



Acton-Boxborough Regional  
School Committee Meeting

April 28, 2016

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

April 28, 2016  
7:00 p.m.

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**AGENDA**

1. **Chairman's Introduction (7:00)**
  - 1.1. Annual Spring Town Elections (*Acton was 3/29, Boxborough will be 5/16*)
    - 1.1.1. Welcome to Eileen Zhang, new Acton member
2. **Statement of Warrant & Approval of Minutes**
  - 2.1. ABRSC Meetings of 3/17/16 and 4/7/16 (*addendum*)
3. **Public Participation**
4. **ABRSD FY17 Budget and Town Meeting Update– Glenn Brand (oral)**
  - 4.1. *Boxborough Town Meeting begins on May 9*
5. **FY17 Kindergarten Registration Update – Marie Altieri**
6. **ABRSD FY16 Quarter 3 Report – Clare Jeannotte, Glenn Brand**
  - 6.1. ABRSD Financial Reports as of 3/31/16
    - 6.1.1. Revenue vs Budget
    - 6.1.2. Expenses vs Budget
    - 6.1.3. Special Revenue
    - 6.1.4. Grants
  - 6.2. Questions/Comments from Acton and Boxborough Finance Committees
7. **ABRSD Capital Study Update – Glenn Brand**
  - 7.1. Link to materials: <http://www.abschools.org/district/school-capital-and-space-planning>
  - 7.2. Massachusetts School Building Authority (MSBA) Statements of Interest Application Update
  - 7.3. Phase II: Working Group and Visioning Team Update
  - 7.4. Tours of Conant (10am), Douglas (11 am) and Gates (12) Schools on May 2
  - 7.5. Capital and School Needs Committee Update (*oral*)
8. **Demographic Survey Update – Kristina Rychlik (oral)**
9. **Subcommittee Reports**
  - 9.1. Budget – *Maria Neyland (oral)*
    - 9.1.1. Meeting on 3/13/16
  - 9.2. Policy –
    - 9.2.1. **Unexpired Term Fulfillment**, File: BBBE – First Reading – *Brigid Bieber*
    - 9.2.2. **Committee Member Conflict of Interest**, File: BCB – First Reading – *Brigid Bieber*
    - 9.2.3. **Teaching About Drugs, Alcohol and Tobacco**, File: IHABA – First Reading –
    - 9.2.4. **Use of Weapons as Part of Instruction**, File: IHAMD – First Reading
      - 9.2.4.1. Procedures, File: IHAMD-R
    - 9.2.5. **Visitors to the Schools**, File: KI – First Reading – *Amy Krishnamurthy*
  - 9.3. Comparative Communities Study – *Diane Baum*
10. **School Committee Member Reports**
  - 10.1. Acton Leadership Group (ALG) – *Kristina Rychlik, Paul Murphy*
    - 10.1.1. Minutes of meeting on 3/15/16

- 10.2. Boxborough Leadership Forum (BLF) – *Maria Neyland*
- 10.3. Health Insurance Trust (HIT)– *Mary Brolin*
- 10.4. Acton Finance Committee – *Kristina Rychlik, Deanne O’Sullivan*
- 10.5. Acton Board of Selectmen –
  - 10.5.1. Acton Community member to serve on Town Capital Improvement Planning Committee (with Kristina Rychlik)
- 10.6. Boxborough Finance Committee- *Mary Brolin*
- 10.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
- 10.8. Minuteman Technical High School (MMT) Update – *Diane Baum*
- 10.9. PTO/PTSO/PTF Co-Chairs– *Deanne O’Sullivan*

