Officers for FY16** – *Glenn Brand*
 1. Chairperson – **VOTE** – *Glenn Brand*
 2. Vice Chairperson(s) – **VOTE** – *Glenn Brand*
 3. Secretary – **VOTE** – *Glenn Brand*
5. **Recommendation to Accept Donation from Acton Boxborough Student Activities Fund (ABSAF) for FY16** – **VOTE** – *Glenn Brand*
6. **Statement of Warrant and Approval of Minutes**
 1. Meeting on 4/30/15 (*next meeting*)
7. **Public Participation**
8. **Recommendation to Accept Gift of Track Scoreboard from Donors** – **VOTE** – *Glenn Brand, Chip Orcutt*
9. **School Improvement Plans Presentation**
 1. Gates School – *Lynne Newman*
 2. McCarthy-Towne School - *David Krane*
10. **ABRHS Handbook for 2015-2016, Review of Changes – First Reading** – *Maurin O'Grady*
11. **Athletic Department Revolving Fund Update** – *Steve Desy, Steve Martin*
 1. Memo from the Superintendent
 2. Memo from Steve Martin
12. **Elementary & Junior High Bus Passes** – Discussion of how current practice is working – JD Head
 1. Current policy, File: EEAAA and procedures
 2. Slides
13. **Boxborough Local Election/Town Meeting Update** – *Chairperson (oral)*
14. **Annual Superintendent's Evaluation Process** – *Chairperson*
 1. Report on FY15 Goals – *Glenn Brand*

2. Survey Results Memo
 - i. AB Staff Survey Summary
 - ii. Administrators' UMASS Survey Summary
3. Spring 2015 timeline (FY15 Committee members only)
4. Evaluation Form
5. Invitation for Public Comment by June 1st to Chair and Beth Petr

15. ABRSD FY15/16 Budget Updates– Clare Jeannotte

1. FY15 Quarterly Report
 - i. Appropriated Budget v. Actual (Expenditures and Revenues)
 - ii. Special Revenue, Revolving and Gift Funds
 - iii. Grants
2. FY16 Budget Update

16. Recommendation to Approve FY16 Education Cooperative (TEC) Bid – VOTE – Glenn Brand

17. Recommendation to Support Construction of Conant Playground and Foundation Grant to Conant PTO – VOTE – Glenn Brand

18. Subcommittee Updates

1. **Policy Update #2 –**
 - i. Small Necessities Leave Act, File: GCCCA/GDCCA – **Second Reading - VOTE**
 - ii. Family and Medical Leave, File: GCCC/GDCC – **Second Reading - VOTE**

19. School Committee Member Reports (oral)

1. Acton Leadership Group (ALG)
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*

20. Superintendent's Report – Glenn Brand (oral)

1. Update on Naming of Elm Street Courts – *Dedication June 17 at 6:15 p.m.*
2. PARCC Forums

21. FY16 School Committee Meetings Calendar – First Reading – Kristina Rychlik

1. Draft 1: Twice monthly starting in September, one in April and one in May
2. Draft 2: Meeting every 3 weeks

22. FOR YOUR INFORMATION

1. Pupil Services Job Descriptions
2. FY16 Discovery Museum License renewal
3. ABRHS Discipline Report, April 2015
4. RJGJHS Discipline Report, April 2015
5. FY15 Financial Status Reports as of 4/30/15 (*see above*)
6. Pupil Services Reports

9. Dr. Jeffrey Bostic on Mental Health Issues in Children & Teens, 6/2/15 at 7pm in Jr High Auditorium, sponsored by AB Sped PAC and ABRSD Pupil Services Department
10. "Food for Thought", School Nutrition Association of MA
11. Schedule for Last Day of School, Thursday, June 25, 2015
12. Community correspondence – M. Scanlon email re Minuteman Tech

23. ADJOURN

NEXT MEETINGS:

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

- 6/11/15 6/25/15

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.

*ADD:
and elections*

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.



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

8.0

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

To: ABRSD School Committee
From: Glenn A. Brand
Date: May 15, 2015
Re: Track Scoreboard and Timing System

Back in January, you learned about a proposal that was moving forward from Mr. Chip Orcutt regarding the donation of a track and field scoreboard by Middlesex Savings Bank. This scoreboard would be installed at the Leary Field towards the rear Southeast corner of the track between the flagpole and the fence.

Since that time, Mr. Orcutt has learned that the funding from Middlesex Savings towards the contribution will not materialize. In turn, Mr. Orcutt has refocused his efforts and put forth for your consideration another proposal in an effort to provide the district with a track and field scoreboard.

Attached to this memo is a financial breakdown that details the proposal which is as follows:

Total Cost of the Proposed Scoreboard: \$36,115

The attached form, shows the associated costs for two vendors. The preferred vendor is Scoreboard Enterprises with a total cost for the project of \$36,115. The preferred scoreboard would be Daktronics due to the schools' history and success with the product as well as a better warranty which includes parts and labor while Hamden only covers parts.

In addition to the total cost it should be noted that Mr. Head, Director of Facilities, has agreed to commit the district's staffing to run the power to the newly installed board. Mr. Orcutt has agreed to cover any material costs up to \$1,000.

Total Funding Contributions: \$30,500

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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As noted on the attached form the following funds have been collected in support of this project:

FOLF Track Donation	\$10,000
Private Contribution *	\$18,000
Boosters	\$1,500
Middlesex Savings Bank	\$1,000
Total Raised:	\$30,500
Outstanding Balance:	\$5,615

Additional Items to Note:

- i) Mr. John Raguin serves as the private donor in the amount of \$18,000. A provision of this donation is that it accompanies the request for sponsorship labeled on the scoreboard of *Hit the Net Sports*. This newly launched retail-sporting goods store will open in August and be located in Acton on Great Road. It will provide lacrosse, field hockey and hockey equipment.
- ii) The request from Mr. Orcutt is that the district accept the donation as outlined and fund the difference in the balance of \$5,615. In good faith, I believe that the district can commit to funding the difference, not to exceed \$5,615, from either the operating budget or through possible Community Education contributions from either FY15 or FY16 funds.

Recommendation:

It is my recommendation that the School Committee vote to accept the gift in the amount of \$30,500 along with Mr. Orcutt's gift of a yet to-be-determined amount not to exceed \$1000 for materials towards the installation of the scoreboard. In kind, the district will commit to providing the labor hours to install the electrical connection as well as the difference not to exceed \$5,615.

I would also recommend that School Committee allow the Superintendent to exercise policy which allows for the advertising of *Hit The Net Sports*. In the event that *Hit The Net Sports* is no longer in business, the district will be allowed to replace the name with an alternative sponsor (s).

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Prepared by Chip Orcutt

AB Track		Preferred		Comment
Scoreboard Vendor Summary		Scoreboard Enterprises	Hamden Engineering	
<i>Board Type</i>		Daktronics	Fair Play	
Scoreboard	\$	14,820.00	\$ 12,446.00	\$ 2,374.00
Install	\$	7,500.00	\$ 6,800.00	\$ 700.00
Top Panel		\$0	\$ 725.00	
Extra Lower Panel	\$	565.00	\$ 725.00	
Permits/Structural Review	\$	-	\$ 1,000.00	Est. Permits
Total	\$	22,885.00	\$ 21,696.00	\$ 1,189.00
Lynx Silver Package	\$	13,230.00	\$ 13,320.00	
	\$	36,115.00	\$ 35,016.00	
Better Unit				
Misc.				
Size		9'11" x 9'	12'6" x 8'	
Warranty		5	5	

Funds Collected	
FOLF Track Account(Current)	\$ 10,000.00
Private Contribution (Sponsor)	\$ 18,000.00
Booster additional 4-14-15	\$ 1,500.00
MX Savings Bank, check 4-21-15	\$ 1,000.00
Funds Raised	\$ 30,500.00
Purchase	\$ 36,115.00
Balance	-\$ 5,615.00

Electrical by others, covered by Chip

Submitted May, 2015

Gates School Improvement Plan

2015 – 2016

Lynne Newman – Principal
Priscilla Kotyk – Assistant Principal
Lindsay Hussey – Teacher
Michael Eracleo – Community Member
Janice Martineau – Parent
Mani Pandi – Parent
Manoj Thadani – Parent

School Improvement Plan 2015– 2016

District Strategic Goal: #2 Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

Gates School Objective: Advance Standards-based Learning/Assessment

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative
Gates staff will develop a K - 6 standards-based report card.	Sept - June	Principal, Assistant Principal, Teachers, SPED teachers, Reading specialist, Specialists, School Council Members	A new K - 6 standards-based report card will be complete and ready for the 2016-2017 school year.	<p>Gates staff will continue to work on developing a new K - 6 standards-based report card. Year two includes the following:</p> <ul style="list-style-type: none"> • Develop the reporting standards in ELA, Science and Social Studies (K-6) • Identify Work Habits and Social Development expectations (K-6) • Develop the report card form • Collaborate with School Council to create a mechanism to collect parent feedback • Collaborate with School Council to create parent resources that describe/explain Standards-Based Report Cards
Teachers in grades 1-3 will implement the Wilson's Foundations phonics program.	Sept -June	Principal, Assistant Principal, Teachers (1-3), Reading Specialist	Teachers will implement the Wilson's Foundations Program.	Teachers identified the need to provide a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling. Teachers will implement the Wilson's Foundations Program in Sept. Feedback about the program's effectiveness will be collected, shared, and discussed throughout the year.

District Strategic Goal: #1 Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

Gates School Objective: Advance Social Development/Emotional-Physical Well Being

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Update
The Gates School will implement the Responsive Classroom social skills program.	Sept - June	Gates Staff	Year One - All classrooms will implement Responsive Classroom morning meetings.	<p>The first year of implementation will include:</p> <ul style="list-style-type: none"> • Purchase a copy of the book <i>First Six Weeks of School</i> for each teacher to read over the summer • Offer professional development on August 31, 2015 • Implement Responsive Classroom morning meetings in grades K-6 • Use in-district resources to support implementation during the school year • Gather parent and teacher feedback about the program's effectiveness will be collected and shared throughout the year

School Improvement Plan 2014 – 2015 Final Outcomes

District Strategic Goal: #2 Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.

Gates School Objective: Advance Standards-based Learning/Assessment

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Update
K-6 teachers will align writing curriculum and assessment with Common Core writing standards	Sept - June	Principal, Assistant Principal, Teachers, SPED teachers, Reading Specialist	Writing curriculum and assessment will be aligned both horizontally and vertically with the Common Core standards for narrative, informative, and opinion writing.	Teachers discussed district writing expectations at monthly curriculum meetings and during weekly grade level collaborative meetings. Many teachers focused on writing for their Student Learning Goal and/or Professional Practice Goal. Teachers used district writing rubrics to score student benchmark assessments. Each grade level used the district writing rubrics to create student checklists. Teachers shared writing resources/strategies and discussed vertical and horizontal alignment. Teachers completed a writing instruction survey to we continue to gather teacher feedback.
Gates staff will develop a K - 6 standards-based report card.	Sept -June	Principal, Assistant Principal, Teachers, SPED teachers, Reading specialist. & Specialists	A new K - 6 standards-based report card will be completed and ready for to be used in the 2015-2016 school year.	Gates staff worked collaboratively in developing a new K - 6 standards-based report card. We accomplished the following: <ul style="list-style-type: none"> • Defined the purpose • Developed the reporting standards in Math (K-6) • Established performance indicators

District Strategic Goal: #1 Meet the diverse needs of all students by promoting social development and emotional and physical well being through increased student-adult and student-student interactions

Gates School Objective: Advance Social Development/Emotional-Physical Well Being

Strategies	Timeline	Lead Parties	Measurable Outcomes	Narrative Update
<p>Gates staff will become familiar with the Collaborative Problem Solving approach to build helping relationships and teach students the skills they need to succeed.</p>	<p>Sept- June</p>	<p>Gates Staff</p>	<p>A shift in perspective and practice with behaviorally challenging students will be adopted via the Collaborative Problem Solving (CPS) approach to discipline.</p>	<p>Staff participated in Think-Kids training on the Professional Learning Day in November 2014. Teachers have used the thinking skills inventory to identify lagging skills and have presented this data at Child Study meetings and with parents during conferences. Collaborative Problem Solving strategies have been used to help behaviorally challenging students work through problems.</p>
<p>Gates staff will research new social curriculum programs that will work well in each grade level and promote consistency across grade levels.</p>	<p>Sept -June</p>	<p>Gates Staff</p>	<p>A decision will be made by the staff to keep the Second Step curriculum or to implement a new social skills program.</p>	<p>Staff reviewed social curriculum programs. It was decided that the MARC anti-bullying curriculum will be taught in grades K-6 in 2015-2016. Rather than continue using Second Step the staff voted to implement Responsive Classroom beginning in September 2015. Resources will be purchased and professional development will be offered on August 31, 2015.</p>

Gates School Improvement Plan 2015-2016

School Council Membership

Lynne Newman – Principal

Priscilla Kotyk – Assistant Principal

Lindsay Hussey – Teacher

Michael Eracleo – Community Member

Janice Martineau – Parent

Mani Pandi – Parent

Manoj Thadani – Parent

Advance Standards-based Learning/Assessment

- * **Strategy – Gates staff will develop a K - 6 standards-based report card by continuing the work begun in 2014-2015**
- * Action Items:
 - * Develop the reporting standards in ELA, Science and Social Studies
 - * Identify Work Habits and Social Development expectations
 - * Develop the report card form
 - * Collaborate with School Council to create parent resources that describe/explain Standards-Based Report Cards and create a mechanism to collect parent feedback

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Advance Standards-based Learning/Assessment

- * **Strategy – Teachers in grades 1-3 will implement the Wilson’s Foundations phonics program. Teachers identified the need to provide a cohesive multi-grade approach in teaching phonemic awareness, decoding, and spelling**
- * Action Items:
 - * Teachers will implement the Wilson’s Foundations Program in September
 - * Feedback about the program’s effectiveness will be collected, shared, and discussed throughout the year

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Advance Social Development, Emotional, and Physical Well-being

- * **Strategy – The Gates School will implement the Responsive Classroom social skills program**
- * Action Items:
 - * Staff will read *First Six Weeks of School* over the summer
 - * Professional development on August 31, 2015
 - * Implement Responsive Classroom morning meetings in grades K-6
 - * Gather parent and teacher feedback about the program's effectiveness will be collected and shared throughout the year

5

Gates School Improvement Plan 2014-2015 Final Outcomes

Advance Standards-based Learning/Assessment

- * **Strategy – K-6 teachers will align writing curriculum and assessment with Common Core writing standards**
- * **Outcomes:**
 - * Writing expectations discussed at monthly curriculum and weekly grade level collaborative meetings
 - * Each grade level created student checklists based on district writing rubrics
 - * Teachers shared writing resources/strategies and discussed vertical and horizontal alignment
 - * Teachers' feedback, using a writing instruction survey, was gathered/analyzed

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Advance Standards-based Learning/Assessment

- * **Strategy – Gates staff will develop a K - 6 standards-based report card**
- * **Outcomes:**
 - * Discussed the process and need for a standards-based report card
 - * Defined the purpose
 - * Developed the reporting standards in Mathematics
 - * Established performance indicators

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Advance Social Development, Emotional, and Physical Well-being

- * **Strategy Gates staff will become familiar with the Collaborative Problem Solving approach to build helping relationships and teach students the skills they need to succeed**
- * **Outcomes:**
 - * Staff participated in Think-Kids training on the Professional Learning Day in November 2014
 - * Thinking skills inventory used for Child Study referrals and parent conferences
 - * Collaborative Problem Solving strategies used to help behaviorally challenging students work through problems

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Advance Social Development, Emotional, and Physical Well-being

- * **Strategy – Gates staff will research new social curriculum programs that will work well in each grade level and promote consistency across grade levels**
- * **Outcomes:**
 - * Staff reviewed social curriculum programs
 - * It was decided to switch from Second Step to the MARC anti-bullying curriculum in grades K-6 in 2015-2016
 - * Staff voted to implement Responsive Classroom beginning in September 2015

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Questions/Comments

McCarthy-Towne School

SCHOOL COUNCIL

Report for 2014-2015
&
School Improvement Plan for 2015-2016

I. Background and Rationale

A. School Council Responsibilities

The McT School Council provides three useful functions:

- a) It increases communication within the school community
- b) It provides a forum for a small group of faculty, parents, and community representatives to discuss issues, thorny problems, and difficult situations
- c) It provides oversight to certain school wide projects.

The job of the School Council is to decide how student, faculty and parent concerns may be handled and to recommend the appropriate group or individual to do so. It serves as a forum to identify and discuss issues and problems and refer them to the appropriate group or decision maker(s) for final determination. The faculty, PTSO Steering Committee, subcommittees and Student Council provide the mechanisms for accomplishing whatever needs to be done.

In some Massachusetts communities the School Councils receive funds directly from the School Committee to help finance projects that will improve the learning of students in their schools. The McCarthy-Towne School Council requests that the School Committee set aside \$5,000 for each School Council to fund special projects to help each school attain its improvement plan.

B. Current School Council Membership - [All are two year terms except for principal.]

Parent Representatives:

Laura Kreiger	2013-2015
Carol Chytil	2013-2015
Tracey Estabrook	2014-2016
Deanna O'Donnell	2014-2016

Community Representatives:

Vanessa Bergmann	2013-2015
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Faculty Representatives:

David Krane, Principal	Permanent
Noreen Cohen	2012-2016
Cheryl Beaudoin	2014-2016
Jen Pratt	2012-2016

C. School Council Meetings

The McT School Council schedules five regular meetings during each academic year. These meetings usually occur in October, November or December, January or February, March or April, and May or June. Other meetings may be added if necessary.

One part of each meeting is devoted to hearing concerns from the faculty, the parents, and the Student Council. Another part is to hear how work is progressing on the School Improvement Plan. Each meeting focuses on one or two of the School Council's goals. A third part of each meeting is set aside for discussion of any other issues.

II. School Improvement Plan Goals for 2014-2015

Below is a summary of the School Improvement Plan for 2014-2015, as presented by the McCarthy-Towne School Council.

2014-2015 Goals:

Goal #1

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. Set school community-wide expectations and norms that includes both adults and children.

- Schedule, through the PTSO, some parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- In fall, 2014, Responsive Classroom training will be made available for all classroom assistants
- Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom
- Schedule parent gatherings that would make clear school norms and behavior expectations for all members of the McCarthy-Towne School community, specifically including adults

OUTCOMES: To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

Goal #2

Focus on advancing the mathematical concepts and skills throughout the grades and across the curriculum. We will:

- Continue implementing and refining the Math Workshop model in Kindergarten through Grade 4
- Refine the alignment of the Mathematics Learning Goals developed by Grade Level Teams
- Participate in professional learning activities in order to improve instruction and support the Common Core curriculum
- Schedule Parent Forums to help educate parents about the Common Core curriculum

OUTCOMES: Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate Common Core instruction, effectively integrate new lessons into the curriculum, and refine lessons to address identified needs.

Goal #3:

Continue to examine literacy concepts and skills across the grades and across the curriculum. The Workshop model, Reading and Writing, teaches deeper strategic thinking across content areas.

- Using the Coaching Teams from Teachers College and other resources to further develop and expand the Reader's Workshop across the grade levels
- Continue to expand the leveled classroom libraries
- Continue to send Grade Level Teams to Teachers College at Columbia University for on-going training at the Reading and Writing Project
- Participate in professional learning activities, both within and outside the district in order to improve instruction and support the Common Core curriculum
- Expand the use of Protocols for Learning to more closely examine teaching and learning

OUTCOMES: Continue to expand the use of the Reader's Workshop to increase specific comprehension and critical thinking instruction across the grade levels, and to encourage and increase professional collaboration and learning around literacy and the Common Core Curriculum. Expand use of the Protocols for Learning as a tool for looking critically at teacher and student learning.

Goal #4

Continue to develop the assessment of skills in a variety of ways to guide instruction and to report student learning and academic growth. We will:

- Refine the alignment of the ELA and Mathematics Learning Goals developed by the District Grade Level teachers to assessments used by the McCarthy-Towne faculty
- Apply Benchmark and interim literacy assessments across the grade levels
- Continue to develop grade-level common assessments for specific content areas
- Refine existing portfolio assessment methodology and determine new classroom-based authentic assessments of student learning (knowledge and skills)
- Expand the use of Protocols for Learning to more closely examine teaching and learning
- Evaluate the piloted End of Year Reporting Instrument, refine, and launch revised document

OUTCOMES: Refine Reporting Document as aligned to assessments and the Common Core curriculum, closely examine current portfolio assessment methods, and continue a collaborative examination of professional practice through a variety of protocols.