**11. Annual Superintendent’s Evaluation Process – *Kristina Rychlik***

- 11.1. MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation  
<http://www.doe.mass.edu/eval/model/PartVI.pdf>
- 11.2. Appendix A: Superintendent Rubric  
[http://www.doe.mass.edu/eval/model/PartIII\\_AppxA.pdf](http://www.doe.mass.edu/eval/model/PartIII_AppxA.pdf)
- 11.3. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent (*see link above with will be populated with Dr. Brand’s information*)
- 11.4. Process Overview slides from 10/16/14 SC meeting, *Marie Altieri*
- 11.5. FY16 Evaluation Timetable
- 11.6. Superintendent’s Performance Goal – Midcycle Review Memo, Glenn Brand, 2/5/16
- 11.7. Copy of previous year’s evaluation
- 11.8. General public request for input on Superintendent’s performance – *Kristina Rychlik*

**12. ABRSC Summer Workshop and FY17 Meeting Schedule Assumptions – *Kristina Rychlik***

- 12.1. July Workshop and August Business Meeting?
- 12.2. Two Business Meetings per month starting in September, except for April and May?

**13. Superintendent’s Report/Updates – *Glenn Brand***

- 13.1. Challenge Success Letter to ABRSD Families

**14. FOR YOUR INFORMATION**

- 14.1. ABRHS Discipline Report 4/1/16
- 14.2. RJGJHS Discipline Report 4/1/16 (*addendum*)
- 14.3. Monthly Student Enrollment, 4/1/16
- 14.4. ELL Student Population by School, 4/1/16
- 14.5. 2016 Annual Town Meeting FY17 Proposed Budget Book  
<https://sites.google.com/a/abschools.org/district-design/departments/finance/FY17-AB-budget-book.pdf?attredirects=0&d=1>
- 14.6. AB Connector newsletter, April 2016
- 14.7. Press Release: Appointment of Dawn G. Bentley, Ed.D. as Assistant Superintendent for Student Services, effective 7/1/16
- 14.8. Letter to Senator James Eldridge from Dr. Brand re Senate Bill #2203 re Charter Schools
- 14.9. Family Learning Series: Pam Allyn, 5/19/16 at 7:00 p.m. in the RJG Jr High School

**16. Adjourn**

**NEXT MEETINGS:**

- May 9 Boxborough Town Meeting begins, 7:00 p.m. in the Blanchard Gym
- May 19 ABRSC Meeting at 7:00 p.m. in the Jr High Library
- June 9 ABRSC Meeting at 7:00 p.m. in the Jr High Library
- June 23 ABRSC Meeting at 7:00 p.m. in the Jr High Library



**Acton-Boxborough Regional School District  
Personnel Office**

16 Charter Road Acton, MA 01720  
978-264-4700 x 3209 fax: 978-264-3340  
[www.abschools.org](http://www.abschools.org)

**Marie Altieri**

*Director of Personnel and Administrative Services*

To: Acton-Boxborough Regional School Committee  
Date: April 25, 2016  
Re: Kindergarten Lottery Update

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The kindergarten lottery was held on April 21, 2015. This year we moved to an on-line registration system with an automated lottery. All students have been placed, information transmitted directly into Powerschool, and families were emailed their placements from the program. The details of the distribution of students and placements is outlined below.

**Kindergarten Lottery**

We have placed 315 students in 16 classrooms with a current average class size of 19.6. Based on our discussion at the April 7, 2016 School Committee meeting, we added a classroom at Blanchard to accommodate the large number of students who have registered. Blanchard, Merriam, McCarthy-Towne and Conant will host three kindergarten classrooms next year, and Gates and Douglas will host two.

Of the 315 students enrolled, 88.6% were placed in their first choice school. Thirty-Six students (11.4%) did not receive their first choice. In prior years we have had 92% - 95% receive their first choice, or about 20-25 families who did not receive their first choice. This year we moved from three kindergarten classrooms at Douglas to 2, and 2 kindergarten classrooms at Conant to three. The first year that we move from three to two tends to result in a waiting list in that school.

**All Day Kindergarten**

For the last few years, we have had about two thirds of kindergarten families request all day K. This year we had 67% of incoming kindergarten families (210 students) request all day. I'm pleased to report that we were able to place all but 18 in all day k. This means that 91.4% of those that requested all day were placed in all day. A few more should be able to move in as seats become available.

Based on community feedback, we decided to go ahead and make the two kindergarten classrooms at Douglas "hybrid" kindergartens. As a result, everyone who requested all day k at Douglas can have all day, and everyone who requested half day k can have half day. In addition, we had enough requests for all day k at four schools that we can run two all day and one half day class. This has significantly increased the total number of all day k seats available.

*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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Of the sixteen kindergartens, nine of them are all day kindergartens, two of them are hybrid kindergartens (all day with some half day students), and five of them are half day kindergartens. All of the half day kindergartens will run mornings only, all year long. There will be no mid-year switch from morning to afternoon kindergarten.

**2016-2017 Kindergarten Classroom Sections:**

School	All Day K	Half Day K	Hybrid K	All Day Waitlist
Blanchard	2	1		4
Conant	2	1		3
Douglas			2	0
Gates	1	1		4
McCarthy-Towne	2	1		0
Merriam	2	1		7

**History of all day kindergarten requests and seats available:**

School Year	Total Enrolled	All Day K Requests	Total Placed in ADK	All Day K Waitlist	% ADK Requests	Number of ADK Classrooms
2016-2017	315	210	192	18	67%	11 (2 hybrid)
2015-2016	275	191	161	30	69%	10 (4 hybrid)
2014-2015*	296	202	161	41	68%	7
2013-2014*	273	180	133	47	66%	7
2012-2013*	269	163	120	43	60%	6
2011-2012*	288	144	90	54	50%	5

\*The numbers prior to 2015-2016 were prior to regionalization, and do not include Blanchard.

From 2011-2015, there were an additional 40-60 kindergarten students at Blanchard in two hybrid kindergartens.

There is a one month deposit due for all day kindergarten on May 15. We generally have a few families who withdraw at that time. This will allow some students to move from the waitlist. Also, as new families move in we should be able to place more students in all day k.

As you know, we have many students who move in and out over the next few months. As that happens, we will move students off of the waitlists for their school.

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6.1

TO: Superintendent Glenn Brand  
ABRSD School Committee  
FROM: Clare Jeannotte, Director of Finance *Clare*  
RE: FY'16 Financial Status as of March 31, 2016  
DATE: April 22, 2016

Attached please find the following reports for the District as of March 31, 2016:

- FY16 Appropriated Budget v. Actual (Expenditures and Revenues)
- FY16 Special Revenue, Revolving and Gift Funds
- FY16 Grant Funds

**Appropriated budget:**

**Revenues:**

Overall, revenues are tracking fine against budgeted \$79,749,882, with actual YTD at 75% of budget. Offsetting cost assessments for Charter School, Special Education, and School Choice tuition are projected based upon updated DESE data and indicate potential favorability of \$ 30,051 (Voted budget \$546,513 v. projected charges of \$516462). These numbers are adjusted throughout the year based on actual student enrollments. Regional Bonus Aid has been received for the full year at \$106,520, just shy of the budget of \$111,200. The district has not received its Regional Transportation reimbursement yet, but DESE is now projecting 72% reimbursement rate for FY'16. This would translate to FY'16 revenue of \$1,409,920, or favorable to budget \$143,637. The budget of \$1,266,283 was based upon projections of 65% reimbursement. The District has received \$155,308 through March of unbudgeted revenues, representing Medicaid reimbursement (\$115,552) Interest income (\$16,775) and other miscellaneous (ERate) (\$22,981).

**Expenditures:**

**Overview:**

As of March 31, 96.3% of the budgeted expenditures are expended or encumbered. While we see unfavorable variances in Special Ed Tuition and Transportation through March, we anticipate other budget savings will more than accommodate them.