III. Assessment of the current year's School Council work:

Goal #1:

We continue to study and implement the ideas of the Responsive Classroom across our school community. This past year, we were able to bring a trainer from Responsive Classroom to deliver an all-day

workshop during the January Professional Learning Day specifically geared to the needs of the support staff in our school. These support staff included Special Education (Inclusion) Assistants, General Education Classroom Assistants, and the Lunch and Recess Assistants. Called The Responsive Classroom Essentials for Support Staff, this workshop “gives support staff an introduction to the *Responsive Classroom* approach and some practice with Interactive Modeling and teacher language.” As we continue to bring new teachers into our school community, we continue to send them to the weeklong summer workshop so that they are beginning the new school year understanding the essential elements and, most importantly, the teacher language associated with the program.

Although in the past year we did not educate families to the extent we wished, for the academic year 2015-2016 we will seek to involve the larger parent community to increase awareness and understanding of the Responsive Classroom philosophy and ideas.

Goal#2:

Use of the Workshop in mathematics instruction is occurring in more classrooms during the current academic year. Anecdotal and informal data appears to indicate that greater differentiation of instruction is occurring with this methodology and that students seem to be able to move deeper into some of the concepts. During a recent Professional Learning Thursday afternoon, teachers who are using this approach were part of a Protocol presentation for the rest of the staff. This was an opportunity for us to use the protocol to more critically examine the structure and effectiveness of the Math Workshop and to look at ways to improve it.

We have also been using the Mathematics Curriculum Specialist as a consultant and as a resource as we continue to mesh instruction with the Common Core Standards.

Goal #3

This year, we have organically expanded the Readers Workshop to almost every classroom in the school. Since becoming a Teachers College Reading and Writing Project School last fall, teachers have been able to incorporate direct coaching provided by TC into their practice. This has inspired a deeper investment in the Readers Workshop methodology and philosophy, which has certainly resulted in a more engaged student population. The work that our students and teachers are doing in some classrooms has exceeded expectations. We are at a point in this process that, as a school, students are so accustomed to the model that as they rise into the next grade, they are ready to begin the work because of the familiarity with the model and with teacher expectations. With the direct coaching provided through Teachers College, the Sixth Grade has created lessons around specific content areas in Social Studies and Science that use the model. Additionally, the collaboration among the Team members in creating the lessons has been a large part of how this model is so successful. Within the other grade level teams, too, collaboration around literacy instruction has increased as teachers work more closely together to share strengths and challenges as they continue to grow into this methodology.

Goal #4:

This will always be a goal that requires continual attention and work. All of the classrooms are currently using the Fountas and Pinnell Benchmark Reading Assessments, and many are using a variety of interim assessments. Because our End of Year Reporting Document is presently summative in function, we depend on Parent-Teacher and Student Led conferences to provide insight into student growth. But, as

reported before, assessment of and for student learning continues to be an area for closer examination. We are continuing to take a closer look at authentic portfolio assessment, how this may show student growth and how best to implement school-wide.

IV. School Improvement Plan Goals for 2015-2016

Goal #1:

We will investigate the effectiveness of homework. This will be a yearlong process of study and exploration of homework, in all its forms. This process will include:

- Parent forums
- Additional surveys
- Investigation of research
- Faculty discussions
- Gathering information for families and staff to consider and discuss
- Communicate our findings to the respective communities

Outcomes: To gather parent and faculty feedback, insight gained from research, to inform all of the McCarthy-Towne school community stakeholders of what homework is and what it is not.

Goal #2:

Extend the workshop model to all classrooms:

- i. Participate in professional learning activities in order to improve teaching and learning to support the Common Core curriculum
 - ii. Schedule Parent Forums to help educate parents about the workshop model
2. ELA
- a. Continue to participate as a Project School
 - b. Continue to send Faculty Members to Teachers College at Columbia University for on-going training at the Reading and Writing Project
 - c. Continue to integrate content instruction during the Workshop time
 - d. Adjust classroom and school-wide schedules to support instructional change
3. MATH
- a. Continue to explore and implement the workshop model to advance mathematical concepts and skills across the grades
 - b. Explore the use of assistants to better support classroom instruction
 - c. Adjust classroom and school-wide schedules to support instructional changes
 - d. Allow time for faculty observation of math workshop in action, both in and out of school, and for development of student activities

OUTCOMES: Teachers will continue to explore and use new methodology to adjust instruction, examine and integrate Common Core standards, effectively integrate new lessons into the curriculum, and refine lessons to address identified needs.

Goal #3:

Responsive Classroom for the entire school community

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. Set school community-wide expectations and norms that includes both adults and children.

- Schedule parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- Using the first building-based Professional Learning Day in fall, 2015, to offer a series of workshops and break-out groups on the Responsive Classroom for the entire faculty, including classroom assistants and Special Education assistants
- Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom

OUTCOMES: To increase student and adult self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These factors all contribute to stronger community building for educators, students and families.

V. Election of School Council members for 2015-2016

Election of new faculty and parent representatives of the McCarthy-Towne School Council for the coming school year usually takes place in June, before the end of the current school year.

The members of the 2014-2015 McCarthy-Towne School Council submit this School Council Report and School Improvement Plan to the Acton Public Schools School Committee.

McCarthy-Towne School Improvement Plan 2014-2015 Report and 2015-2016 Goals

2014-2015 Report

Goal #1: Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all.

Goal Assessment:

- Daily implementation K-6
- January PL day training for Assistants
- Training for new teachers in RC 1
- 2015-2016 Increased effort to involve the larger parent community

2014-2015 Report

Goal #2: Focus on advancing the mathematical concepts and skills throughout the grades and across the curriculum.

Goal Assessment:

- Increased differentiation of instruction
- PL afternoon & collegial sharing through protocol
- Use of Math Curriculum Specialist

2014-2015 Report

Goal #3: Continue to examine literacy concepts and skills across the grades and across the curriculum.

Goal Assessment:

- TCRWP Project School
- Expanded use of model in every classroom
- F & P benchmark assessment
- District provided PL on writing

2014-2015 Report

Goal #4: Continue to develop the assessment of skills in a variety of ways to guide instruction and to report student learning and academic growth.

Goal Assessment:

- F & P benchmark assessment in Reading
- Interim assessments
- Conferences to share growth
- Examination of Portfolio Assessment

2015-2016 Goal #1: Homework

We will investigate the effectiveness of homework. This will be a yearlong process of study and exploration of homework, in all its forms.

2015-2016 Goal #1: Homework

This process will include:

- Parent forums
- Additional surveys
- Investigation of research
- Faculty discussions
- Gathering information for families and staff to consider and discuss
- Communicating our findings to the respective communities

Goal # 2: Workshop Model

Extend the workshop model to all classrooms:

- Participate in professional learning activities in order to improve teaching and learning to support the Common Core curriculum
 - TCRWP Project School- Year 2
- Schedule Parent Forums to help educate parents about the workshop model across the curriculum

Goal # 2 ELA

- Continue to participate as a Project School
- Continue to send Faculty Members to Teachers College at Columbia University for on-going training at the Reading and Writing Project
- Continue to integrate content instruction during the Workshop time
- Adjust classroom and school-wide schedules to support instructional change

Goal # 2 Math

- Continue to explore and implement the workshop model to advance mathematical concepts and skills across the grades
- Explore the use of assistants to better support classroom instruction
- Adjust classroom and school-wide schedules to support instructional changes
- Allow time for faculty observation of math workshop in action, both in and out of school, and for development of student activities

Goal #3: Responsive Classroom

Responsive Classroom for the entire school community:

Take a pro-active, educational approach to creating a positive social environment that fosters respect and compassion for all. Set school community-wide expectations and norms that includes both adults and children.

Goal #3: Responsive Classroom

- Schedule parent information forums that specifically address the mechanics and philosophy of the Responsive Classroom
- Using the first building-based Professional Learning Day in fall, 2015, to offer a series of workshops and break-out groups on the Responsive Classroom for the entire faculty, including classroom assistants and Special Education assistants
- Continue to offer summer professional learning opportunities for teachers as presented by Responsive Classroom

Proposed changes to the ABRHS Student Handbook for 2015-2016

Suggested changes are underlined, with page number noted.

The handbook is found at <http://abrhs.abschools.org/students>

Field Trips

Occasionally students are invited to participate in field trips to supplement the academic classroom experience. Students are expected to use discretion when deciding on attending trips as they are responsible for all content taught and work missed while away. Students participating liberally in field trips lose valuable classroom instruction. (p2)

Students must be in good academic standing and maintain a solid attendance record to participate in field trips, unless granted special permission from the Principal or Associate Principal.

Summer School

Summer school grades and credit towards graduation will be recorded on the student's transcript; however, summer school grades will not count towards the student's weighted or unweighted GPA. (p7)

Grading

Students who change levels within 4 days of the due date for quarter 2 interims will have their average to date raised or lowered by 7 points to conform to the weighted GPA chart for the histogram. If the change is made in the middle of a term, the average to date will be affected in this way. If the change is made at the end of a term, the term average will be affected in this way. In either case, the average prior to the change in level will reflect the 7-point difference. Hence, the end of the year grade reflects the final. (p18)

Out of School Suspension and Student Responsibility (p27)

Students suspended from school are provided the same make-up rights and responsibilities as any student absent from school. However, while suspended from school, students are expected to make every effort to stay current with their course work. At a minimum, students are expected to email their teachers on the day of the suspension. Students are not required to explain why they will be out of school, but should notify the teacher of the dates they will be absent. Students may request at that time academic assignments that will assist them in staying current in their coursework.

In addition to emailing teachers through their ABSchools account, it is strongly recommended that students suspended from school take the following actions:

- Take all textbooks and academic materials with them when they leave the building
- Communicate with their school counselor and/or special educator
- Access all on-line teaching material available through their classes
- When appropriate, contact their classmates regarding academic information covered in class
- Continue to work on the long range projects that have been assigned, and assume that deadlines for any group projects will not be adjusted.

Students suspended from school are allowed to make up any work they have missed.

However, the student, not the teacher, is responsible for making sure that all work is made up in a timely fashion. All tests and quizzes should be made up after school.

While the state does not require a right to appeal for short-term, out of school suspensions, students may appeal with administrative discretion.

Appeal to Superintendent or his/her Designee (for long-term suspensions)

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent or his/her designee. (p27)

Midyear and Final Examinations

There will be a period of at least two (2) days of in-class review before a midyear or a final exam. There will not be any assessments or homework given one week prior to the the start of midyear exams, with the exception of exam review. No major assessments will be due for one week following the conclusion of the midyear exam period.

See abrhs.abschools.org/calendar for midyear dates. (p31)

Absenteeism and Participation in Extracurricular Activities and Field Trips

Students are not allowed to participate in extracurricular activities if they are absent from school on that date unless the Principal or Associate Principal has given the student special permission. The student is considered absent if he/she misses more than one-half of a school day. Also, if a student is chronically absent (misses more than 10 days per semester or 10 days of a particular class) or chronically truant (unexcused absences from any class more than three times per semester) he/she may not be allowed to participate in extracurricular activities for the rest of the semester. In addition to maintaining good attendance, students must be in good academic standing to participate in extracurricular activities and field trips. (p36)

Academic Integrity Policy (p64)

Range of consequences, after consultation with the department leader, include:

- A verbal warning to the student and a written warning from Dean;
- A grade reduction on the assignment or assessment; a written warning or violation form submitted to the Dean (teacher will notify parent/guardian);
- A grade of zero (0) for the assignment or assessment with no opportunity to make up the work in any way, including extra credit work; a violation form submitted to the Dean; teacher will notify parent/guardian;
- Student may forfeit membership to the National Honor Society.

DELETIONS

Library Conference Rooms

To encourage quiet study, students are encouraged to use alternative locations when working or meeting in groups larger than five. Students who wish to study for common assessments in groups larger than five may request to use one of the library conference rooms provided it is not scheduled for use by a faculty or administrative group. (p4)

(We cannot guarantee adult supervision of Library Conference Rooms at all times.)



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

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

To: Acton-Boxborough Regional School Committee Members
From: Glenn Brand
Date: 05/19/2015
Re: Athletic Department Financial Overview

The purpose of this memorandum is to share financial information about the athletic department of the Acton-Boxborough Regional School District.

As a part of the district's operations, the program relies upon a number of sources of revenue to fund its operation. These include:

- Special Revenue Funds (i.e. gifts and donations)
- Athletic Revolving fund (i.e. athletic fees and gate receipts)
- District's operating or appropriated budget

Sound planning would include the balanced end-of-year allocation between revenue contributions and operational expenses. However, throughout the last number of years the department has incurred a deficit that represents an increasing and real problem that the district needs to contend with. As with all departments throughout the district, the district is obligated to utilize its appropriated budget to balance the funds any deficits which arise.

As can be seen from the table below, the department began to run a deficit beginning in FY12 where the 'actual' funding from the appropriated budget represented a larger allocation than what was originally budgeted (far right column under General Fund).

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.

	COMBINED TOTAL	SPECIAL REVENUE FUNDS			GENERAL FUND	
	ACTUAL	ATHLETIC GIFTS - 3301	ABSAP: ATHLETICS - 3303	ATHLETIC REVOLVING -	APPROPRIATED - 1000	
			ACTUAL	ACTUAL	ACTUAL	BUDGET
FY'08	\$890,452.27	\$17,057.25 2%	\$0.00 0%	\$389,280.66 44%	\$495,324.00	\$484,114.36 54%
FY'09	\$935,271.09	\$17,847.43 2%	\$0.00 0%	\$389,155.81 42%	\$548,330.00	\$528,267.85 56%
FY'10	\$953,750.94	\$21,529.17 2%	\$42,972.76 5%	\$347,650.81 36%	\$556,879.00	\$541,598.20 57%
FY'11	\$1,027,131.88	\$31,430.50 3%	\$39,236.11 4%	\$486,797.27 47%	\$485,090.00	\$469,668.00 46%
FY'12	\$1,041,435.84	\$29,412.71 3%	\$51,791.13 5%	\$435,859.85 42%	\$488,763.00	\$524,372.15 50%
FY'13	\$1,025,319.01	\$14,406.18 1%	\$44,945.00 4%	\$417,737.11 41%	\$533,573.00	\$548,230.72 53%
FY14	\$1,041,241.03	\$12,576.03 1%	\$43,000.00 4%	\$405,636.43 39%	\$536,476.00	\$580,028.57 56%

There seems to be a number of factors that could reasonably account for this trend:

- i) *Operational costs increase* –coaching salaries/stipends are tied to the teacher contract and include increases each year that continually drive-up the total coaching salary expenses.
- ii) *Decline in Participation* – there is a downward trend in student participation rates that are leading to a decline in revenue brought in from fees.
- iii) *Static Fee* – the fee for athletics has remained unchanged since FY10 and has therefore not allowed for any adjustment to programmatic expenditure increases.
- iv) *Variability in the Total Appropriated Budget* - this has fluctuated from year to year and has not been consistent.

At this juncture it is important to underscore the fact that this trend that includes a budgetary deficit is a problem that must be dealt with. While I have had a number of meetings with our current director, and have begun the conversation with our incoming Director Mr. Steve Martin, it is clear to me that this has to be a clear focus going forward. Mr. Martin has already begun to identify possible areas that can be explored to improve the overall operational

efficiency of the department (see attached memo below) however additional time is required for him to move into the role and better understand the program and its current operations.

Based upon our current financial analysis and reasonable projections for the 2015-16 school year, it is forecasted that the athletic department will again run a deficit. With this understanding, I am seeking the School Committee's input on how the administration should deal with this situation. The options for FY16 include the following:

- i) Increase the user/activity fee
- ii) Increase the commitment of the operating/appropriated budget and reduce other areas of the approved budget

While the administration is prepared to contend with the deficit within the current FY15 appropriated budget, we must not continue this practice as it removes funds from other areas of our operations.

I am prepared to work with my team to come back to you at your June 11th meeting with a recommendation around a potential increase and/or adjustment to the fee if that is the direction that the Committee wishes to request at this time.

I look forward to the opportunity of further engaging in this conversation with you at our upcoming meeting.



Acton-Boxborough Regional High School

36 Charter Road

Acton, MA 01720

978-264-4700 www.abschools.org

To: Glenn Brand, Superintendent of Schools
From: Steve Martin
Date: 05/16/2015
Re: Review of Athletic Program

I see the trend of decreased interest in the sports that the district currently offers continuing as the number of students at our high school continues to decrease. Currently we see 2,810 students in grades 7-12 and only 2,310 students in grades K-5 (our high school population graduating in 2023). I do not see, along with decreased enrollment, the numbers rebounding in the near future to past years. I do believe that there needs to be a broader look at what sports or intramurals we offer in the future.

Even with that decrease in participation, it is also recognized that a thorough view of all operational expenses will need to be embarked upon. With costs, such as transportation and stipends, increasing each year the deficit needs to be contended with.

Areas that I intend to further explore and consider include:

- ***Athletic Fee Revision*** – a thorough review of our current fees, including that of the family cap, needs to be undertaken. We have not adjusted our athletic fees since 2009 and this is still the second lowest fee than anyone else in the league that charges a fee. (Concord Carlisle is at \$200, the next lowest is us at \$205 and the other five all start at \$275 and run through \$350.) It seems timely to review where we currently stand in relationship to our overall costs and other communities.
- ***Review of the Waiver Process*** – I believe that we should review the requirement of those applying for a waiver of the ABRSD Athletic Department fee to be compared to the free and reduced lunch list. The current list is approved by the principal with no check required. We ask name, address, and why you cannot pay and leave it up to the principal to decide with input from our Athletic Director. If needed and students are not on the free and reduced lunch list, we could reserve the right to reduce the fee by half.
- ***Review the Game Staffing Requirements*** – a thorough review of what we currently have and require for staff and coverage at games should be undertaken.

- *Determine Other Areas of Efficiencies* - Other items have been discussed regarding how to manage the budget and I am looking at ways to cut costs. One example could be having a senior interested in sports management intern in the Athletic Department. Their task could be to recruit those who need community service to help setup and cleanup of athletic department events, for example before and after basketball games. This will cut the cost of having our custodial staff at games and paying them overtime from the athletic budget.
- *Ticket Prices & Gate Receipts* - next year I intend to adjust our costs for tickets in line with what the MIAA charges. Currently we charge Grade 9-12 a student price, under grade 9 is free and grandparents are free. The MIAA charges any student \$5 and we would move to do that. They also charge 65+ the student fee and we would move to do that, but keeping grandparents of athletes participating free. Football games typically have 150 students in grade 9 and lower that attend games without parents. Charging these students would generate more than \$3500 just in football itself.
- *Promoting Events* - Next year athletics will team with the Junior Class and hopefully student council to have a home-coming week along with a dance at the end of a homecoming week. We will partner to try to increase awareness of all activities going on. Hopefully that success will lead to increased interest in attending Athletics and other activities going on around campus. It is difficult to tell what kind of revenue this will generate at this time.

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

Acton-Boxborough Regional School District

Impact of Bus Passing on Elementary Transportation 05/21/2015

What is a bus pass?

- ***Permanent bus pass*** is a change to a busing schedule that remains consistent for the course of the year. Typically these changes are for students going to after school care at a childcare facility, Community Education, or could include a dance class that occurs all year every Monday.
- ***Daily bus pass*** is a one day change that allows a student to transfer to any other bus servicing the specific school and allows the student to ride said bus to any bus stop along the bus route.

(See "Elementary Bus Passes" policy EAAAA and procedures at <http://www.abschools.org/school-committee/policies>)

What are the problems associated with bus passing?

- Operational complications
- Lack of continuity
- Labor hours – school offices are investing approximately 15 – 20 (90- 120 hours combined) hours per week working on bus passing. Causes increased call volume in the transportation office during afternoon routes.
- Student groups that bus pass together tend to cause disruptions on the bus.
- Some local businesses are starting to feel that the district is obligated to transport their customers to them.

3

Safety / Security /Liability

Safety/Security

- *Monitoring student conduct on the bus
 - Substitute drivers not knowing the route
 - Drivers not familiar with student roster

Negligence & Monitoring

- * Legal opinion has suggested that if a child is hurt or lost getting off at the wrong stop could be deemed as a negligent action by the district.

4

Frequency

- PreK-12 - 3500 students transported daily
- Of the approximately 1900 elementary students transported, approximately 600 permanent bus passes on file.
- Schools average approximately 10 daily bus passes per day.
- There is a spike on all early release Thursdays.
- Example: On 5/7/15 there were 143 one day bus passes submitted.

5

Current Bus Pass Procedures

- Anyone, anytime can request a bus pass
- Passes are at the discretion of the principal
- Any student can receive a permanent bus pass
- Kindergarteners may not receive a daily pass
- Changes can be made on the day of and up to just before dismissal

6

For School Committee Discussion:
Recommended Changes for Daily Bus Passes

- Restrict the age of students eligible to daily bus pass to 2nd grade and higher
- All schools/parents to use the same form which must be submitted by 3 p.m. the day before the change
- Routes will no longer be altered to accommodate for daily bus passes
- Bus routes will not be altered to accommodate for local businesses and they will change annually based upon student ridership
- Parent/Guardians must sign a release from liability

7

Questions and Comments



8



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

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

To: Acton-Boxborough Regional School Committee
From: Glenn A. Brand
Date: 5/19/2015
Re: Superintendent's Performance Goal – Summative Review

In November I provided members of the School Committee with an overview of my performance goals for the current 2014-15 school year. This was followed by a 'mid-year' update in mid-March. It is at this time in which I provide you with a summary of progress to-date on these goals and where my continual priorities will be as we move into the last stage of the current school year. Collectively, these goals are intended to serve as contributing data to your overall evaluation of my performance for the 2014-15 school year.

As you are aware, the following goals were established at the beginning of the year and represented my identification of a number of focus areas that seemed appropriate at the time. Some of these represented those things that are deeply connected to my day-to-day work whereas others are those that I felt important but perhaps not as closely connected to the work associated with overseeing the district's activities on a daily basis.

This information that follows is intended to serve as an end-of-year summary of my work to-date around these goals. I look forward to the opportunity of discussing these goals with you at our upcoming meeting

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

Superintendent’s Performance Goal – Summative Review

Glenn A. Brand, Ed.D.

5/19/15

I. Professional Practice Goal:

Goal #1 centered largely on the work associated with my Entry Plan. The original goal targeted May 1st, as the timeframe by which I hoped to engage the stakeholders in the district in helping to determine three areas: i) the district’s most critical needs; ii) the strategies and goals that will address these needs most effectively and; iii) the measures that will be used to measure and assess progress.

The specific strategies I outlined to facilitate this goal included:

<i>Original Actions Outlined</i>	<i>Mid-Year Status (March, 2015)</i>	<i>End-Of-Year Status (May 15, 2015)</i>
By the summer of 2014 a written Entry Plan could be produced outlining the various phases and activities of my entry into the district.	Entry Plan Completed in August, 2014	Completed
By late December/January I would present a preliminary report of my findings that outlined strengths and challenges of the system along with next steps including a way to establish next steps in the development of goals and strategies.	Report of Entry Plan Findings presented to the School Committee in February, 2015	Completed
By March present a proposal of tasks and strategies that will address the identified needs.	In Process	Incomplete - in process & working with Administrative Team for Summer Focus
By late April/May secure community and stakeholder feedback through collaboration with the School Committee and solidify district improvement goals.	Not Started	In Process - planning in Process for June Meetings

Reflection & Comments:

The opportunity to assemble my report of entry findings was an invaluable experience that afforded me the opportunity to become more in-tune with the wide-variety of community thoughts and perspectives.

As outlined in March, the completion of the first stage (i.e. the final report) did take longer than anticipated and required me to deviate from my original schedule.

In addition to this timeline adjustment, it has also taken longer than anticipated to determine the next steps that will allow the advancement of these findings towards a meaningful path of allowing for the revision of our strategic plan. Based upon additional guidance from the New Superintendent Induction Program (noted below), I have a clearer sense of the direction that we can pursue over the next few months. This will include time dedicated this summer with the administrative team working through the findings as I look to develop a strategy and set of action steps to move the district forward. This work will culminate in that which will help inform and effectively become the new district's strategic plan.

II. Professional Practice Goal:

Goal #2 was centered on my first year in the New Superintendent Induction Program.

<i>Original Actions Outlined</i>	<i>Mid-Year Status</i>	<i>End-Of-Year Status (May 15, 2015)</i>
Attend eight daylong 'classroom' sessions.	Have attended sessions on the dates the program ran including: 7/15/14, 8/13/14, 10/1/14, 11/19/14 and 1/7/15.	<i>Completed</i>
Complete all assignments.	All assignments to this point in the program have been completed including the report of findings for my entry plan.	<i>Completed</i>
Consult with my assigned coach monthly.	Dr. Perry Davis has been assigned as my coach and I have met monthly (as required in the program design) where he has either observed meetings, visited classrooms or met one-on-one with me: 8/1/14, 8/26/14, 9/9/14, 9/16/14, 9/25/14, 11/21/14, 12/2/14, 12/4/14, 1/21/15, 2/13/15 and 5/6/15.	<i>Completed</i>

Reflections & Comments:

The involvement in the New Superintendent Induction Program has continued to be informative in the content and ability to provide guidance and support in a number of areas relative to serving as a new school system leader. While the number of content days will be reduced by approximately 50% in the second year of the program, the foundation that has been provided is solid and will provide me with numerous benefits in support of my work in the district and as a superintendent in the state.

III. Student Learning Goal

This goal was intended to focus on the re-modeling of the District’s leadership team and the re-design of summer and in-year professional development opportunities for instructional leaders.

<i>Original Actions Outlined</i>	<i>Mid-Year Status</i>	<i>End-Of-Year Status (May 15, 2015)</i>
Establish clear leadership team structures at the district level that includes principals & cabinet members as well as the wider district leadership members.	Established two distinct leadership teams: <ul style="list-style-type: none">• <i>School Leadership Team (SLT)</i> = Principals + Cabinet Members• <i>District Leadership Team (DLT)</i> = SLT + All District/Dept. Leaders	Completed
Develop a calendar for the 2015-16 school year that clearly establishes a consistent meeting schedule that allows leaders throughout the district to come together in support of the district’s work. This will include a summer meeting calendar.	Meeting calendar confirmed for both SLT and DLT and distributed for the 2015-16 school year. An increased number of meeting opportunities for the DLT have been planned in an effort to further enhance stronger leadership alignment. Summer 2015 meeting dates have been finalized and include June 30 & July 1 (SLT) and August 6-7 (DLT).	Completed
Gather & review feedback regarding the Thursday professional release days.	In Process	Ongoing

Reflections & Comments:

This goal centered on an effort to create more consistent and regularly planned meeting time with and between Cabinet and Principal members to better facilitate our work together. The result of this effort is a meeting structure that includes on average two regular meetings per month.

While this calendar is now in place and seems to have developed some traction in terms of the facilitation of our work together, I recognize that there remains work to go in terms of continuing to build a strong, cohesive and trusting team which can reach our greatest potential of managing and leading the schools and programs throughout the district. This will require work in my continual efforts around improving meeting planning, facilitation and team assessment activities to ensure that we maintain our focus.

In addition, I have expanded this focus to establish a structure that expands contact time with the entire district administration outside of the summer meetings. To this end, I have developed a meeting calendar for the 2015-16 school year that provides for this increased frequency for a leadership group that I will identify as the District Leadership Team (or DLT).

It is my estimation that the DLT will hold potential around further expanding the connections with leaders throughout the school system. However, what will also be required is to build a solid and defined plan of action for our work together over the year that will sustain our leadership planning, development and implementation.

In terms of the gathering of Professional Learning Feedback, information was captured from participants in workshops themselves. In addition, the association put out a survey to gather feedback and the professional survey was sent to all staff. This has provided the administration with rich data that can be used to evaluate and explore other possible opportunities to enhance in-service learning while allowing us to make sure we use structures to evaluate and adjust our offerings.

IV. District Goal

At the beginning of the year, I identified two separate goals that fell under the larger district goal. The first centered around Mental Health and Wellness and the second around regionalization.

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

<i>Original Actions Outlined</i>	<i>Mid-Year Status</i>	<i>End-Of-Year Status (May 15, 2015)</i>
Continue enhancing social-emotional curricula for Pre-K through grade 12 with implementation to be defined by each school and its constituents.	<p>ABRHS</p> <p>Freshman-Signs of Suicide Curriculum. Groups in the high school have been restructured at each grade level & exploring what can be done to help a student struggling.</p> <p>RJ GREY JHS</p> <p>The counseling department has restructured so they now have a model which allows two counselors and an assistant principal by grade level.</p>	
Continue to adapt facilities and equipment for use by students with disabilities and provide opportunities for this population to participate in activities with peers.	Ongoing	<i>Ongoing</i>
Continue to assess the effectiveness of the new Student Support Team (SST) model at ABRHS and modify where necessary.	The new Student Support Team is finalizing a method for communication with teachers of students being followed by SST. Through SST there is a greater awareness of student needs and suggested intervention and monitoring of students followed.	<i>Ongoing</i>
Use INTERFACE and evaluate if it provides support to counselors in terms of served and therapeutic referrals.	The MSPP Interface referral service provides a report two times per year. From July 1,2014-January 1' 2015, 41 referrals were made to Interface. Most of the request for referral came from parents. Ongoing evaluation will take place in the coming months.	<i>Ongoing</i>

Design Elementary Play Spaces and explore funding sources.	Funding has been secured through the town's CPC grant process with construction to begin in July.	Completed
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Reflections & Comments:

As I have come to learn, this district and its staff seems to be committed to the overall well-being of students not only around academic preparedness but also their social and emotional well-being. A number of different areas under this broad umbrella emerged towards the beginning of this year that aligned with this focus and speak to what I believe is a broad commitment in this realm. Examples include the focus on bringing in outside experts to speak on relevant topics including Michelle Giellan and Michael Thompson.

With that said, further time and the opportunity to gather additional feedback here in the final stages of the school year will be important in terms of assessing what additional work can/should be pursue around the above areas. In many respects, these are disparate areas under this umbrella of social well-being and it would make sense to consider for next year goals that weave together broader elements throughout the entire school system.

At the junior high this new structure this year has been designed around building strong ties amongst the administration and counselors at the grade level by physically aligning their offices and setting up a structure that allows them to move together with the class.

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

<i>Original Actions Outlined</i>	<i>Mid-Year Status</i>	<i>End-Of-Year Status (May 15, 2015)</i>
Provide opportunities for teachers to observe colleagues across the district in similar grade levels or positions.	Blanchard teachers are now able to participate in the program that supports teachers observing other teachers across the district including in other elementary schools.	Ongoing
Support collaboration with caseload educators and facilitate	As a part of the FY16 budget planning (as well as long-range planning) a more thorough review and analysis of	

discussions across the district to further define staffing and student needs for each of the buildings.	caseloads was undertaken. This has helped bring into focus a view across the district of current and future caseloads.	<i>Completed</i> – as a part of the FY16 budget process.
Provide opportunities for staff to engage in discussions related to transition from the elementary to the JHS for all students.	The special educators at each elementary school attend a meeting about transition of students. All principals meet regularly to discuss topics including transition. Parents of all 6th grade sped students were invited to a meeting about transition.	<i>Ongoing</i>
Make sure district programs are active within the Blanchard Memorial School.	<i>Ongoing</i>	<i>Ongoing</i>
Meet with Blanchard staff to gather feedback about successes and concerns.	Discussions have taken place on a couple of occasions with a specific focus on the integration of Blanchard staff into the full region.	<i>Ongoing</i>

Reflections & Comments:

This final goal was focused on seeking ways to ensure the smooth and effective transition of Blanchard Elementary School into the regional district. Suffice it to say that while there has been considerable progress in a number of areas, there remains work to do in order to ensure that Blanchard staff are fully integrated into the regional school system.

Examples that do provide examples of the greater inclusion of Blanchard teachers include their participation in grade level meetings as well as in the ‘R and D’ process open to all teachers.



Acton-Boxborough Regional School District
Superintendent's Office
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978-264-4700 www.abschools.org

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

To: Acton-Boxborough Regional School Committee Members
From: Glenn A. Brand
Date: May 15, 2015
Re: Superintendent Surveys

Two surveys have recently been completed by my faculty and staff regarding my performance as the Superintendent of the Acton-Boxborough Regional School District. I provide these for your review and as an additional source of data as you embark upon the task of evaluating my performance for the current 2014-15 school year.

The surveys include:

- i) ***ABRSD Staff Survey*** –coordinated through the office of Personnel and Administrative Services, the staff of the district was invited to complete an online survey to provide feedback about my performance.

- ii) ***New Superintendent Program Administrative Survey*** – the program that I am currently enrolled in provided the opportunity to make available a leadership skills assessment for building and central office leaders as a tool to provide the superintendent with feedback. The survey, developed by the *UMASS Donahue Institute*, was given to principals and cabinet members with a total of 13 respondents completing the survey. These results are represented in the attached report along with narrative comments towards the end of the survey.

Over the coming weeks, I intend to carefully review the feedback contained within these surveys as I continue to refine my leadership practices in an effort to provide the most effective level of service possible in my role as the district's Superintendent.

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.

**Administrator Survey
Superintendent Glenn Brand
May 2015**

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
Is an effective instructional leader	41	97	6	2	139	4.16	285
Has a strong student centered vision for our district	80	130	4	1	72	4.32	287
Develops strong and effective relationships	48	96	8	5	129	4.11	286
Is a strong problem solver	41	101	3	2	140	4.20	287
Is ethical and has integrity	79	104	1	0	84	4.42	268
Has a strong work ethic	88	105	1	0	90	4.44	284
Is a strong communicator	94	126	12	5	50	4.23	287
Inspires confidence as a leader	85	119	9	3	70	4.27	286
Plans and leads well-run and engaging meetings	49	87	7	0	139	4.24	282
Fosters trust and mutual respect	68	106	7	2	100	4.26	283
Inspires others to learn and grow	52	99	4	3	122	4.22	280
Presents clearly and effectively	91	119	7	1	56	4.34	274

Q11 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 63 Skipped: 84

#	Responses	Date
1	Compassion Humor I'll be better able to answer next year!	5/12/2015 8:00 AM
2	You are visible! I love that Glenn visits the schools, stays and watches what the students are doing, and even interacts with both teachers and students. It is a nice change!	5/11/2015 9:08 PM
3	He is visible Is interested in what we are doing and who we are	5/11/2015 7:05 PM
4	Glenn Brand is in tune with what is happening at the schools and follows through with his commitment to help them improve. it was much appreciated at Douglas when he took the time to attend our staff meeting and solicit staff feedback about our principal. He is well spoken and thoughtful in his approach to improvements within the district.	5/11/2015 5:47 PM
5	Seems interested in getting to know the people and schools in the district Seems thoughtful about decisions Is articulate	5/11/2015 3:46 PM
6	1. Experience 2. Knowledge 3. Positivity	5/11/2015 11:12 AM
7	I have limited contact or experience with the Superintendent. Haven't formed a strong opinion yet. Very clear and effective communications at opening day / other meetings I have been a part of. Seems to be managing all the changes without big snafu's. Focused and fair approach to meetings I have been a part of.	5/11/2015 11:05 AM
8	I have not had enough time or experience to form an opinion, except to say that I have enjoyed listening to his presentations, his communication to the community is articulate, and he appears energetic, pleasant, and engaging. I have a respect and admiration for the personnel in the administrative positions and things appear to have transitioned smoothly so that speaks volumes (hoping that means he has connected and works well with those already in central office).	5/11/2015 8:29 AM
9	too soon to comment	5/11/2015 8:06 AM
10	1. Whenever I have read anything from Dr. Brand or have heard him speak to us, I have felt like someone very organized, respectful, and caring is in charge of our wonderful district. 2. I really appreciated when Dr. Brand visited our building at the beginning of the school year and greeted teachers in their classrooms. This conveyed to us that he cares to put faces to the names of staff who work in the district. 3. Dr. Brand seems very professional, while also seeming very natural and down-to-earth (i.e., wanting us to call him Glenn).	5/11/2015 12:52 AM
11	Well spoken approachable good at communicating with the community	5/10/2015 10:17 PM
12	Mr. Brand has worked hard to make Blanchard feel welcome into this new district Presents clearly and effectively Appears to be an expert listener	5/10/2015 8:56 PM
13	I don't know him and don't see him.	5/10/2015 6:36 PM
14	-Communication- emails, webcasts and tweets have been helpful to staff and families -Professionalism	5/10/2015 5:39 PM
15	Excellent communicator Approachable - has strong listening skills Visible in the community/schools.	5/10/2015 2:04 PM
16	Willing to look at the whole district and take a step back on decision making if he feels the decision is not right for the district at this time Is interested in actively seeing what is going on in various schools and is seen in the school community Willing to make hard decisions when decisions need to be made immediately (in the first year on the job)	5/10/2015 10:24 AM
17	1. It is a pleasure to see Superintendent Brand at our school, in our classrooms - he has a warm, kind, and supportive manner - which is inspiring. 2. Communication is strong and clear.	5/10/2015 9:11 AM
18	Enthusiasm, vision, listening to suggestions	5/9/2015 4:58 PM
19	Listens to all viewpoints	5/9/2015 11:22 AM

Elementary Survey 2015

SurveyMonkey

20	I was very impressed with his assessment of the district. He seems to be friendly, warm and confident. He is a clear and engaging speaker.	5/8/2015 9:01 PM
21	A thoughtful, reflective leader. He is working to get to know the district better and reach out to teachers for their concerns and wishes for the future of our school system. He is polite and friendly when visiting the schools. I feel confident in his level of commitment, integrity and determination to make positive changes.	5/8/2015 5:26 PM
22	It was extraordinary to see so many accurate observations in the superintendent's "entry report". Clearly, he is a keen intuitive and analytic educational observer.	5/8/2015 4:59 PM
23	He is kind and is considerate of a staff's family responsibilities. He is communicating district information clearly. He is present in our school during the day.	5/8/2015 4:52 PM
24	His Entry Report was great.... He is a great listener and seems to be very responsive to input. Has shown enthusiasm for making our school district better.	5/8/2015 4:48 PM
25	Organized Very detail oriented Compassionate	5/8/2015 2:10 PM
26	1. written communication 2. good decision making 3. fosters the independence of the elementary schools	5/6/2015 8:44 PM
27	I appreciate the update emails.	5/6/2015 7:40 PM
28	Fresh ideas Communication via social media and newsletters Recognition of some effective staff and faculty members	5/6/2015 3:33 PM
29	Thorough communication. Well made decisions. Inspires confidence.	5/6/2015 10:55 AM
30	Communication, presentation of information, developing a clear and well developed plan for the future based on observation and data collection.	5/6/2015 10:37 AM
31	I do not know him that well yet but it seems that positive changes have been made in the district so far.	5/6/2015 10:33 AM
32	Involves staff in decision making Visits schools and interacts with staff considers our identity as a district, including our philosophy, goals, and values when making decisions	5/6/2015 10:22 AM
33	Appears to be more involved in school visits Has become involved in school issues	5/6/2015 10:07 AM
34	1. Clear and consistent communication. 2. I like that you decided to continue the search for the Pupil Services Administrator because you did not find the right candidate. It is refreshing that he didn't want to "just get it over with", but thought it was important to find the best possible choice.	5/5/2015 10:02 PM
35	Communicates respectfully. Professional. Goal-oriented.	5/5/2015 4:56 PM
36	Communication, listening, and inspiring are three areas I see are his strongest skills. He has come into a district with a lot of distractions and has addressed them immediately. I have seen him present more than any of the past superintendents and I think this is important. I also think he reaches out for everyone's input and utilizes this to the best possible outcome for all.	5/5/2015 1:31 PM
37	I hope Mr. Brand will be a strong problem solver when it becomes necessary. 1. I think he is a good listener. I appreciate his extra interest in Douglas this year with all our issues. 2. He is a good communicator with his emails. 3. I appreciate the fact that when he was working on the replacement of the SPED department, he took a step back and rather than choose one of the candidates that was not ideal in his mind, he assigned an interim person and is reevaluating it in the fall. Thank you.	5/5/2015 11:58 AM
38	So far so good! I like that he visits the schools and classrooms often.	5/5/2015 10:26 AM
39	I don't feel I know Mr. Brand yet. I like that he visits each school regularly.	5/5/2015 9:25 AM
40	He is thoughtful and considerate. Not interested in rushing, but willing to take the time needed to do things correctly. He is very committed to the education of children of Acton and Boxborough.	5/5/2015 9:20 AM
41	I do not know him well enough to comment.	5/4/2015 5:26 PM
42	Glenn took the time to meet with school representatives and spend time at each school. Glenn communicated well through emails about regional information in a timely manner. Glenn made no huge changes in year one but spent the time learning the system.	5/4/2015 4:04 PM
43	Effective written communication is his updates	5/4/2015 1:25 PM
44	He really seems interested in how the district works and seems very approachable.	5/4/2015 12:49 PM
45	Approachable, Friendly, Willing to take risks and try new ideas	5/4/2015 12:09 PM