Difficult areas exceeding budgets include Special Ed Transportation (unfavorable \$96.6K) and Special Ed Tuitions (exceeding budget \$257.7K, after assumed Circuit breaker offset). We expect this trend to continue through year end as additional placements and requirements for private transportation or medical assistance have emerged. The budget assumed using \$2,353,596 of circuit breaker funds for FY16. We were able to carry forward \$331,453 of FY'15 Circuit Breaker to FY'16. Legal expense is 76.5% spent as of March. Lastly, Unemployment is exceeding budget of \$25K by \$10K.

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Salaries & Stipends:

Projections continue to indicate that we may be favorable to budget, perhaps about \$265K. About half of this is in the Teaching salary category, due to savings projected for staff on long term leaves, offset slightly in substitutes hired at lower rates. We expect about \$30K savings in sped transportation monitor, due to use of contract providers instead. Overall spending on aides is projected slightly below budget. Finally, we are expecting some favorability in overtime and hiring savings.

It is helpful that the “vacancy factor” in this budget was set at \$275,000, down from the unachievable target in the FY15 budget of \$425,000.

All Fringes:

Health insurance for both Retirees and Actives are projecting favorable to budget. Active employees are tracking favorable \$144K, or 1.7%, with a lower number of family plans than budgeted, and retirees are favorable \$157K, or 17.1%, due to EGWP adoption resulting in lower rates than budgeted. The OPEB contribution of \$700,000 and MCRS assessment of \$1,961,424 have been funded.

Worker Comp and Medicare are both projected to be favorable to budget. These budget levels have been reduced to more reflect actual trend in FY17.

Capital Outlay and Debt:

The budget is 79.9% spent/encumbered at March 31. The adjusted budget reflects the \$70K increase for Phase II of the Existing Condition study to begin in FY16. Projects undertaken in this account include summer preparations for the start of the school year (tile replacements at McCarthy Towne and Conant, carpet replacement, new restroom partitions at Gates, and the wireless access point project at the High School and elementary schools).

Debt is anticipated at \$25K favorable to budget, reflecting a contribution anticipated from FOLF.

Maintenance, Building & Grounds, and Equipment:

Similar to capital outlay above, much of this work occurs in the summer in preparation for the school year, and reflects the 98.6% spent/encumbered at March 31<sup>st</sup>. In addition to normal summer building maintenance, the high school pool ceiling was painted, and an emergency Blanchard HVAC repair was implemented.

In FY15 this category exceeded budget by \$112K or 19%. We anticipate that this will occur again, currently projecting an overrun of up to \$140K, depending on needs through year end. However, Maintenance –Equipment last year was favorable to budget \$120K, or 62%. This year it is currently tracking only 33% spent at March 31<sup>st</sup> and we expect savings up to \$40K to offset the Building and grounds maintenance overrun partially.

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Student Transportation:

The largest expense here is the annual bus lease payment, comprising \$433K of the \$798K spent through March. Fuel costs per gallon are down from the prior year, and we are projecting favorability of approximately \$50K.

Transportation (Special Ed):

Special education transportation, consisting of the fixed rate CASE Collaborative assessment of \$1,403K and special contract services, is currently encumbered to run over budget approximately \$96K due to more medically fragile students with specialized transportation requirements than anticipated when the budget was built. The FY16 budget for private transportation was \$125K, but we are tracking at \$221K for the year, as compared to \$147K in FY'15. This budget is difficult to predict a year in advance.

Special Education out of district tuitions:

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.

DESE currently expects we may see 75% reimbursement for Circuit breaker, which would be \$80K more than was assumed for the budget of \$2,353,596. Current projections for Sped Tuitions exceed budget by \$352K. This could be mitigated if needed by using more circuit breaker than budgeted.

Utilities:

Due to the mild winter, we anticipate savings in gas heat of up to \$137K on a budget of \$582K. Actuals in FY15 were \$528K so the savings are significant. Electric costs were budgeted at \$ 1,024K and are projected to be favorable about \$60K, despite the rate increase effective December. Both are largely due to the mild winter. Water costs are tracking to budget of \$23K, but will be unfavorable due to an unbudgeted Hagar Well cost of \$16K.