Elementary Survey 2015

SurveyMonkey

46	Focus on our community, including Blanchard into the community, communication to all staff	5/4/2015 10:43 AM
47	Supt. Brand has brought a more professional presence to his office than we have had in many years. He appears to be approachable and reasonable. He thus far has appeared to listen to parents and staff, and to tackle difficult issues head on.	5/4/2015 10:05 AM
48	Is well organized, effective communicator, and seems to enjoy his position as superintendent.	5/3/2015 9:53 PM
49	Glenn comes from a finance background which should guide the district in the long term. He appears to be very knowledgeable and well organized. His decisions to date seem to be well thought out and he is not afraid to take a step back to make well informed decisions.	5/3/2015 8:06 PM
50	A fresh start He seems like a good listener He helped our school air out some difficulties in a constructive manner	5/3/2015 6:13 PM
51	Well-spoken and concise Friendly, approachable, and kind toward students Thoughtful, well-written emails to staff	5/3/2015 5:28 PM
52	I like that he makes regular visits to the school His beginning of the year meeting was enjoyable.	5/3/2015 3:38 PM
53	He is a good communicator in sharing his ideas and plans with the community. He shows that he has the school district and students best interest when making decisions.	5/3/2015 12:23 PM
54	He is not into local politics and does what is right for the students.	5/2/2015 1:50 PM
55	He is present in the schools and seems to care about what we are doing	5/2/2015 1:06 PM
56	He has regular visits to the school with the principal ... and is visible during these times	5/2/2015 12:17 PM
57	Good communicator, he has presented his ideas well in the cases where I have seen him.	5/2/2015 11:48 AM
58	I have not really had much exposure to Glenn at this point. I did meet him when he was at our school and he seemed warm and I got a strong feeling that if I had a problem I would be supported by him. He seemed excited to be in our school and see what was happening in the classrooms. I think that is an important activity for a superintendent to do. Being seen by the staff is clearly important in being seen as a leader! I also like how he hasn't come into our district and tried to make lots of changes right away. I really respect those in leadership roles who take time to observe and think about what is working and what may need improvement - clearly no district is perfect but gaining understanding of the workings of a district is important and I get the feeling Glenn understands and respects that.	5/2/2015 11:30 AM
59	1. An ability to listen and consider needs of the district 2. Communicated a clear and effective strategic plan 3. Empowers his administration to make decisions for themselves	5/2/2015 10:41 AM
60	He has great communication skills He has new ideas he is willing to not only share but is not afraid to put them into action He can make the hard decisions and does not shy away from change	5/1/2015 9:30 PM
61	-demonstrates a thoughtful approach to problem solving -has been visible at the schools -engages in conversations about student learning with everyone he interacts with!	5/1/2015 8:43 PM
62	I am thrilled that he has been so visible in our district. He has visited our school multiple times and has been in classrooms. My students have met him and can attach a face to his name when I mention him. I have found his notes to be thoughtfully worded. I am grateful that he takes his time for decisions.	5/1/2015 8:01 PM
63	Warm and friendly Visible in the schools	5/1/2015 7:06 PM

Q11 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 8 Skipped: 35

#	Responses	Date
1	I have been impressed by the way Dr. Brand came to Acton- Boxborough and set up meetings to listen to staff and get a sense of school culture. He is bright, thoughtful and committed to the continued high standing of our schools.	5/10/2015 10:21 PM
2	Seems to be open to listening to people. Effective speaker. Doesn't seem to rush decisions.	5/10/2015 7:53 PM
3	At this point, I have not had enough interaction with Dr. Brand to give input.	5/9/2015 9:16 PM
4	I have very little interactions to be able to form an opinion. I like the emails that come from his office, but that is all that I have to base an opinion.	5/8/2015 6:17 PM
5	Thank you for stepping in and helping out at Douglas. We really needed our school climate looked at, evaluated and improved.	5/5/2015 9:42 AM
6	Communicates well to staff Seems to be accessible People have positive things to say about him, informally observed	5/3/2015 6:02 PM
7	I think that he has done an awesome job communicating! I feel like he is thoughtful and fact finding in reviewing changes to the district. He provides information in a timely manner.	5/3/2015 1:52 PM
8	I'm not that familiar with him but he does seem to be visible in the schools, which is nice. He made a good first impression with his initial introductory emails.	5/3/2015 12:07 PM

Q19 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 34 Skipped: 56

#	Responses	Date
1	presentness; approachability;	5/11/2015 3:14 PM
2	Clear pride in the district, support of teachers, enthusiasm for growth	5/11/2015 2:47 PM
3	Too early to tell, but no clear red flags. Seems to be a more effective communicator.	5/11/2015 1:26 PM
4	Glenn is thoughtful, approachable, and a good listener.	5/11/2015 10:54 AM
5	Humility; ability to listen & communicate effectively; sense of humor.	5/11/2015 10:20 AM
6	Communication especially around his vision. Listener. Able to balance needs of staff with needs of community.	5/11/2015 9:55 AM
7	1. Appears to be transparent with issues 2. uses social media (twitter and vodcasts)	5/11/2015 8:41 AM
8	Professional	5/11/2015 8:19 AM
9	-Compassionate -Eager -Thoughtful	5/10/2015 4:20 PM
10	-He appears more thoughtful than his predecessor. -He attended the AEA board meeting, which says a lot about his willingness to work with the AEA. -I heard he was a good advocate in the budget process.	5/10/2015 3:48 PM
11	Dedication, curiosity, self-reflection	5/10/2015 2:48 PM
12	The emails have been good and effective means of communication. I am looking forward to see where he will take us next year. I haven't had much interaction with him so I cannot think of a third strength.	5/9/2015 8:29 PM
13	He communicates well and makes an effort to foster the growth of a community.	5/9/2015 6:17 PM
14	I have not dealt with Dr. Brand personally on many issues but it seems like he has come into the district with a desire to see what our strengths and weaknesses are and see where his focus should be. He seems kind and caring.	5/9/2015 11:27 AM
15	1. The letters Glenn Brand has sent out to the district over the past year have been very clear and it makes me feel like I am kept "in the loop" in terms of district-wide issues.	5/7/2015 8:57 AM
16	Intelligent, technologically savvy, approachable	5/7/2015 8:18 AM
17	Glenn Communicates through email and other channels very well Has a good vision for where we are going Did a good job taking his time as he entered the district to gather information to see where we are and where we should go	5/6/2015 10:17 AM
18	I appreciate the communication that Dr. Brand provides to the community.	5/6/2015 9:34 AM
19	Makes himself visible across the many Acton-Boxborough schools. Communicates well with the faculty and the community. Is well-spoken and clear in his message.	5/6/2015 9:20 AM
20	Don't really know. Haven't seen much that I can directly attribute to his work.	5/6/2015 7:54 AM
21	Dr. Brand is a great communicator. Dr. Brand has a vision for the A-B Community. Dr. Brand appears to listen to members of the community.	5/5/2015 2:31 PM
22	I have very little feel for the current superintendent. In his short tenure, when he has communicated to the faculty he has been clear in his purpose, addresses issues head on, and has raised no alarms.	5/4/2015 10:13 PM
23	Visibility Easy to approach	5/4/2015 1:08 PM
24	I really can't rate Glenn as my contact with him has been extremely limited.	5/4/2015 10:00 AM
25	Have had no interaction or exposure to Mr Brand so do not really know enough to comment.	5/4/2015 9:21 AM

ABRHS Survey 2015

SurveyMonkey

26	entry plan thoughtful about new job organization	5/4/2015 7:35 AM
27	Great communication with faculty and staff. Seems to be transparent.	5/3/2015 9:30 PM
28	New ideas (Vodcasts, Twitter)	5/3/2015 9:23 AM
29	I am unable to provide feedback on Superintendent Dr. Glenn Brand. I have had limited to no interactions with superintendent.	5/3/2015 8:18 AM
30	He is a clear communicator, a nice person, and an intelligent educator.	5/2/2015 4:59 PM
31	OUTSTANDING communication with teachers about his vision & proposed enhancements he would like to see in the AB district.	5/2/2015 3:17 PM
32	I believe Dr. Brand is a thoughtful and reflective decision maker. Good planner. Clear vision.	5/2/2015 12:15 PM
33	Effective communicator in writing / keeping parents and staff informed Vision	5/2/2015 8:03 AM
34	He seems very capable but I haven't had any personal interactions with him to form an opinion.	5/2/2015 7:39 AM

Q19 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 2 Skipped: 0

#	Responses	Date
1	hard working, passionate, keeps striving for improvement	5/8/2015 12:44 PM
2	Seems to be a very thoughtful and approachable leader.	5/6/2015 8:22 PM

**Q4 Please list three strengths that
Superintendent Glenn Brand brings to
school district leadership**

Answered: 15 Skipped: 0

#	Responses	Date
1	Unfortunately, I have not have many interactions with Glenn to know much about him.	5/11/2015 8:03 PM
2	I do not know him. I've never seen him outside of the first meeting of the year, and that's a bummer.	5/10/2015 11:43 AM
3	I have not interacted with Dr. Brand since his initial, whole district presentation on the first day of school.	5/8/2015 12:22 PM
4	intelligent	5/6/2015 7:51 PM
5	I do not know Glenn well enough yet to comment specifically. From what I have seen from the outside, he is able to make decisions, gathers input from the constituency, and communicates his process through email	5/6/2015 7:08 AM
6	I have not idea how he is as a leader. He shares the same building with us and we hardly see him around.	5/5/2015 8:27 AM
7	My only relationship with Dr. Brand is through the emails/newsletters he has sent out. I have found these to be clear and informative, and I appreciate knowing what is going on in his "world".	5/4/2015 3:54 PM
8	He seems to be a good numbers cruncher.	5/4/2015 12:09 PM
9	- Is investing interest in his classrooms and schools in order to better understand school culture, etc (by visiting schools and classrooms and meeting with principals) - Seems open-minded to the input of his principals	5/4/2015 12:03 PM
10	Glenn hasn't been "visible" enough to enable me to judge him in any manner in these areas. I hope he is more of a presence in year 2.	5/4/2015 10:08 AM
11	1. Dedication to AB 2. Transparency 3. Student centered	5/4/2015 8:57 AM
12	No idea.. I feel like people don't really know Glenn Brand	5/4/2015 8:52 AM
13	?	5/3/2015 3:50 PM
14	I haven't really had any contact with Superintendent Brand to know what his strengths are. My only interaction is with reading emails that are sent.	5/3/2015 2:00 PM
15	Passion Direction Humor	5/3/2015 12:52 PM

Q7 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 3 Skipped: 0

#	Responses	Date
1	-Seems to have a strong work ethic -Seems to be ethical and have integrity -Much better with communication skills than our previous superintendent	5/4/2015 8:32 AM
2	Thoughtfulness Integrity Work ethic	5/4/2015 8:29 AM
3	I do not have direct contact with the Superintendent and have only met him once, therefore I am not able to answer this question.	5/4/2015 8:13 AM

Q7 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 6 Skipped: 11

#	Responses	Date
1	He is the 1st Superintendent that has visited the preschool. The fact that he actually held a meeting with the staff and took questions was wonderful and made us feel as if we actually ARE a part of the district. We have been pretty neglected and not acknowledges in the past. Other than that, I have no other experience in dealing with the current Superintendent.	5/11/2015 7:24 AM
2	Glenn Brand is a very effective communicator with his team and community.	5/10/2015 6:39 AM
3	N/A	5/7/2015 1:00 PM
4	I have not met Dr. Glen Brand	5/4/2015 12:53 PM
5	He came to visit the preschool which no other superintendent has ever done. He wanted to meet us and get to know our team.	5/4/2015 12:50 PM
6	Glenn is a very effective communicator using variety of mediums to the community. He brings new ideas to the school community. He creates effective relationships with staff members by organizing and leading meetings.	5/4/2015 9:24 AM

Q4 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answered: 6 Skipped: 4

#	Responses	Date
1	-Thoughtful approach to issues -Concerned about all opinions -Approachable and willing to listen	5/13/2015 9:25 PM
2	He asks excellent questions, indicating his wisdom and openness to learning. He seems focused on communication.	5/9/2015 11:38 AM
3	rolls up his sleeves and gets into the work does not pawn off tasks or let them fade away, he seems to resolve issues thinks of us a region (albeit this is easier for him as he did not exist in the old structure)	5/5/2015 1:04 PM
4	-Approachable -He identified building relationships as important -Thoughtful	5/4/2015 10:14 PM
5	I have not had personal interactions with Dr. Brand so my feedback is based upon what I've witnessed in emails and his presentation at the beginning of the year. He has presented as: a strong communicator, an ethical leader, and as someone who is willing to listen and work hard for the district.	5/1/2015 9:06 PM

Q4 Please list three strengths that Superintendent Glenn Brand brings to school district leadership

Answers: 6 Skipped: 0

#	Responses	Date
1	He instills respect, seems to plan and effectively follow his plan.	5/11/2015 9:22 AM
2	Passion for his job Excellent work ethic Desire to succeed	5/5/2015 7:12 AM
3	Listens Strong Ethics	5/4/2015 3:02 PM
4	I really don't know as I have really only met him once in passing. It would be nice to have had the neither agree nor disagree option rather than N/A as I really don't know the answers to any of these questions.	5/4/2015 2:30 PM
5	I am unable to accurately answer this question as I have never met the Superintendent.	5/4/2015 2:27 PM
6	I gave mostly N/A answers because I have only met him once. I felt that he communicated well and was respectful to the group he was addressing. I was left with a confident feeling that Glenn will do a fine job as Superintendent.	5/4/2015 12:55 PM



Q12 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 47 Skipped: 100

#	Responses	Date
1	Oversight of elementary schools vis a vis administrators' decisions around issues like curriculum and assessment.	5/12/2015 8:00 AM
2	Visit the classrooms more	5/11/2015 11:12 AM
3	Seems to have been some secrecy around certain personnel changes that let to lots of talk but no clarification. Seek more opportunities to informally interact with faculty, perhaps at faculty meetings or professional days.	5/11/2015 11:05 AM
4	1. It would be very nice to see even more of Dr. Brand throughout the school year at Conant. It must be very difficult for him to make rounds to all of the schools, and I imagine that this is what he would love to have more time to do, as well.	5/11/2015 12:52 AM
5	I can't think of any right now.	5/10/2015 2:04 PM
6	Looking how the elementary schools can be better supported in the areas of educational support for students and differentiation--to work from the base in developing better supports for our students, so they will need less supports in the upper grades.	5/10/2015 10:24 AM
7	Special Education needs to be overhauled. As it stands, programs are unfairly distributed through the district - some elementary schools have more programs, more students than others. As a teacher committed to the instructional and socio-emotional needs of all my students, I am horrified by the placement and program decisions routinely made by Pupil Services. Programs are understaffed and under supported. This is devastating for all students - special ed and regular ed, alike.	5/10/2015 9:11 AM
8	Visit all schools more often, meet with staff	5/9/2015 4:58 PM
9	I don't see any at this time. I appreciate the work he has done.	5/8/2015 9:01 PM
10	I would love it if the Superintendent found a way to "get to know" more about individual teachers, and the gifts they bring to our students, not just see us a one mass of employees.	5/8/2015 5:26 PM
11	We are ready to address issues in our district and look forward to working together toward solutions.	5/8/2015 4:59 PM
12	He attended one staff meeting but there has been no follow up. We were hoping that things would improve after his visit but the communication has not.	5/8/2015 4:52 PM
13	I look forward to watching him implement new policies and improvements as he moves forward in his role as the leader of our school district.	5/8/2015 4:48 PM
14	Listen to the students	5/8/2015 2:10 PM
15	Be in schools more. He never visit my classroom which our old superintendent always made sure to do. It would be nice so that the kids could get to know him too. I imagine that he will have more flexibility in year 2!	5/6/2015 8:44 PM
16	The line staff really has no contact at all with the superintendent. Even when he toured the school, he only spoke to the principal and had no contact at all with anyone, even those of us who were standing right there. No one bothered to even introduce us and Dr. Brand didn't introduce himself or even make eye contact.	5/6/2015 7:40 PM
17	Visiting schools and classrooms Reaching out to staff to see what is going on behind the scenes- not just with administration	5/6/2015 3:33 PM
18	More presence in the elementary classrooms.	5/6/2015 10:37 AM
19	Reach out to special educators more in order to hear their concerns and ideas.	5/6/2015 10:33 AM
20	More student interaction when possible	5/6/2015 10:22 AM
21	Closer watch over school administrator plans and take action to assure they are in the best interest of the school	5/6/2015 10:07 AM

22	1. Continue to facilitate the relationship between administrators and teachers.	5/5/2015 10:02 PM
23	I do not know enough about what he has done to have areas where I'd like to see him grow. So far, my impression of him is positive.	5/5/2015 4:56 PM
24	Although he is more visible in schools, I would like to have him in our building more so that he can see what his happening and so that all educators can have a voice with him.	5/5/2015 1:31 PM
25	Don't be hesitant to make changes when necessary for the best interest of the students.	5/5/2015 11:58 AM
26	I would like to see Superintendent Brand revisit the previous Superintendent's scrutiny on using personal days, and/or unpaid leave, and to consider allowing professional staff to be able to make personal decisions in using these in a respectful way. There is still a lot of uneasiness with staff regarding the use of personal days, or taking unpaid leave, for truly important, and sometimes unique, situations.	5/5/2015 9:50 AM
27	I don't know him yet.	5/5/2015 9:25 AM
28	Continued communication throughout the district.	5/5/2015 9:20 AM
29	Get into the schools more regularly and get to know the members of the school community.	5/4/2015 5:26 PM
30	I am really not sure of how to answer this area. I don't feel like I had enough interaction with him.	5/4/2015 4:04 PM
31	I was aware that he was physically present in our building a few times but never saw him once. It would be nice if he were to come in and actively engage with the community. I have concerns that he is unaware of or does not consider the issues teachers face daily in our classrooms important. I read his report briefly and it does not appear that he understands the severe, negative impact removing half day Thursdays has had on the teachers and that he seemingly thinks Thursdays should go full day (this would greatly impact planning, conference time with parents and learning time for staff). I also worry that he doesn't realize or recognize the massive needs we have for support (particularly SPED) staff.	5/4/2015 1:25 PM
32	Nothing comes to mind at this rime.	5/4/2015 12:49 PM
33	More presence in the school, More time to listen to concerns expressed by the teachers	5/4/2015 12:09 PM
34	nor sure	5/4/2015 10:05 AM
35	I have not had enough exposure to Dr. Brand to respond to most of these questions. His communication has been sporadic at best, and has always been very general. He has never set foot in my classroom, and when invited, he never responded. I have seen him once or twice in the halls of our school this entire year. I don't really have a sense of him as a district leader.	5/4/2015 7:26 AM
36	This may be difficult, but visiting our school more frequently. It is nice when he comes for a visit and talks with teachers and students more informally.	5/3/2015 9:53 PM
37	I would like him to conduct round table discussion groups with teachers to not only listen to what is happening at the school level but also to get to know the teachers. I find it disheartening that he can walk in my building and have no idea who I am or what I do. I know it is early in his career at AB but it would be nice over time if he knew the teachers and staff. I would also like to be invited to join some of the subcommittees so teachers voices could be valued in positive ways.	5/3/2015 8:06 PM
38	I'm not in a position to say	5/3/2015 6:13 PM
39	Visit schools more often (if possible) to develop relationships with staff and see projects	5/3/2015 5:28 PM
40	He has never stepped foot in my classroom. I don't really have experience with him in any form.	5/3/2015 3:38 PM
41	To bring a little more consistency to curriculum resources. It's difficult to share ideas when there is such a variety of philosophies and programs between all the elementary schools. Everyone has a different math a Program.	5/2/2015 1:50 PM
42	Not sure what his vision is for our students	5/2/2015 1:06 PM
43	Continue to build communication and consistency across the district Cohesiveness across the district to safety measures (i.e. ALICE, etc.)	5/2/2015 12:17 PM
44	1. Visibility within the schools, particularly here at Blanchard.	5/2/2015 10:41 AM
45	I have never really met him before I wish he would come to a staff meeting	5/1/2015 9:30 PM
46	Direction to coordinate teaching programs at elementary schools...why not 1 math program in the district?	5/1/2015 8:33 PM
47	Keep being open to new ideas. Continue to be seen in the classrooms!	5/1/2015 8:01 PM

Q12 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 5 Skipped: 4

#	Responses	Date
1	This wouldn't fall under a need for improvement, but as a suggestion. I think it is important to maintain the autonomy and individuality of each school in our district. Each school has strong supporters, in part because parents have the ability to choose the school that best fits their child. Our school choice has made us stand out as a district and gives parents a voice which then fosters loyalty and commitment to the schools.	5/10/2015 10:21 PM
2	Not sure yet.	5/10/2015 7:53 PM
3	See above.	5/9/2015 9:16 PM
4	I would like to see him in the schools more. Then maybe he would be able to see how things function in all aspects of the school.	5/8/2015 10:51 PM
5	I hope that he has his finger on the pulse at Douglas school and is a strong leader making sure that if we need to change our curriculum (specifically Exhibitory Learning) that we do!	5/5/2015 9:42 AM
6	Visit district classes often enough, when in a building, that students and staff can recognize him by sight and greet him	5/3/2015 6:02 PM

Q20 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

#	Responses	Date
1	Now that the first year is over, spend more time in the various buildings. I have never seen him here	5/11/2015 2:03 PM
2	I just want to see more of everything he has done. His communication skills are exceptional, the clarity of his thinking is noticeable, and his authentic interest in every aspect of the district's operations is remarkable. I'm really proud to work in this district with him leading it.	5/11/2015 10:20 AM
3	More visibility within schools. More interaction with students.	5/11/2015 9:55 AM
4	Look at things or areas where we are spending money without a return. There are areas where additional spending is not necessary. There are areas where people need to do their jobs.	5/11/2015 8:04 AM
5	I have very little to go on with Dr. Brand - he seems very knowledgeable and informed, but I literally have never seen him in the HS, and we get emails very infrequently, and seem to be about entry plans and things I know nothing about. I am sure he is doing a great job and I just don't know it, but I am not able to really say. I will say that I heard him speak recently at a meeting and I was impressed by some of his ideas moving forward. So that was positive. I think the first year, it's just getting your feet wet - perhaps I haven't heard much because he is taking it all in. It may also be that he is so different than Dr. Mills or Bill Ryan, etc.	5/10/2015 9:02 PM
6	-Better communication to all district employees -More collaborative approach to filling open positions (preserve the process) -More collaboration with teachers, not just with administration -More visibility throughout the schools and the community	5/10/2015 4:20 PM
7	-He should respond to emails when teachers email him. This would help him greatly in gaining confidence and support from his teachers. -I don't think he was transparent in the Pupil Services controversy and subsequent hiring process. This comes across as being a dishonest and non-trustworthy leader.	5/10/2015 3:48 PM
8	To be seen around the schools more now that he has had a year of adjusting to his new position.	5/9/2015 8:29 PM
9	Upon first impression, I think he could be more engaging in his presentation of material to staff and the community.	5/9/2015 11:27 AM
10	Trying to help with limit the number of extra mandates given to the teachers. With DDMs and Retell we really are overwhelmed.	5/7/2015 2:31 PM
11	N/A	5/7/2015 8:57 AM
12	I feel Dr. Brand has not been as visible in the HS as Dr. Mills was. I understand he is "feeling things out" this year so I look forward to seeing him a bit more next year. Would have liked to see him for example at the senior community service day breakfast- students got a kick last year out of seeing Dr. Mills serve them breakfast. I know the budget is in tough shape but it seems some of the future cuts are being announced with little or no faculty awareness- perhaps allowing the school leadership to share a bit more of this information in advance would be good for staff moral and buy in.	5/7/2015 8:18 AM
13	I have never personally seen him in our school. I have never met him I would like to see him more visible although I know how busy he is.	5/6/2015 10:17 AM
14	I don't feel I've worked with him enough yet to fully rate him on some of the different aspects. I hope to have more chances in the future to get to know him better.	5/6/2015 9:34 AM
15	Making it clear what he stands for; what is good and needs preserving about AB; and what needs to change. Understanding the importance of technology in the district and how much it needs to improve.	5/6/2015 7:54 AM
16	I would like to get see him a bit more present at the high school so he can see where teaching and learning takes place and can get a sense of the daily work, challenges, and atmosphere of the school.	5/4/2015 10:13 PM
17	N/A	5/4/2015 1:08 PM

ABRHS Survey 2015

SurveyMonkey

18	Be more visible! I actually have no idea what he is doing or what he is like anymore than he has any idea about me.	5/4/2015 10:00 AM
19	Holding certain administrators accountable for doing their jobs so others can do their jobs more effectively	5/4/2015 7:35 AM
20	I don't know him well enough to be able to answer these questions.	5/4/2015 7:13 AM
21	N/A	5/3/2015 9:30 PM
22	I would like to see Dr. Brand develop the capacity for a professional leadership fellowship within Acton-Boxborough Public Schools. Other similar systems provide educators with opportunities to advance their careers through such fellowships, and are then able to recover their costs by drawing upon the experience and expertise of their fellows. A three year program in which teachers could earn a professional degree within the field of education could have enormous impacts on curriculum and instruction, school climate, and leadership across the district.	5/2/2015 4:59 PM
23	Presence at more after school and evening student events.	5/2/2015 3:17 PM
24	working to improve oral communication to create more engaging presentations (like 1st day of school presentation to faculty)	5/2/2015 8:03 AM
25	—	5/2/2015 7:39 AM
26	More communication and presence within the schools	5/1/2015 9:55 PM

Q5 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 18 Skipped: 7

#	Responses	Date
1	Be more visible in the buildings.	5/11/2015 8:03 PM
2	I would like to see him have a much strong presence in the building, especially as he's in our building. Perhaps he can come to a staff meeting during the year so people know who he is and what he's about.	5/10/2015 11:43 AM
3	I have not interacted with Dr. Brand since his initial, whole district presentation on the first day of school.	5/8/2015 12:22 PM
4	I couldn't answer most of the questions above because I don't know Glenn. He hasn't made many attempts to get to know us as a faculty and in the few encounters that I have had, he asks questions, but doesn't seem to listen to answers. Seems very distant.	5/6/2015 7:51 PM
5	Be more visible in the school hallways and student activities.	5/6/2015 7:08 AM
6	It is interesting to note that the school year is almost over, and that most of my choices were N/A, meaning that these are areas that I have not had any or hardly any experience. That in itself says something needing attention. Dr. Brand, by this time of the year, should have made himself more visible to teachers and not just through a few emails. I feel as though I do not know him AT ALL - very disappointing.	5/5/2015 6:28 PM
7	He could be more visible and he should interact more with staff.	5/5/2015 8:27 AM
8	I would like to hear Dr. Brand's voice more often and see him as a more active presence around our schools.	5/4/2015 3:54 PM
9	I don't think he knows the staff at all. Other than an occasional "drive by" with the principal. I only see his face 3-4 times/year.	5/4/2015 12:09 PM
10	I don't feel comfortable in my ability to complete this survey. I know Superintendent Brand is making effort to "make the rounds" in order to introduce himself and acquire a sense of schools, classrooms, curriculum, etc.. Andrew Shen has sent out messages when Superintendent Brand as expected to visit/observe. I however, have yet to see/meet him. I really have no sense of his efforts, vision and/or future plans. Since he is making effort to know his schools and district, I assume he is working to develop trust, respect and communication. His work does seem to be a bit in isolation, in that I'm not aware of any feedback regarding his perspectives. At some point, it would be helpful to know! It seems somewhat unfair to make a judgement, but I really do not know our superintendent! Also, there is some concern due to lack of communication regarding issues in Pupil Services. While he may have "walked into" this situation, more information should have been shared. All administrators should join (at different times) at least one faculty meeting per school during the year! It would be nice to see a presence!	5/4/2015 12:03 PM
11	Showing interest in student / teacher level interactions. He visits classes, but needs to also respond to teacher invitations to events and special goings on to get a sense of what great things people in the district are doing.	5/4/2015 10:08 AM
12	Dr. Brand is clearly a good communicator, and I appreciate that he shares updates regularly on his entry plan and other things going on in the district. However, I think sometimes his wordiness or need to explain every detail of something hide the real message he is trying to share.	5/4/2015 8:55 AM
13	I work in the same building with Glenn, but have never spoken to him. Dr. Mills took the time to get to know the people that worked in the district, he would stop and talk with you, he would eat lunch in the teachers room, he would pop his head in your classroom. He made more of an effort to get to know the faculty, and that's important. To me, Glenn is just the name of the superintendent, thats all I know about him.	5/4/2015 8:52 AM
14	I think it's important for Glenn to get to know the people who work for the district. I've never spoken to him, although I often see him walking through the junior high on his way to his office. Dr. Mills would stop and chat, eat in the teachers room, drop by classrooms, we really got to know him, and thats important.	5/4/2015 5:52 AM
15	interaction with staff	5/3/2015 3:50 PM
16	Getting to know staff more.	5/3/2015 2:00 PM

17	I do not know him well enough to make that judgement.	5/3/2015 12:52 PM
18	Develop relationships with staff, often walks by you and makes no attempt to say hello, often looking at his phone. Same when students walk by him.	5/2/2015 12:08 PM

Q8 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 3 Skipped: 6

#	Responses	Date
1	-The most recent hiring process for the Director of Pupil Services could have been handled better. It sounded as if there was enough information that two administrators were needed beforehand. It was unfair to the hiring committee and candidates to change the structure of the PS administration staff AFTER the interviewing process was complete and decisions were being made.	5/4/2015 8:32 AM
2	Transparency	5/4/2015 8:29 AM
3	See above	5/4/2015 8:13 AM

Q8 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 3 Skipped: 14

#	Responses	Date
1	Stay visible	5/11/2015 7:24 AM
2	N/A	5/7/2015 1:00 PM
3	I do not know Glenn Brand very well. I only met him one time, so I cannot answer any of these questions.	5/4/2015 12:50 PM

Q5 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 4 Skipped: 5

#	Responses	Date
1	-Improve decision making process so completion is timely -Share how decisions will be made at the leadership level	5/13/2015 9:25 PM
2	At least in my role, I haven't seen much of him, so visibility/approachability would be an area for improvement, but I know he has been more visible in the schools.	5/9/2015 11:38 AM
3	Consider and rely on advice from staff who have worked in the district for several years.	5/4/2015 10:14 PM
4	When hiring for the Pupil Services Director position, it seems that there should have been better thought given to the structuring of the SPED administration team beforehand, rather than interviewing and then making changes as it was time to make a decision. That didn't go down well with the interviewing team or many other PS members.	5/1/2015 9:06 PM

Q5 Please list one or two areas that you would like to see Superintendent Glenn Brand work to improve.

Answered: 11 Skipped: 0

#	Responses	Date
1	All staff, not just certified staff should be reviewed annually. It sends a message that the certified staff matter more than the support staff. From a management standpoint, staff need to know where they stand in relation to their performance, and also be given the opportunity to try and improve on areas of weakness. This can't be accomplished effectively when the only feedback is done conversationally. Performance evaluations are not only a tool for helping staff improve, but also a verification that you are doing your job well. Please give all staff the professional courtesy of being reviewed annually, instead of being teacher-centric in this one area. Bearing in mind, we are an even LARGER district now, it would be great to be told how we did with the regionalization from an administrative standpoint, as let's face it, probably the biggest burden of the regionalization fell on the Central Office and Finance, not the teachers.	5/14/2015 8:37 AM
2	Unknown	5/11/2015 9:22 AM
3	Decision making abilities Transparent Communication	5/7/2015 10:13 AM
4	Direct communication needs to be improved. I feel that he needs to think about the people involved and share with them first.	5/7/2015 10:09 AM
5	Taking the time to meet all of the school district staff. Be more present in all of the school buildings.	5/5/2015 7:12 AM
6	More visibility	5/4/2015 3:02 PM
7	Getting to know support staff and not just the department heads of support staff--it makes it very difficult to fill out this type of survey when you really don't know anything about the person you are critiquing.	5/4/2015 2:30 PM
8	See question 2	5/4/2015 2:27 PM
9	I cannot comment at this time.	5/4/2015 12:55 PM
10	being more visible	5/4/2015 9:47 AM
11	Better communicating to staff that needs to know information.	5/4/2015 8:29 AM

1. Communication: Clearly communicates orally and in writing. Presents information in ways that are clear, easy to understand, and accessible to various audiences.

	Assessment					N/A	N
	Never	Rarely	Sometimes	Often	Always		
<i>a. Articulates a clear, inspiring vision for the school system, and its efforts.</i>	0%	15%	31%	31%	23%	0%	13
<i>b. Communicates own core values and acts according to them.</i>	0%	8%	8%	54%	31%	0%	13
<i>c. Shares information, experiences, and expertise</i>	0%	0%	23%	46%	31%	0%	13
<i>d. Tailors messages to meet the needs of unique audiences.</i>	0%	0%	8%	38%	46%	8%	13
<i>e. Clearly presents thoughts and ideas in one-to-one, small group, and formal presentations.</i>	0%	8%	31%	31%	31%	0%	13
<i>f. Demonstrates effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use</i>	0%	8%	8%	46%	38%	0%	13
<i>g. Communicates clear rationales for decisions.</i>	8%	0%	23%	31%	38%	0%	13

2. Interpersonal Leadership: Perceives the needs and concerns of others. Deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates well to people of varying ethnic, cultural, and religious backgrounds.

	Assessment					N/A	N
	Never	Rarely	Sometimes	Often	Always		
a. Generates enthusiasm for improving student learning and teaching.	0%	0%	8%	54%	23%	15%	13
b. Interacts professionally and tactfully with others.	0%	0%	0%	15%	85%	0%	13
c. Elicits perceptions, feelings, and concerns of others.	0%	0%	0%	31%	69%	0%	13
d. Voices disagreement without creating unnecessary conflict.	0%	0%	0%	23%	77%	0%	13
e. Supports others to disagree constructively.	0%	0%	15%	46%	38%	0%	13
f. Clearly articulates expectations regarding the performance of others.	0%	8%	23%	69%	0%	0%	13
g. Acknowledges achievement and accomplishments of others.	0%	0%	8%	38%	54%	0%	13
h. Communicates necessary information to the appropriate people in a timely manner.	0%	8%	23%	54%	15%	0%	13
i. Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	0%	0%	8%	54%	31%	8%	13
j. Takes action to divert unnecessary conflict.	0%	0%	8%	69%	8%	15%	13
k. Assists the team in maintaining the direction needed to complete a task.	0%	15%	23%	61%	0%	0%	13

3. Political Acumen: Identifies internal and external stakeholders (staff, school committee, union, parents, community leaders, media, etc) that impact the district's work and discerns their relationships, interests and influence. Uses knowledge of the formal and informal organization and governmental

	Assessment						N
	Never	Rarely	Sometimes	Often	Always	N/A	
<i>a. Is clear about decision-making processes and seeks consensus where possible.</i>	0%	8%	38%	31%	23%	0%	13
<i>b. Takes into account political considerations, stakeholder interests, and needs before taking action.</i>	0%	8%	8%	31%	54%	0%	13
<i>c. Listens and collects relevant information when dealing with unfamiliar issues and individuals.</i>	0%	8%	0%	31%	61%	0%	13
<i>d. Seeks additional information about issues that arise and unexpected events/outcomes before taking action.</i>	0%	8%	0%	23%	69%	0%	13
<i>e. Encourages others to share their ideas.</i>	0%	0%	0%	23%	77%	0%	13
<i>f. Generates enthusiasm and works to persuade others to work together to accomplish common goals.</i>	0%	8%	15%	54%	23%	0%	13
<i>g. Seeks commitment of all involved to develop/implement a district strategy for improving student learning and teaching.</i>	0%	8%	8%	46%	38%	0%	13
<i>h. Supports the ideas and views of team members to solve problems.</i>	0%	0%	23%	38%	38%	0%	13
<i>i. Motivates others to change behaviors that inhibit professional and organizational growth.</i>	0%	8%	38%	38%	0%	15%	13

4. Self-Awareness: Understands personal strengths and weaknesses. Takes responsibility for improvement by actively pursuing developmental activities. Strives for continuous learning.

	Assessment						N
	Never	Rarely	Sometimes	Often	Always	N/A	
a. Understands how own behavior in perceived by others.	0%	8%	23%	31%	8%	31%	13
b. Recognizes and articulates his/her own strengths.	0%	0%	38%	46%	8%	8%	13
c. Recognizes and articulates his/her own weaknesses.	0%	8%	23%	54%	8%	8%	13
d. Actively pursues personal growth through participation in planned developmental activities.	0%	0%	8%	46%	23%	23%	13

5. Comments: The most prominent strengths that positively impact overall effectiveness.**Superintendent Self-Assessment**

No comments.

Leadership Team Comments

He has a calm and thoughtful approach to everything. You always get the sense that he is focused on what the students need and how situations effect all stake holders. He give confidence that any decision is based on the best interest of students.

Careful and thorough consideration of issues before proceeding

Great work ethic that inspires/supports staff working for him

honesty, integrity

Articulates ideas and listens to others. Aims for having deep conversations about difficult themes and conversations. Very personable and works to relate to colleagues on a personal level

Intelligent, thorough, organized, and detail-oriented

Thoughtfulness, Good Communicator, Kindness

Understanding of the role I have and being sensitive to that when making decisions.

He is a good, active listener, and I feel that he is using information gained in conversations to help his processing of events and make decisions. He brings the perspective of a principal and understands the unique challenges that we often face.

The Superintendent provides a constant professional presence in a calm manner. There is a commitment to regular weekly meetings with his team and cabinet and bi monthly with cabinet and principals. Despite a very busy schedule, he recognizes how to judge priorities.

Thoughtful, Caring, Good Listener, Knowledgeable, Is a Learner

Compassionate, Smart, Detailed oriented, Sense of humor

He is kind and compassionate and he has a strong moral compass and set of values which serve us all well in his leadership. He is thoughtful about every decision. He is professional and he expect administrators to treat each other well. He brings lots of varied experiences to the role, which can be helpful in looking at situations new and differently. He does well with the School Committee and at School Committee meetings.

6. Comments: The most important thing(s) to improve on to increase overall effectiveness.**Superintendent Self-Assessment**

No comments.

Leadership Team Comments

Meetings tend to run a bit long, shortening lead ins would help. Meetings, however, are very well run.

Perhaps some decisions are so deliberate that we end up in a time crunch at the end. I expect that with more experience in our community our superintendent will have the built-in knowledge to proceed with some things more speedily.

Because the job is so big, it would be best to not tackle too many projects.

clarity & simplification of communication

Meetings tend to run over the allotted time, however, typically due to strength listed above - group in deep conversation over difficult subjects

Introductions and closings to meetings and conversations often take a long time - shortening the "wind up" to an issue or topic would be a very specific adjustment that would be noticed. I think he has an ambitious agenda, and he is dedicated to addressing many issues that are currently before us. I think we need to give him more explicit "permission" to articulate what issues we will address first, and what issues will need to wait. And I hope he would then accept that "permission" and, while it may disappoint some, identify the issues that we'll devote our attention. I worry that he/we are stretched to thin as a result of trying to meet everyone's priorities.

Greater consideration of senior leadership team in decision making

Feedback on performance to individuals.