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# ACTON / BOXBOROUGH REGIONAL SCHOOLS



## FY16 YTD REVENUES 3/31/16 BUDGET V ACTUAL

FOR 2016 09

	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT COLL
<b>1000R14 GENERAL FUND</b>						
1000R14 45402 MEDICAID REIMBURSEME	0	0	-115,551.80	-10,104.54	115,551.80	100.0%
1000R14 46801 AID - CHAPTER 70	0	-14,393,376	-10,794,807.00	-1,199,423.00	-3,598,569.00	75.0%*
1000R14 46804 ASSESSMENT - SCHOOL	0	103,099	81,736.00	9,654.00	21,363.00	79.3%*
1000R14 46805 ASSESSMENT - CHARTER	0	430,739	218,714.00	58,052.00	212,025.00	50.8%
1000R14 46806 ASSESSMENT - SPECIAL	0	12,675	.00	.00	12,675.00	.0%
1000R14 46807 TRANSPORTATION - PUP	0	-1,266,283	-636,422.00	.00	-629,861.00	50.3%*
1000R14 46809 REIMBURSEMENT - CHAR	0	-26,761	-19,761.00	-8,127.00	-7,000.00	73.8%*
1000R14 46811 REGIONAL BONUS AID	0	-111,200	-106,520.00	-38,960.00	-4,680.00	95.8%
1000R14 47501 ASSESSMENT - RGNL -	0	-53,171,009	-39,878,255.78	-4,430,917.42	-13,292,753.22	75.0%*
1000R14 47502 ASSESSMENT - RGNL -	0	-11,120,240	-8,340,180.03	-926,686.67	-2,780,059.97	75.0%
1000R14 47503 ASSESSMENT-OTHER-ACT	0	0	.00	.00	.00	.0%
1000R14 47504 ASSESSMENT-OTHER-BOX	0	0	.00	.00	.00	.0%
1000R14 48200 EARNINGS - ON INVEST	0	0	-20,493.78	-3,719.20	20,493.78	100.0%
1000R14 48403 REVENUE - MISCELLANE	0	0	-22,687.59	-1,143.51	22,687.59	100.0%
TOTAL GENERAL FUND	0	-79,542,356	-59,634,228.98	-6,551,375.34	-19,908,127.02	75.0%
TOTAL REVENUES	0	-79,542,356	-59,634,228.98	-6,551,375.34	-19,908,127.02	
GRAND TOTAL	0	-79,542,356	-59,634,228.98	-6,551,375.34	-19,908,127.02	75.0%