Increasing the efficiency of delivery of ideas and messages. Meetings need to be tightened up and managed more efficiently. His willingness to allow debate and to allow extensive contributions from all concerned at some meetings can sometimes derail the intent of the meeting.

Although it may be a function of experiencing his first year in the District, as well as being a new Superintendent, it does seem he could make decisions a bit more quickly. Personally I like his collaborative style and hope that this is going to fix itself as his first year of experience in the District concludes, as I can tell he has a very strong understanding of the District and its issues now, compared to the first 6 months.

Planning and facilitating meetings, Creating vision for district

It seems to be difficult to make decisions and close on items. The pace is so fast here that we really need to make decisions quickly and communicate the outcome. He needs to be more careful with his writing for typos and clarity. Shorter clear communications would be more helpful. Process is important, but process needs to be organized in a way that we can move forward. Our meetings are really long and don't focus and move along. I think he bites of too many new things when we haven't finished the things we already said we would do.

7. Additional comments related to effectiveness.

Superintendent Self-Assessment

No comments.

Leadership Team Comments

He is highly effective.

Positive relationship with school committee and other constituents within learning community and political groups

He comes across as a genuine individual, someone dedicated to creating a positive experience for the community, and a person of integrity. People appreciate his sincerity and work ethic, and his ability to demonstrate empathy and understanding for the challenges that are brought before him. My hope is that as he develops more comfort in this position, and in this community, he won't be afraid of asserting a bit more of his vision into the decision making process. We are a very process-oriented district, or at least we know that it we at least have to offer opportunities for everyone to be involved in process, and that can be challenging when it comes to decision making, and making decisions in an efficient and timely manner. I personally wouldn't mind tweaking that approach a bit, and having our Superintendent and Leadership Team exert a bit more influence when it comes to framing an issue and moving forward on certain things. I appreciate that this would involve a cultural shift and would be "risky" in the sense that it would seem as though we aren't valuing the voice and perspective of everyone else, and behaving in a seemingly more authoritarian manner. The problem is that this leaves us mired in a puddle of confusion and inaction, and we are often left paralyzed on things that are chronic issues here in our District. I see this as one of his biggest challenges. That, and continued financial challenges. Our District has been "proud" of the reputation of doing more with less - and those times need to change since we need more to do more.

His enthusiasm and his willingness to roll up his sleeves and dive into some of the challenges facing our district has been great. he has shown a clear interest in taking on some of the big rocks that have blocking change and impeding progress. I hope that this energy level is sustainable. He is also eminently approachable and transparent, with a clear and authentic interest in learning about and taking on some of the more significant challenges that we face moving forward. I am very optimistic about the future for the District under this Superintendent. He is dedicated, loyal, knowledgeable and supports his team while expecting strong performance.

He has had a good start. I enjoy working with him and his sense of humor.

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/eval/model/PartVI.pdf>
 2. Appendix A: Superintendent Rubric (this is posted online separately from the above document)
http://www.doe.mass.edu/eval/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, 2015 School Committee meeting

- Superintendent's summary evaluation is presented and voted.
- Superintendent's salary is voted (n/a for FY'16 per contract).

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

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

15.1

TO: Superintendent Glenn Brand
ABRSD School Committee
FROM: Clare Jeannotte, Director of Finance 
RE: Quarterly Update: FY'15 Financial Status as of April 30, 2015
DATE: May 21, 2015

Attached please find the following reports for the District:

- FY15 Appropriated Budget v. Actual (Expenditures and Revenues) as of 5/15/15
- FY15 Special Revenue, Revolving and Gift Funds as of 4/30/15
- FY15 Grant Funds as of 5/14/15

Appropriated budget:

Revenues:

Overall, revenues through April 30 of \$63,075,354 are tracking fine against budgeted \$76,154,464, with 82% collected through April 30. The District has received \$136,610 through April 30th of unbudgeted revenues, representing net Medicaid reimbursement of \$29,593; Interest income of \$12,411; and Other miscellaneous \$94,606. Miscellaneous is comprised principally of an NGrid rebate of \$55,000 and about \$40K in E Rate.

Revenues for the full year are currently forecast at \$76,343K, or \$112K short from budget. The shortfall in regional transportation of \$280,534 reflects an anticipated reimbursement of 63% due to 9C cuts earlier in the year. Charter school assessment, net of state reimbursement is forecast to be \$41,657 favorable to budget, principally due to a lower assessment as the number of district students at charter schools has decreased since last year. This is offset by lower reimbursement than anticipated from the state as our number of students going to charter schools is not increasing.

Expenditures:

As of April 30, 99% of the budgeted expenditures are expended or encumbered. Year-end close instructions were issued on April 28th and included a cutoff of all but critical purchasing for FY15 to get to year end. The budget has been in what I would call a "soft freeze" since mid-winter due to the identification of certain concerns earlier in the year.

Highlights of major areas follow:

Salaries & Stipends:

Unfavorability has recovered some from my January report due to controls on overtime and certain salary savings due to leaves. However, savings from leaves have been offset largely with increases in substitute costs.

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



Acton-Boxborough Regional School District

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All Fringes:

Current projections indicate some favorability may occur in the Retiree health care account of about \$120,000. We also project favorable balances in the Medicare and Worker Comp areas totaling \$156K, offset by about \$10K unfavorable spending in Life and Disability Insurance due to an inadequate budget level.

Health insurance for active employees, which also included an offsetting vacancy factor of \$191,000 in the budget, continues to appear to be on target to budget based on projecting forward the current enrollment.

Other, Legal Services:

The budget of \$128,650 is for standard levels of special education (\$68,650) and general legal (\$60,000) services. Based upon current personnel matters and special education matters, we anticipate this account may run over budget by as much as \$135,000, including estimates for a lesser level of spending in the remaining months of the school year.

Transportation (Special Ed):

Special education transportation, consisting of the fixed rate CASE Collaborative assessment and special contract services, is currently encumbered to run over budget approximately \$182,000, up from prior report due to students with specialized transportation requirements that were not planned in the FY'15 budget.

Special Education out of district tuitions and Circuit Breaker:

The budget for this area is developed based on known caseloads nearly a year prior to the actuals. It is also shown net of amounts anticipated for "Circuit Breaker" reimbursement from the State, also calculated quite early in the process, and assigned an estimated reimbursement rate.

This year, we are seeing projected tuitions, before Circuit Breaker is applied, of \$6,949K compared to a budget of \$6,971K. This is reduced by the one-time credit from CASE collaborative of \$459K and we have also adjusted some purchase orders as placements evolve. I continue to meet monthly to update this important budget area with the Pupil Services department. Our monthly review may affect these amounts, which are based on booked purchase orders only.

Circuit breaker assumed for the budget of \$1,757,154 is scheduled to come in \$287,128 higher, at \$2,044,282. Due to 9C cuts, reductions of up to 1.5% (\$30K) may be seen.

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Capital Outlay:

The FY15 budget included \$155K for facility capital projects in FY'15. Two projects account for the usage to date of \$113K, that being the substantial completion of the Dow Track and the Lower Fields Projects. The current unspent capital outlay amount at May 15 is \$59K.

Utilities:

As indicated in setting the levels for the FY'16 budget, the current projection is for sizable savings in utilities. Usage is booked through April for electricity, and Encumbrances are being calculated by the Facilities Director now for the rest of the year for all utility accounts.

Conclusion:

At January 31, 2015 quarterly report, we identified areas of concern of \$168K net. Actions taken to curtail overtime, and limit spending where possible, have resulted in some savings to assist with year-end planning. We continue to expect to close the year within the \$300,000 usage of E&D, despite the reduction in Regional transportation revenue due to mid-year 9C cuts by Governor Patrick.

Special Revenue Funds:

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

We currently anticipate that the general fund budget will need to fund the athletic revolving deficit at a level higher than prior years.

Student Activity Funds:

Work is ongoing to reconcile Student activity fund totals to the reconciled cash balances. I will provide further update with my year- end report.

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

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
GENERAL FUND REVENUE
FY'15 as of 5/08/15**

				3/20/14 Table 6	11-06-14 Table 6	April 30, 2015	Projection	Var to Bud	
				Initial Revenue	Revoted EST REVENUE	ACTUAL YTD REVENUE	5/17/15	fav (unfav)	
1000R14	46801	Monthly	CHAPTER 70 AID	14,254,476	14,254,476	11,878,730	14,254,476	-	
1000R14	46804	2nd, 3rd & 4th Q	SCHOOL CHOICE ASSESSMENT	(49,279)	(91,711)	(84,561)	(103,099)	(11,388)	
1000R14	46805	2nd, 3rd & 4th Q	CHARTER SCHOOL ASSESSMENT	(477,587)	(541,005)	(276,741)	(414,849)	126,156	
1000R14	46806	June	SPECIAL EDUCATION ASSESSMENT	(12,666)	(12,675)	-	(12,675)	-	
1000R14	46807	January & June	REGIONAL TRANSPORTATION	1,296,794	1,729,727	576,658	1,256,544	(473,183)	
					(192,649)	-	-	192,649	
					139,000	136,900	139,000	-	
					67,707	133,282	19,183	48,783	(84,499)
1000R14	46809	2nd, 3rd & 4th Q	CHARTER SCHOOL REIMBURSEMENT	67,707	133,282	19,183	48,783	(84,499)	
1000R14	47501	Monthly	REGIONAL ASSESSMENT-ACTON	49,690,145	49,690,145	41,408,457	49,690,145	-	
1000R14	47502	Monthly	REGIONAL ASMNT - BOXBOROUGH	10,594,577	10,594,577	8,828,822	10,594,577	-	
1000R14	48200	Monthly	EARNINGS ON INVESTMENTS	-	-	12,411	14,000	14,000	
1000R14	48403	Monthly	MISCELL REVENUE	-	-	94,606	94,606	94,606	
1000R14	47503	One Time	Member Town contrib to Middlesex Retirement - Acton	-	384,255	384,255	384,255	-	
1000R14	47504	One Time	Member Town contrib to Middlesex Retirement - Boxborough	-	67,042	67,042	67,042	-	
1000R14			PREMIUMS ON LOANS	658	658	-	658	-	
1000R14			TRANSFER FROM E&D	500,000	300,000	-	300,000	-	
1000R14	45402	DECEMBER, JUNE	MEDICAID REIMBURSEMENT	-	-	29,593	29,593	29,593	
				76,003,825	76,455,123	63,075,354	76,343,056	(112,066)	
					\$76,455,123	82%			

total general fund revenues
76,455,123 rev budget
76,343,056 projection
(112,066) unfavorable

net charter payt
(407,723) rev budget
(366,066) projection DESE 4/2015
41,657 favorable

Reg Transportation
1,537,078 rev budget
1,256,544 projection
(280,534) unfavorable

Unbudgeted Revenues
- rev budget
138,199 projection
138,199 favorable

Acton-Boxborough Regional Schools

FY15 Budget v. Actual 5/15/15

	FY15 Total Budget	FY15 Budget Adjustments	FY15 Revised Budget	FY15 YTD Expenses	FY15 Encumbrances	FY15 Available Budget	% of FY15 Committed
Salaries, Teaching - 01	31,882,520.00	41,962.00	31,924,482.00	24,287,296.32	7,640,014.27	(2,828.59)	100%
Salaries, Principals - 02	2,109,446.00	-	2,109,446.00	1,881,149.07	253,545.93	(25,249.00)	101%
Salaries, Central Administration - 03	1,048,045.00	-	1,048,045.00	916,494.64	124,474.53	7,075.83	99%
Salaries, Support Staff - 04	8,456,458.00	11,009.00	8,467,467.00	6,977,446.90	1,643,075.32	(153,055.22)	102%
Salaries, Athletics - 05	514,614.00	(16,911.00)	497,703.00	422,788.70	59,820.24	15,094.06	97%
Salaries, Buildings - 06	564,570.00	144,594.00	709,164.00	659,204.83	79,597.62	(29,638.45)	104%
Salaries, Custodial - 07	1,640,433.00	(144,594.00)	1,495,839.00	1,209,102.98	200,038.70	86,697.32	94%
Salaries, Home Instruction - 08	17,044.00	-	17,044.00	3,175.00	-	13,869.00	19%
Salaries, Miscellaneous Pupil Services - 09	1,456,651.00	(45,562.00)	1,411,089.00	1,237,825.47	263,983.68	(90,720.15)	106%
Salaries, Subs Miscellaneous - 11	186,093.00	-	186,093.00	113,110.15	-	72,982.85	61%
Salaries, Subs Instructional - 12	524,516.00	-	524,516.00	511,815.42	-	12,700.58	98%
Salaries, Overtime - 13	242,855.00	-	242,855.00	232,251.02	-	10,603.98	96%
Stipends, Curriculum/Instruction - 14	152,275.00	(40,714.00)	111,561.00	43,709.82	68,725.14	(873.96)	101%
Fringe, Course Reimbursement - 15	56,000.00	-	56,000.00	33,708.85	4,214.00	18,077.15	68%
Fringe, Health Insurance - 16	7,600,159.00	242,632.00	7,842,791.00	7,529,545.14	-	313,245.86	96%
Fringe, Health Insurance, Retiree - 17	905,443.00	(1,350.00)	904,093.00	718,012.80	296.88	185,783.32	79%
Fringe, Life/Disability Insurance - 18	31,020.00	(2,437.00)	28,583.00	33,752.42	7,038.94	(12,208.36)	143%
Fringe, Unemployment Insurance - 19	25,000.00	-	25,000.00	9,492.70	-	15,507.30	38%
Fringe, Workers Compensation - 20	339,446.00	-	339,446.00	272,936.54	-	66,509.46	80%
Fringe, Middlesex County Retirement System - 21	1,304,911.00	451,297.00	1,756,208.00	1,756,208.00	-	-	100%
Fringe, Medicare - 22	817,453.00	-	817,453.00	574,944.58	-	242,508.42	70%
Contributions, OPEB Trust Fund - 23	506,000.00	-	506,000.00	506,000.00	-	-	100%
Instruction Supplies - 24	822,909.00	96,405.00	919,314.00	787,931.06	109,299.92	22,082.52	98%
Instruction Textbooks - 25	340,613.00	(78,418.00)	262,195.00	169,068.34	20,749.04	72,377.82	72%
Instructional, Library - 26	58,924.00	(1,199.00)	57,725.00	39,673.78	6,280.47	11,770.75	80%
Other, Capital Outlay - 27	646,166.00	(93,537.00)	552,629.00	467,814.08	25,867.57	58,947.35	89%
Other, Debt Service - 29	1,847,734.00	-	1,847,734.00	1,822,733.35	-	25,000.65	99%
Other, Property/Casualty - 30	98,924.00	-	98,924.00	102,627.44	-	(3,703.44)	104%
Other, Maint Buildings/Grounds - 31	580,248.00	2,500.00	582,748.00	627,770.51	36,888.48	(81,910.99)	114%
Other, Maintenance Equipment - 32	211,406.00	(1,500.00)	209,906.00	51,080.38	7,473.15	151,352.47	28%
Other, Legal Service - 34	128,650.00	-	128,650.00	219,884.87	22,575.16	(113,810.03)	188%
Other, Admin Supplies - 35	744,274.00	68,702.00	812,976.00	730,953.70	84,698.16	(2,676.36)	100%
Other, Athletic Supplies - 36	53,666.00	13,836.00	67,502.00	61,458.66	1,548.03	4,495.31	93%
Other, Custodial Supplies - 37	145,984.00	-	145,984.00	128,487.12	617.80	16,879.08	88%
Other, Sped Transportation - 38	1,340,411.00	-	1,340,411.00	1,446,567.98	76,262.50	(182,419.48)	114%
Other, Student Transportation - 39	1,165,457.00	(227,520.00)	937,937.00	832,784.86	23,484.04	81,668.10	91%
Other, Travel, Conferences - 40	58,046.00	32,103.00	90,149.00	76,578.06	15,765.78	(2,195.04)	102%
Other, Sped Tuition - 41	5,213,514.00	-	5,213,514.00	4,940,485.53	757,793.43	(484,764.96)	109%
Other, Utilities - 42	1,730,472.00	-	1,730,472.00	1,278,393.96	-	452,078.04	74%
Other, Telephone - 43	148,285.00	-	148,285.00	70,033.17	23,213.84	55,037.99	63%
Other, Sewer - 44	287,191.00	-	287,191.00	264,356.60	16,191.32	6,643.08	98%
GRAND TOTAL	76,003,826.00	451,298.00	76,455,124.00	64,048,654.80	11,573,533.94	832,934.26	99%

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS**

4/30/2015

		Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 4/30/15
LUNCH								
3201	LUNCH	365,035.68		185,908.17	550,943.85	1,412,141.53	1,229,330.22	733,755.16
	Blanchard School Lunch	0.00	53,405.32	(53,405.32)	0.00			0.00
	APS School Lunch	0.00	132,502.85	(132,502.85)	0.00			0.00
SUPERINTENDENT								
3311	SUPERINTENDENT GIFTS	707.50	145.29		852.79	124.00	436.40	540.39
DISTRICTWIDE								
3353	DISTRICT WIDE GIFTS	0.00		1,148.47	1,148.47	0.00	0.00	1,148.47
	Acton Garden Club	0.00	500.00	(500.00)	0.00			0.00
2606	APS ESL After School	0.00	323.53	(323.53)	0.00			0.00
2609	APS PD Outdoor classroom	0.00	314.37	(314.37)	0.00			0.00
	ESL REVOLVING	10.57		(10.57)	0.00			0.00
CURRICULUM								
3318	PARENT INVOLVEMENT PROJECT	17,691.68			17,691.68	1,953.00	3,511.12	16,133.56
3323	CURRICULUM GIFT	908.45	10.00		918.45	7,075.00	7,613.94	379.51
3331	TEACHING AMERICAN HISTORY	0.00			0.00	0.00	0.00	0.00
3419	SCHOOL TO BUSINESS	(2,867.93)			(2,867.93)	1,350.00	1,200.00	(2,717.93)
FINANCE								
3401	SCHOOL CHOICE	64,984.42		196,220.70	261,205.12	247,248.00	214,850.04	293,603.08
3401	Boxborough School Choice	0.00	196,220.70	(196,220.70)	0.00			0.00
3016	CIRCUIT BREAKER	0.00		88,196.00	88,196.00	1,533,211.00	1,389,648.00	231,759.00
	Boxborough Circuit Breaker	0.00	73,470.00	(73,470.00)	0.00			0.00
	APS Circuit Breaker	0.00	14,726.00	(14,726.00)	0.00			0.00
3417	TELEPHONE REVOLVING	25,907.43			25,907.43	0.00	0.00	25,907.43
3501	INSURANCE REIMB	17,135.16		1,539.82	18,674.98	250.00	4,252.20	14,672.78
	Insurance Reimb Blanchard	0.00	1,539.82	(1,539.82)	0.00			0.00
3502	VENDOR RECOVERY	40,698.79			40,698.79	0.00	0.00	40,698.79
3503	VANDALISM REIMB	311.09			311.09	0.00	0.00	311.09
9901	TAILINGS	27,676.11			27,676.11	0.00	3,449.23	24,226.88

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS**

4/30/2015

		Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 4/30/15
FACILITIES								
3322	ELM ST HOOPS	1,214.00			1,214.00	0.00	0.00	1,214.00
3324	SOLAR PANEL PROJECT	1,555.75			1,555.75	0.00	0.00	1,555.75
3328	NSTAR POWER DOWN PROJECT	16,335.27			16,335.27	0.00	984.64	15,350.63
3329	FRIENDS OF LOWER FIELDS	13,460.82			13,460.82	20,000.00	5,553.88	27,906.94
3330	LOWER FIELDS GIFT 2	4,130.31			4,130.31	25,000.00	29,130.31	0.00
3342	WEST ACTON BOARDWALK	0.00	11,822.50		11,822.50	0.00	750.00	11,072.50
3347	DOW TRACK	95,465.38			95,465.38	45,000.00	140,465.38	0.00
3418	TRANSPORTATION	98,365.65			98,365.65	8,184.30	11,111.19	95,438.76
3332	DAMON PLAYGROUND	0.00	2,086.85		2,086.85	0.00	0.00	2,086.85
4001	LOWER FIELDS CONSTRUCTION	3,821.41			3,821.41	352.96	4,009.87	164.50
COMMUNITY EDUCATION								
3402	COMMUNITY ED	683,484.87		67,815.34	751,300.21	2,402,398.22	2,311,627.32	842,071.11
	Comm Ed- Blanchard ADK	0.00	67,815.34	(67,815.34)	0.00			0.00
3403	USE OF FACILITIES	0.07			0.07	231,917.62	278,100.09	(46,182.40)
3404	DRIVERS' ED	207,031.60			207,031.60	168,964.97	130,761.59	245,234.98
PUPIL SERVICES/SPED								
3427	BL INTEGRATED PRESCHOOL	0.00	82,713.75		82,713.75	0.00	40,000.00	42,713.75
3428	ODP REVOLVING	12,279.36			12,279.36	36,758.00	52,209.27	(3,171.91)
3429	AD INTEGRATED PRESCHOOL	74,112.88			74,112.88	214,930.48	187,359.46	101,683.90
3326 MCC BIG YELLOW SCHOOL BUS								
	SENIOR HIGH	205.14			205.14	200.00	200.00	205.14
	JUNIOR HIGH	0.00			0.00	0.00	0.00	0.00
	BLANCHARD	0.00	0.00		0.00	0.00	0.00	0.00
	CONANT	0.00	650.00		650.00	200.00	200.00	650.00
	DOUGLAS	0.00	278.75		278.75	0.00		278.75
	GATES	0.00	104.30		104.30	0.00	0.00	104.30
	MCCARTHY TOWNE	0.00	0.00		0.00	200.00	200.00	0.00
	MERRIAM	0.00	671.00		671.00	0.00		671.00

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS
4/30/2015**

		Fund Balance 6/30/14	Transf from APS & BMS	Transfer from other funds	Fund Balance 7/1/14	Receipts	Expenses	Cash Balance 4/30/15
3341	COMM ED ADK GIFT							
	BLANCHARD	0.00	0.00		0.00	0.00	7,626.62	(7,626.62)
	CONANT	0.00	1,182.78		1,182.78	0.00	16,140.68	(14,957.90)
	DOUGLAS	0.00	(2,598.44)		(2,598.44)	0.00	33,908.32	(36,506.76)
	GATES	0.00	1,100.85		1,100.85	0.00	25,443.26	(24,342.41)
	MCCARTHY TOWNE	0.00	607.79		607.79	0.00	29,055.05	(28,447.26)
	MERRIAM	0.00	1,495.31		1,495.31	0.00	1,078.56	416.75
3416	LIBRARY REVOLVING							
	SENIOR HIGH	1,751.54			1,751.54	3,667.00	2,500.00	2,918.54
	JUNIOR HIGH	6,154.19			6,154.19	2,000.00	986.98	7,167.21
	BLANCHARD	0.00	0.00		0.00	1,750.00	0.00	1,750.00
	CONANT	0.00	1,316.56		1,316.56	1,750.00	946.02	2,120.54
	DOUGLAS	0.00	1,947.31		1,947.31	1,750.00	162.63	3,534.68
	GATES	0.00	2,782.36		2,782.36	1,750.00	750.00	3,782.36
	MCCARTHY TOWNE	0.00	1,086.98		1,086.98	1,750.00	711.43	2,125.55
	MERRIAM	0.00	2,907.59		2,907.59	1,750.00	281.44	4,376.15
	SENIOR HIGH							
3301	ATHLETIC GIFTS	0.00			0.00	0.00	0.00	0.00
3303	ABSAF:SH ATHLETICS	0.00			0.00	41,000.00	0.00	41,000.00
3405	ATHLETIC REVG	0.00			0.00	374,914.14	387,265.22	(12,351.08)
3302	ABSAF:SH PERFORMING ARTS	5,608.46			5,608.46	4,000.00	1,514.29	8,094.17
3304	ABSAF:BAND UNIFORMS	0.00			0.00	0.00	0.00	0.00
3306	SENIOR HIGH GIFTS	4,981.44		20.00	5,001.44	1,600.00	0.00	6,601.44
3307	SH GIFT:GAZEBO	0.00			0.00	0.00	0.00	0.00
3308	SH GIFT:PTSO	6,920.56			6,920.56	5,000.00	7,445.52	4,475.04
3309	SH GIFT:OTHER	(4,490.60)			(4,490.60)	665.80	1,054.94	(4,879.74)
3310	SH GIFT:ABSAF	15,352.00			15,352.00	0.00	0.00	15,352.00
3313	ABSAF:SH EXTRACURRICULAR	11,338.17			11,338.17	16,000.00	12,687.09	14,651.08
3315	UNITED WAY GIFT	994.95			994.95	0.00	0.00	994.95
3319	SH: COMMUNITY SERVICE GIFTS	3,080.59			3,080.59	4,653.00	1,449.26	6,284.33
3320	SH: SPECTRUM	1,651.95			1,651.95	1,030.00	2,976.46	(294.51)
3321	AB FRIENDS OF DRAMA	25.00			25.00	0.00	0.00	25.00
3325	NSTA TOYOTA TAPESTRY	71.37			71.37	0.00	0.00	71.37
3412	LOST BOOKS-SENIOR HIGH	24,035.26			24,035.26	335.00	65.00	24,305.26
3413	PARKING-SENIOR HIGH	29,445.55			29,445.55	50,670.00	54,606.95	25,508.60

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS**

4/30/2015

		Fund Balance	Transf from	Transfer from	Fund Balance			Cash Balance
		6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	4/30/15
3414	SUMMER SCHOOL TUITION	147,704.65			147,704.65	36,968.85	139,235.44	45,438.06
3415	PERFORMING ARTS REV	8,630.76			8,630.76	29,764.65	29,928.04	8,467.37
3420	EMPORIUM REVOLVING	(7.77)			(7.77)	73,377.25	61,251.89	12,117.59
3423	SH: PROSCENIUM CIRCUS	7,987.38			7,987.38	49,233.27	70,888.63	(13,667.98)
3424	SH:COUNSELING/TESTING	9,031.74			9,031.74	127,064.00	30,717.30	105,378.44
3425	SH CHORUS	9,635.06			9,635.06	7,533.00	12,585.41	4,582.65
3430	SWAP TUITION	(168.68)			(168.68)	0.00	0.00	(168.68)
	SMOKING REVOLVING	20.00		(20.00)	0.00			0.00
JUNIOR HIGH								
3305	JUNIOR HIGH GIFTS	12,123.80			12,123.80	6,214.04	2,100.00	16,237.84
3312	ABSAF:JH EXTRACURRICULAR	3,453.85			3,453.85	6,000.00	6,346.17	3,107.68
3314	JOHN LORING MEMORIAL GIFT	4,645.48			4,645.48	1.76	0.00	4,647.24
3316	PROJECT WELLNESS JH	0.00			0.00	7,030.00	5,000.00	2,030.00
3317	EDFAAB GIFT - JH	3.64	270.74		274.38	0.00	0.00	274.38
3327	DRAGONFLY THEATER	8,136.44			8,136.44	25,000.00	9,438.34	23,698.10
3411	LOST BOOKS-JUNIOR HIGH	5,772.09			5,772.09	239.00	128.16	5,882.93
3421	JH STORE REVOLVING	1,382.58			1,382.58	16,196.25	17,748.24	(169.41)
3422	JH THEATER REVOLVING	7,730.50			7,730.50	20,618.50	23,094.55	5,254.45
BLANCHARD								
3333	BLANCHARD PTO	0.00			0.00	0.00	0.00	0.00
3348	BLANCHARD GIFTS	0.00	7,191.57		7,191.57	600.00	4,706.88	3,084.69
3408	BLANCHARD AM/PM XD	0.00	166,841.31		166,841.31	211,494.12	146,550.68	231,784.75
CONANT								
3334	CONANT PTO	0.00	7,815.77		7,815.77	11,456.23	18,858.81	413.19
3343	CONANT ENRICHMENT GIFT	0.00	101,114.97		101,114.97	62,669.47	3,730.60	160,053.84
3349	CONANT GIFTS	0.00		1,092.20	1,092.20	1,548.00	1,246.00	1,394.20
2617	APS Conant Technology	0.00	756.20	(756.20)	0.00			0.00
2626	APS Conant Fndn Mtg Gift	0.00	11.29	(11.29)	0.00			0.00
2633	Con: Prof Dev Gift	0.00	229.23	(229.23)	0.00			0.00
	Conant Art Gift	0.00	95.48	(95.48)	0.00			0.00
DOUGLAS								
3335	DOUGLAS PTO	0.00	4,595.25		4,595.25	28,499.75	31,087.36	2,007.64
3350	DOUGLAS GIFTS	0.00		701.74	701.74	0.00	0.00	701.74

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT

SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS

4/30/2015

		Fund Balance	Transf from	Transfer from	Fund Balance			Cash Balance
		6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	4/30/15
3409	DOUG: DAWN/DUSK	0.00	169,984.19		169,984.19	283,835.33	309,168.44	144,651.08
2618	APS Douglas Dec Math	0.00	48.14	(48.14)	0.00			0.00
2619	APS Douglas Japanese	0.00	4.94	(4.94)	0.00			0.00
2620	APS Douglas Mentoring	0.00	606.44	(606.44)	0.00			0.00
2627	APS Douglas Foundation Mtg Gift	0.00	42.22	(42.22)	0.00			0.00
GATES								
3336	GATES PTO	0.00	2,020.93		2,020.93	13,334.00	15,078.96	275.97
3339	GATES GIFTS	0.00	9,018.03	1,220.25	10,238.28	4,199.63	2,334.83	12,103.08
3344	GATES ENRICHMENT GIFT	0.00	25,265.37		25,265.37	16,109.79	0.00	41,375.16
2640	Gates Playground Equip	0.00	317.31	(317.31)	0.00			0.00
2644	Gates Parent Gift	0.00	902.94	(902.94)	0.00			0.00
MCCARTHY TOWNE								
3337	MCCARTHY PTO	0.00	177.04		177.04	47,334.00	54,460.91	(6,949.87)
3340	MCCARTHY TECHN	0.00	3,300.00		3,300.00	0.00	3,299.50	0.50
3345	MCT ENRICHMENT GIFT	0.00	51,330.60		51,330.60	38,549.50	4,353.96	85,526.14
3351	MCCARTHY TOWNE GIFTS	0.00		2,000.00	2,000.00	200.00	2,000.00	200.00
	McT Music Gift	0.00	2,000.00	(2,000.00)	0.00			0.00
MERRIAM								
3338	MERRIAM PTO	0.00	355.28		355.28	60,000.00	65,464.11	(5,108.83)
3346	MERRIAM OPEN CIRCLE	0.00			0.00	0.00	0.00	0.00
3352	MERRIAM GIFTS	0.00		62.91	62.91	0.00	0.00	62.91
3410	MERRIAM AM/PM	0.00	141,867.97		141,867.97	153,601.28	144,754.46	150,714.79
2642	Merriam Handshake Project	0.00	62.91	(62.91)	0.00			0.00
		2,102,663.41	1,347,355.58	0.00	3,450,018.99	8,212,165.69	7,851,167.54	3,811,017.14

**ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS**

4/30/2015

		Fund Balance	Transf from	Transfer from	Fund Balance			Cash Balance
		6/30/14	APS & BMS	other funds	7/1/14	Receipts	Expenses	4/30/15
SCHOLARSHIPS								
5001	SCH:DENNIS M KULSICK	1,177.97			1,177.97	0.00	0.00	1,177.97
5002	SCH:ANDREW GRATZ	8.66			8.66	0.00	0.00	8.66
5003	SCH:A B JAMBOREE	2,906.54			2,906.54	1.07	0.00	2,907.61
5004	SCH:KATHERINE KINSLEY	29,140.48			29,140.48	22.19	0.00	29,162.67
5005	SCH:JAMES E KINSLEY	37,499.58			37,499.58	28.16	0.00	37,527.74
5006	SCH:AMERICAN LEGION 284	46,531.37			46,531.37	76.12	1,500.00	45,107.49
5007	SCH:BRODY PEER LDRSHIP	33.96			33.96	0.00	0.00	33.96
5008	SCH:J PRENDIVILLE III	7,928.72			7,928.72	18.66	0.00	7,947.38
5009	SCH:M&P SMOLTEES	35,644.24			35,644.24	45.88	0.00	35,690.12
5010	SCH:J DEBAGGIS	2,945.04			2,945.04	1.07	0.00	2,946.11
5011	SCH:R J GREY	14,097.47			14,097.47	5.21	0.00	14,102.68
5012	SCH:CHARLES BATTIT	24,088.63			24,088.63	0.00	0.00	24,088.63
5013	SCH:J SCOTT	77.19			77.19	0.42	0.00	77.61
5014	SCHOLARSHIP:GENERAL	(942.42)			(942.42)	1.16	0.00	(941.26)
5015	FRED S KENNEDY SCHOLARSHIP	2,779.99			2,779.99	11.89	0.00	2,791.88
5016	CHS BRUSIE MEMORIAL SCHOLARSHIP	4,667.25			4,667.25	1.78	0.00	4,669.03
5017	THOMAS MEAGHER SCHOLARSHIP	5,848.92			5,848.92	2.20	0.00	5,851.12
5018	R & E MATUSOW SCHOLARSHIP	50,128.66			50,128.66	212.05	0.00	50,340.71
5019	R BARTOLOMEO SCHOLARSHIP	0.85			0.85	0.00	0.00	0.85
5020	SANDRA WILENSKY SCHOLARSHIP	2,104.57			2,104.57	0.98	0.00	2,105.55
5021	FREDERICK JOYCE MEMORIAL	8,800.58			8,800.58	1.43	0.00	8,802.01
5022	DOW SCHOLARSHIP	4.08			4.08	0.00	0.00	4.08
5023	ALMA PARKHURST SCHOLARSHIP	22,798.73			22,798.73	8.57	0.00	22,807.30
5024	P HALL SCHOLARSHIP-Principal	0.00	10,000.00		10,000.00	0.00	0.00	10,000.00
	P HALL SCHOLARSHIP-Interest	0.00	3,125.90		3,125.90			3,125.90
		298,271.06	13,125.90	0.00	311,396.96	438.84	1,500.00	310,335.80
STUDENT ACTIVITIES								
6001	STU ACTIVITY FUND-JH	80,126.38			80,126.38	69,911.41	57,548.34	92,489.45
6002	STU ACTIVITY FUND-SH	17,609.44			17,609.44	227,047.33	248,073.13	(3,416.36)
6003	STU ACTIVITY FUND-BL	0.00	15,521.43		15,521.43	31,984.51	25,005.46	22,500.48
					0.00			0.00
		97,735.82	15,521.43	0.00	113,257.25	328,943.25	330,626.93	111,573.57
		2,498,670.29	1,376,002.91	0.00	3,874,673.20	8,541,547.78	8,183,294.47	4,232,926.51

Acton Boxborough Regional Schools

FY'15 Grants

AS OF 5/14/2015

			FY'15	Expenses		Total	To	Received
			Budget	Exp	Enc	Expenses	Spend	To Date
3001	SPED IDEA #240							
FY'15								
30011501	516011	AIDES/PARAPROFESSIONALS	1,168,284.00	865,120.58	259,186.93	1,124,307.51	43,976.49	
30011502	515015	BOOKKEEPER	33,224.00	29,901.60		29,901.60	3,322.40	
	3001	SPED IDEA 240	1,201,508.00	895,022.18	259,186.93	1,154,209.11	47,298.89	\$951,389.00
3002	TITLE I #305							
FY'15								
30021501	514081	TEACHER - MCT	26,495.00	19,361.95	7,133.37	26,495.32	-0.32	
30021502	514081	TEACHER - GATES	22,032.00	16,100.77	5,931.81	22,032.58	-0.58	
30021503	514081	TEACHER - JH	26,533.00	19,389.69	7,143.57	26,533.26	-0.26	
30021504	514002	ADMINISTRATOR	5,000.00	4,500.00	0.00	4,500.00	500.00	
30021505	524009	CONTRACTED SERVICES	25,350.00	25,350.00		25,350.00	0.00	
30021506	516001	AIDES/PARAPROFESSIONALS	50,856.00	38,993.16	12,191.84	51,185.00	-329.00	
30021507	543094	PD - TEXTS, SOFTWARE	1,264.00	1,264.00		1,264.00	0.00	
30021508	543094	INSTR -TEXTS, SOFTWARE	3,120.00	3,120.00		3,120.00	0.00	
30021510	543035	OTHER INSTR MATERIALS	847.00			0.00	847.00	
30021509	570031	MASS TEACHERS RETIREMENT	7,205.00	5,764.00		5,764.00	1,441.00	
	3002	TITLE I	168,702.00	133,843.57	32,400.59	166,244.16	2,457.84	\$139,609.00
3019	EARLY CHILDHOOD 262							
FY'15								
30191501	516011	AIDES/PARAPROFESSIONALS	31,051.00	19,993.01	7,244.96	27,237.97	3,813.03	
	3019	EARLY CHILDHOOD 262	31,051.00	19,993.01	7,244.96	27,237.97	3,813.03	\$18,630.40
3020	SPED EARLY CHILDHOOD 298							
FY'15								
30201501	524006	CONFERENCES	4,000.00	1,162.00		1,162.00	2,838.00	
30201501	524113	CONSULTANTS	3,000.00	1,000.00		1,000.00	2,000.00	
30201502	516705	PD SUBS	1,000.00			0.00	1,000.00	
	3020	EARLY CHILDHOOD 298	8,000.00	2,162.00	0.00	2,162.00	5,838.00	\$3,162.00
3006	TITLE IIA:IMPRVG ED QUAL #140							
FY'15								
30061501	514011	ADMINISTRATOR	5,000.00	4,500.00		4,500.00	500.00	
30061502	524112	PD - CURRICULUM FRAMEWORKS	38,000.00	33,500.00	4,500.00	38,000.00	0.00	
30061502	524113	PD - OTHER	10,000.00	5,000.00	5,000.00	10,000.00	0.00	
30061503	543094	TEXTS, SOFTWARE, MEDIA MATER	464.00	464.00		464.00	0.00	
30061504	570031	MASS TEACHERS RETIREMENT	450.00	360.00		360.00	90.00	
30061506	516704	SUBS	8,000.00	8,000.00		8,000.00	0.00	
	3006	TITLE IIA:IMPRVG ED QUAL	61,914.00	51,824.00	9,500.00	61,324.00	590.00	\$61,224.00
3004	SPED PROGRAM IMPROVEMENT #274							
FY'15								
30041501	514900	STIPENDS	8,000.00			0.00	8,000.00	
30041502	524006	CONFERENCES	26,000.00	6,708.00		6,708.00	19,292.00	
30041502	524030	SPECIALISTS	1,000.00			0.00	1,000.00	
30041502	524134	SPEAKERS	2,250.00	500.00		500.00	1,750.00	
30041502	524173	CONSULTANTS	3,934.00			0.00	3,934.00	
30041503	543045	NON INSTR SUPPLIES	4,000.00			0.00	4,000.00	
30041504	570031	MASS TEACHERS RETIREMENT	720.00			0.00	720.00	
	3004	SPED PROGRAM IMPROVEMENT #274	45,904.00	7,208.00	0.00	7,208.00	38,696.00	\$5,676.00
3015	ACADEMIC SUPPORT SY #632							
FY'15								
30151501	514917	STIPENDS - TUTORS	4,488.00	3,298.00		3,298.00	1,190.00	
	3015	ACADEMIC SUPPORT SY #632	4,488.00	3,298.00	0.00	3,298.00	1,190.00	\$4,488.00

Acton Boxborough Regional Schools

FY'15 Grants

AS OF 5/14/2015

			FY'15	Expenses		Total	To	Received
			Budget	Exp	Enc	Expenses	Spend	To Date
3401	SCHOOL CHOICE							
FY'15		AB FY14 Fund Balance	\$64,984.42					
		BL FY14 Fund Balance	\$196,220.70					
340101	514065	ENGLISH TEACHER	102,766.00	75,098.45	27,667.94	102,766.39	-0.39	
340101	514070	MATH TEACHER	68,906.00	50,354.37	18,551.63	68,906.00	0.00	
340102	514063	BL ELEMENTARY ED TEACHER	0.00	108,000.00		108,000.00	-108,000.00	
	3105	SCHOOL CHOICE	171,672.00	233,452.82	46,219.57	279,672.39	-108,000.39	\$247,248.00
						Fund Balance	228,780.73	
3101	ESSENTIAL SCHOOL HEALTH SERVICES							
FY'15								
31011501	514044	NURSE	39,962.00	29,202.81	10,758.99	39,961.80	0.20	
31011501	514705	NURSE, SUBSTITUTE	10,960.00	8,275.00		8,275.00	2,685.00	
31011501	514913	STIPEND - R&D	1,200.00	1,200.00		1,200.00	0.00	
31011502	524006	CONFERENCES, TRAVEL	2,600.00	2,494.00		2,494.00	106.00	
31011502	524113	WEB CONSULTANT	2,749.00	2,873.00		2,873.00	-124.00	
31011502	524161	CONTR SVCS - TECHNOLOGY	1,900.00			0.00	1,900.00	
31011503	543087	INSTR TECHNOLOGY	9,529.00	2,666.67	290.46	2,957.13	6,571.87	
31011503	543064	SUPPLIES - OFFICE	800.00	68.25		68.25	731.75	
	3101	ESSENTIAL SCHOOL HEALTH SVCS	69,700.00	46,779.73	11,049.45	57,829.18	11,870.82	\$69,700.00
3021	TITLE III ELA #180							
FY'15								
30211501	514011	ELA SUMMER TEACHER-ELEM	12,000.00			0.00	12,000.00	
30211501	514064	ELA SUMMER TEACHER-SECONDAR	3,500.00			0.00	3,500.00	
30211502	516001	SUMMER AIDES/PARAS	4,800.00			0.00	4,800.00	
30211503	543035	INSTRUCTIONAL MATERIALS	2,443.00			0.00	2,443.00	
30211504	524009	SPEAKER	350.00			0.00	350.00	
30211505	543094	TEXTS, DICTIONARIES	100.00			0.00	100.00	
30211506	524064	ELA ADULT INSTRUTOR	4,000.00	2,000.00		2,000.00	2,000.00	
30211506	524129	TRANSLATION SERVICES	400.00			0.00	400.00	
30211507	524164	PD TRAINER	3,000.00			0.00	3,000.00	
30211508	543009	WIDA HANDBOOKS	300.00			0.00	300.00	
30211508	543045	EXPENDABLE SUPPLIES	250.00			0.00	250.00	
	3021	TITLE III ELA #180	31,143.00	2,000.00	0.00	2,000.00	29,143.00	\$3,893.00
3103	SOLAR OATA							
FY'15								
31031501	524113	PROFESSIONAL SERVICES	12,500.00	930.00		930.00	11,570.00	
	3103	SOLAR OATA	12,500.00	930.00	0.00	930.00	11,570.00	\$2,000.00

LEGISLATIVE BULLETIN

To: All School Committee Members and Superintendents
From: Stephen J. Finnegan Esq., MASC General Counsel
Date: May 14, 2015

RE: Senate Ways And Means F.Y. 2016 Budget Recommendations

SENATE RELEASES BUDGET RECOMMENDATIONS-CHAPTER 70 INCREASED

The F.Y. 2016 Senate Ways and Means Committee budget recommendations include an increase of \$111.2 million to Chapter 70 (General Aid to Education) thereby increasing funding in that account to \$4.51 billion.

The Governor's proposed budget recommended a \$105 million increase in Chapter 70 funding, which only included Foundation Aid and a \$20 per pupil increase. The House Ways and Means recommendations included an increase of \$3.5 million, therefore meeting foundation budget requirements, and providing an additional \$25 per student increase to every district. The Senate Ways and Means Committee recommends an additional increase to Chapter 70 of \$3.2 million that meets foundation budget requirements, provides \$25 per student aid and will also bring schools closer to their target spending requirements. You will find your district's Senate Ways and Means recommended Chapter 70 Aid in the Local Aid section of the budget, which may be found at the MASC website.

The House budget and the Senate Ways and Means recommendation also contain a \$34 million increase to municipal aid through Unrestricted General Government Aid, thereby bringing total funding to a total of \$980 million. The combined increases in both Chapter 70 and Municipal Aid will be of assistance to school districts in crafting reasonable budgets in an economy that continues to experience difficulties.

SPECIAL EDUCATION CIRCUIT BREAKER, REGIONAL TRANSPORTATION, CHARTER SCHOOL FUNDING

The Special Education Circuit Breaker provides state funding for the extraordinary expenses associated with certain special education expenses. The final F.Y. 2015 funding for the Circuit Breaker was \$257 million and due to mid-year cuts was further reduced by \$4 million. The House budget has proposed funding the Circuit Breaker at \$261.6 million, which represents an \$8.2 million increase over actual funding for F.Y. 2015. The Senate Ways and Means budget recommends fully funding this account at \$271.5 million. Senator Karen Spilka at the MASC Day on the Hill hinted that the special education Circuit Breaker would receive an increase and we are grateful for the substantial increase in this account.

The Governor's budget proposed that Regional School Transportation be level funded at \$51.5 million. The House budget contained a \$5 million increase for total funding of \$56.5 million. The Senate Ways and Means Committee budget proposes the same funding as the House. This account was another priority for MASC and other groups. We appreciate the increase and will work with the Senate to add further funding. We note that the final F.Y. 2015 budget funded regional transportation at \$70 million, prior to mid-year cuts.

Monies for districts sending students to charter schools have been funded by both the Governor and the House at \$76.8 million. This account in the final F.Y. 2015 budget was funded at \$80 million. The Senate Ways and Means Committee recommended

over

increasing funding for this account to \$80 million. You may recall that funding for this account became a major issue last year, and we will continue to work with the Senate concerning reimbursements to school districts whose resident students attend charter schools.

MANDATED HOMELESS TRANSPORTATION FUNDED AT 50 PERCENT BY HOUSE AND SENATE

Over the past few years the issue of school districts mandated transportation costs for homeless students under the McKinney-Vento Federal Law and the Commonwealth's implementation of same, has been the subject of a determination by State Auditor Suzanne Bump through the Division of Local Mandates. The Auditor determined that the requirement for school districts to provide homeless students transportation to their previous schools was an unfunded mandate. MASC and MASS were asked by Auditor Bump to assist in the documentation to determine the cost of such transportation. The House Ways and Means Committee proposed that the Homeless Transportation account be funded with \$8.3 million, the same amount as recommended by the Governor. The Senate Ways and Means Committee recommended funding this account at \$7.3 million. MASC believes that this appropriation funds somewhat less than half of the actual cost for school districts to provide this transportation. We will continue to work on this account.

KINDERGARTEN GRANTS AND OTHER ACCOUNTS OF INTEREST

The Governor in his budget recommendations consolidated the Kindergarten Grant line item into Chapter 70. The House Ways and Means budget continued the Kindergarten Grant account as a separate line item as was preferred by education groups including MASC, and funded the program at \$18.6 million. The Senate Ways and Means budget funds this account at \$1 million; however, the Senate also spends \$12 million on new early childhood vouchers. MASC will advocate for increased funding for this account.

The Adult Basic Education account has been funded in the House budget and the Senate Ways and Means proposal at \$30.4 million.

Neither the Ways and Means nor the Governor's budget contained funding for the pothole account. This line item helps districts fund extraordinary expenses of a non-recurring nature. In F.Y. 2015 this account received a \$3.4 million appropriation. The Senate Ways and Means Committee included the pothole account with recommended funding of \$2 million.

The Senate and the House budgets contain language allowing an inflation factor to be added in special circumstances for out of district programs.

The House budget provides \$20.1 million to fund METCO; however, the Senate Ways & Means Committee has recommended funding of \$18.0 million. MASC will support additional funding for this account.

CHARTING THE COURSE

Orientation program for new and veteran school leaders.

Saturday, May 30

Plymouth North High School, Plymouth

Saturday, June 13

Turners Falls High School, Montague

Saturday, September 12

Monument Mt. High School, Great Barrington

Register online at www.masc.org

Clare Jeannotte
Director of Finance
Acton-Boxborough Regional Schools
978-264-4700 X 3205

DATE: May 11, 2015
TO: Glenn Brand
FROM: Clare Jeannotte
RE: FY'16 TEC Bid Recommendation

In January 2015 classroom and office supply estimates for the Acton-Boxborough Regional School District were sent to The Education Cooperative (TEC) in Dedham. TEC compiles estimates from all member districts and does the bidding. On April 27, 2015, awards were made to the following companies:

- Art Supply Wholesale
- Blanco, G.A. & Sons, Inc.
- Kurtz Bros
- National Art & School Supply
- Office Depot
- School Specialty
- Sheffield Pottery, Inc.
- Skandacor Direct, Inc.
- Standard Stationary
- Triarco
- Tree House
- W.B. Mason

The administration recommends that we accept these vendors for the TEC bid.

The Steinberg-Lalli Charitable Foundation

Box 2350
Acton, MA 01720

(978) 263-2989 x2
FAX (978) 263-0403
actonmgt@verizon.net

April 28, 2015

Luther Conant Parent Teacher Organization
80 Taylor Road
Acton, MA 01720-5520

To Whom It May Concern:

This letter contains the terms under which The Steinberg-Lalli Charitable Foundation (“Foundation”) will make a grant to your organization (“PTO”). Please sign and return an original copy to my office.

The PTO wishes to construct an Accessible Playground project (“Playground”) at the Conant Elementary School in Acton, MA. The Playground will cost no less than \$95,000.

The Foundation agrees to make a grant of \$17,500.00 to the PTO for the construction of this project provided the following conditions are met.

- 1. The Conant School will have donated \$50,000.00 to the Playground.**
- 2. The PTO will have raised and collected an additional \$27,500.00 for the Playground.**
- 3. The Acton Selectmen and School Committee confirm in writing to the Foundation that they support the construction of the Playground and the Foundation’s grant.**
- 4. The Playground shall be fully completed by September 1, 2015.**

Sincerely,

Stephen P. Steinberg
Trustee

The undersigned hereby agree to the above terms and represent that they are duly authorized to execute this agreement.

Luther Conant Parent Teacher Organization

By: _____
Its _____ **, Duly Authorized**

First Reading 4-30-15

File: GCCCA/GDCCA

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.

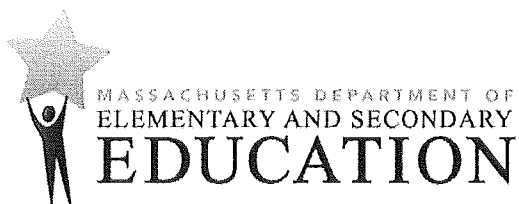
G. Other Provisions

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



Press Release

For immediate release

Friday, May 8, 2015

Contact: Jacqueline Reis 781-338-3115

Board of Elementary and Secondary Education Updates Times for Public Forums on PARCC Assessment

Malden – The Board of Elementary and Secondary Education is holding a series of public forums across the Commonwealth on the upcoming decision on whether to sunset the Massachusetts Comprehensive Assessment System (MCAS) and adopt the Partnership for the Assessment of College and Careers (PARCC). Members of the public will be invited to attend and offer their perspectives on the PARCC assessments on the following dates and times. Please note that the times for the May 18 and June 10 meetings have been shifted one hour later, with each meeting still scheduled for three hours:

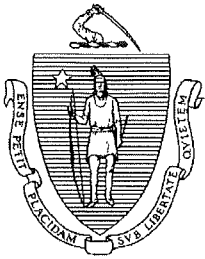
- Monday, May 18, 2015, Bunker Hill Community College, A300 Auditorium, *****updated*** 5:00–8:00 p.m.** (in lieu of the special Board meeting)
- Wednesday, June 10, 2015, Bridgewater State University, Rondileau Campus Center Ballroom, *****updated*** 5:00–8:00 p.m.**
- Monday, June 22, 2015, North Shore Community College – Lynn Campus, Gymnasium, 4:00–7:00 p.m. (in lieu of the special Board meeting)
- Tuesday, July 7, 2015, Springfield Technical Community College, Top of Our City Conference Center, 4:00–7:00 p.m.

Individuals who would like to speak must register when they arrive and will be given three minutes to speak within the time allotted. In addition to hearing testimony from members of the public, the forums may also include brief presentations from educators and others with particular expertise on topics such as test administration, college and career readiness, alignment with the curriculum frameworks, implications for classroom instruction, and online testing. Members of the public who are unable to testify at one of the forums are encouraged to submit written comments to boe@doe.mass.edu.

The Board of Elementary and Secondary Education is expected to make a decision this fall as to whether PARCC should replace current MCAS tests in English language arts and mathematics. The Board will be reviewing the results of last year's field tests and this year's operational tests, as well as studies conducted by other organizations. At the request of Governor Baker and Lt. Governor Polito, the Board will also inform their decision with the additional feedback provided at the forums.

For more information on PARCC, please see www.doe.mass.edu/parcc.

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Massachusetts Board of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 (781) 338-3000

April 9, 2015

Dear Colleague:

As you know, the Commonwealth is currently in the second year of a two-year try-out of the new PARCC assessments. The Board of Elementary and Secondary Education is expected to make a decision next fall as to whether PARCC should replace our current MCAS tests in English language arts and mathematics. The Board will be reviewing the results of last year's field tests and this year's operational tests, various studies being conducted by the PARCC consortium, and studies being conducted by outside organizations.

We are also planning to hold a series of forums across the state this spring and summer, to provide more extensive opportunity for public comment than is usually available during our regularly scheduled business meetings. Members of the public will be invited to attend and offer their perspectives on the PARCC assessments. As is our practice, we will be limiting public testimony to three minutes each. We will also be accepting written testimony from those who are unable to attend one of the public forums or who have more extensive comments (boe@doe.mass.edu).

In addition to hearing from members of the public, we are also setting aside the first portion of each forum to hear invited expert testimony on specific topics, from educators who are familiar with the PARCC assessments. The dates and topics for this portion of the forums are as follows:

Tuesday, April 28, 2015, Fitchburg State University, Hammond Hall, 3pm

Topic: Test administration (non-technology) issues, including:

- Ease of administration of PARCC paper test compared to MCAS
- Use of timed tests
- Splitting test into two parts (PBA and EOY)
- Responsiveness of DESE and Pearson call centers
- Special accommodations

Monday, May 18, 2015, Bunker Hill Community College, A300 Auditorium, 5pm

Topic: Test administration – technology issues, including:

- Issues and problems with delivering the online test
- Students' adjustment to online test
- Advantages/disadvantages of moving to an online platform
- District readiness for online tests

Wednesday, June 10, 2015, Bridgewater State University, Rondileau Campus Center

Ballroom, 5pm

Topic: Test content – English language arts, including:

- Alignment of test content to curriculum frameworks
- Clarity of test items
- Grade appropriateness of test items
- Comparison of MCAS and PARCC test content

Monday, June 22, 2015, North Shore Community College – Lynn Campus, Gymnasium, 4pm

Topic: Test content – mathematics, including:

- Alignment of test content to curriculum frameworks
- Clarity of test items
- Grade appropriateness of test items
- Comparison of MCAS and PARCC test content

Tuesday, July 7, 2015, Springfield Technical Community College, Top of Our City Conference Center, 4pm

Topic: College/career readiness – high school tests, including:

- Alignment with expected proficiency levels for credit-bearing college coursework
- Usefulness as a tool for college placement
- Relationship to competency determination

Invited speakers during this portion of each forum will be asked to limit their testimony to five minutes. If you or other members of your organization would like to speak on any of these topics, please contact Lauren Greene in the Commissioner's office (lgreene@doe.mass.edu or 781-338-3107). If you wish to speak on a particular topic but are unable to attend on the designated date, let us know and we'll try to accommodate you at one of the other forums.

We do ask that invited speakers during this portion of the forum limit their testimony to the specific topics as described above. We recognize that there are many other topics that people may be interested in addressing, including the recent revisions to our curriculum frameworks, whether we should have high stakes testing at all, whether we have too much testing in our schools, whether student performance should be part of a teacher's evaluation, the federal government's role in education, etc. Although these topics are worth discussing, they go beyond the Board's immediate decision on whether to replace MCAS with PARCC. Those who wish to address these other topics are free to do so during the public comment portion of the forums. Please note that there is no advance sign-up for the general public comment portion; interested speakers can sign up at the start of each forum.

Speakers are also reminded that test items from the actual administration should only be discussed in general terms, so as not to compromise test security. Practice and sample items published on the PARCC and MCAS websites can, of course, be discussed in detail.

Thank you for your interest and your work on behalf of our public schools.

Paul Sagan, Chairman
Board of Elementary and Secondary Education

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MEETINGS
2015-2016**

Acton-Boxborough Regional School Committee meetings are usually held on the first and third Thursdays of the month, at 7:00 p.m. in the R.J. Grey Junior High School Library.
Materials are usually posted at <http://www.abschools.org/school-committee/meetings-agendas-packets-and-minutes> the Friday night prior to each meeting.

July	Annual Workshop
August	Summer Business Meeting
September 3*	<i>*Note: Early dismissal for elementary students</i>
September 17*	
October 1*	
October 15*	
November 5*	
November 19*	
December 3*	
December 17*	
January 7*	
January 21*	
January 23 (Sat)	School Committee Budget Saturday – 9 am – 2 pm
February 4*	Open Budget Hearing -required by law (fourth Thursday)
February 25	
March 3*	
March 17*	
April 28	
May 19*	
June 9	
June 23	

Note: Acton Town Meeting begins April . Boxborough Town Meeting begins May .
5/8/15

<http://www.abschools.org/school-committee>

School Committee Mtgs - every 3 weeks?

DRAFT 2/2

Acton-Boxborough Regional School District
SCHOOL CALENDAR, 2015-2016
Bold Underlined Dates = No School Days

Elementary Schools will dismiss early on the 1st and 3rd Thursdays of each month.

Sept.	M	T	W	T	F
		1	2	3	<u>4</u>
	<u>7</u>	8	9	10	11
	<u>14</u>	15	16	17	18
	21	22	<u>23</u>	24	25
	28	29	30		

Teachers' mtgs. - Aug 31 & Sept 1
 Labor Day - Sept 4 & 7
 Schools Open - Sept 2
 Rosh Hashanah - Sept 14
 Yom Kippur - Sept 23
 School Days - 17

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

Schools Open - Jan 4
 JH Early Dis for confs - Jan 7
 Martin Luther King Day - Jan 18
 Kindergarten Change-over - Jan 25
 School Days - 19

Budget Sat = Jan 23

Oct.	M	T	W	T	F
				1	2
	5	6	7	8	9
	<u>12</u>	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

*K-12 Early Dis for prof dev - Oct 1
 Columbus Day - Oct 12
 Elem Early Dis for confs - Oct 22 & 29
 School Days - 21

Feb.	M	T	W	T	F
	1	2	3	4	5
	8	9	10	11	12
	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
	22	23	24	25	26
	29				

*K-12 Early Dis for prof dev - Feb 4
 Presidents' Day - Feb 15
 Winter Recess - Feb 15-19
 School Days - 16

Nov.	M	T	W	T	F
	2	<u>3</u>	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	<u>26</u>	<u>27</u>
	30				

Prof. Day - Nov. 3 (no school/students)
 Veterans Day - Nov 11
 Half Day - Nov 25
 Thanksgiving Recess - Nov 26 & 27
 School Days - 17

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

Good Friday - Mar 25
 School Days - 22

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

*Elem Early Dis for prof dev - Dec 3
 Jr High Early Dis for conf - Dec 10 & 15
 Winter Recess - Dec. 24 - Jan 3
 School Days - 17

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

*K-12 Early Dis for prof dev - Apr 7
 Spring Recess - Apr 18-22
 Patriots Day - Apr 18
 School Days - 16

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

Memorial Day - May 30
 School Days - 21

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

Graduation - June 3
 Last day - June 20
 (plus one for each unscheduled no school day)
 School Days - 14

Total Days = 180

Note: See attached DESE list for some major religious holidays.

* Professional Learning for Staff Early Dismiss: Oct 1, Dec 3 (elem only), Feb 4, Apr 7

No School and Delayed Opening Announcements air on TV Channels 4, 5 and 7 and radio stations WBZ and WEIM. See postings at <http://abschools.org>

Acton Town Meeting begins April X, 2016. Boxborough Meeting begins May X, 2016.

Acton-Boxborough Regional School Committee Meetings are held twice a month. See <http://www.abschools.org/school-committee> for more information.

Voted by ABRSC 11/20/14 and 1/9/15 for early dismissals

1/9/15