\*\* END OF REPORT - Generated by Clare Jeannotte \*\*

Other Financing Sources:  
E+J  
Bond Amnt

	200,000	200,000
	7,526	6,848
<b>TOTAL</b>	<u>79,749,882</u>	<u>59,842,264</u>

	5
	<658>
<b>TOTAL</b>	<u>19,907,603</u>

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ACTON / BOXBOROUGH REGIONAL SCHOOLS  
FY16 YTD EXPENSES 3/31/16

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BUDGET V ACTUAL

FOR 2016 09

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
01 SALARIES, TEACHING	33,078,855	32,879,652	21,049,910.36	3,862,787.30	11,547,847.65	281,893.99	99.1%
02 SALARIES, PRIN/A PRI	2,188,065	2,188,065	1,672,605.40	250,890.81	510,144.60	5,315.00	99.8%
03 SALARIES, CNTRL ADMN	1,068,125	1,136,219	861,295.35	129,290.76	260,326.04	14,597.61	98.7%
04 SALARIES, SUPP STAFF	9,040,355	9,171,464	6,246,127.78	1,120,809.17	2,807,683.76	117,652.46	98.7%
05 SALARIES, ATHLETICS	520,643	505,807	377,611.33	28,939.93	105,800.84	22,394.83	95.6%
06 SALARIES, BUILDINGS	719,691	719,691	544,499.57	71,766.33	140,886.79	34,304.64	95.2%
07 SALARIES, CUSTODIAL	1,471,234	1,471,234	1,063,100.15	162,914.98	342,848.40	65,285.45	95.6%
08 SALARIES, HOME INSTR	20,000	20,000	1,937.50	.00	.00	18,062.50	9.7%
09 SALARIES, MISC PS	1,499,675	1,501,128	1,021,075.44	138,291.60	445,537.28	34,515.28	97.7%
11 SALARIES, SUBS MISC	222,781	222,781	79,852.74	18,046.41	.00	142,928.26	35.8%
12 SALARIES, SUBS INSTR	530,508	530,508	354,643.30	101,303.55	11,787.03	164,077.67	69.1%
13 SALARIES, OVERTIME	242,855	242,855	160,643.00	28,852.85	.00	82,212.00	66.1%
14 STIPENDS, CURR/INSTR	168,283	173,758	69,489.48	1,648.90	7,070.86	97,197.66	44.1%
15 FRINGES, COURSE REIM	56,000	57,355	31,087.00	399.00	.00	26,268.00	54.2%
16 FRINGES, HLTH INSUR	8,343,695	8,273,695	7,386,914.04	1,129,962.45	.00	886,780.96	89.3%
17 FRINGES, H INSUR RET	924,241	924,241	628,117.99	64,619.68	.00	296,123.01	68.0%
18 FRINGES, LIF/DIS INS	38,000	38,000	27,885.30	3,142.42	.00	10,114.70	73.4%
19 FRINGES, UNEMPLMNT	25,000	25,588	36,025.47	60.00	100.00	-10,537.47	141.2%
20 FRINGES, WORKRS COMP	348,412	348,412	288,016.25	.00	.00	60,395.75	82.7%
21 FRINGES, MCRS	1,961,424	1,961,424	1,961,424.00	.00	.00	.00	100.0%
22 FRINGES, MEDICARE	846,064	846,064	502,688.27	87,918.81	.00	343,375.73	59.4%
23 CONTRIB OPEB TRUST F	700,000	700,000	700,000.00	.00	.00	.00	100.0%
24 INSTRUCT SUPPLIES	1,116,075	1,172,081	767,080.29	35,383.94	98,157.41	306,843.61	73.8%
25 INSTRUCT TEXTBOOKS	278,710	289,014	146,528.16	5,606.27	9,142.15	133,343.39	53.9%
26 INSTRUCTIONAL, LBV	59,435	60,571	33,511.85	2,950.28	7,666.83	19,391.95	68.0%
27 OTHER, CAP OUTLAY	335,459	603,038	382,090.73	9,430.47	99,995.41	120,952.02	79.9%
29 OTHER, DEBT SERVICE	1,920,743	1,920,743	1,920,742.50	.00	.00	.50	100.0%
30 OTHER, PROP/CASUALTY	106,369	106,369	106,326.00	.00	.00	43.00	100.0%
31 OTHER, MAINT BLDG/GR	715,048	730,277	651,306.85	44,385.89	68,491.83	10,478.29	98.6%
32 OTHER, MAINT EQUIP	146,470	145,954	41,126.74	3,153.22	8,311.89	96,515.42	33.9%
34 OTHER, LEGAL SERVICE	150,000	150,000	83,452.39	10,328.94	31,349.88	35,197.73	76.5%
35 OTHER, ADMIN SUPP	808,198	864,191	687,011.49	33,671.30	105,154.36	72,024.96	91.7%
36 OTHER, ATHLETIC SUPP	53,666	66,602	58,037.00	9,131.34	2,353.29	6,211.71	90.7%
37 OTHER, CUSTODL SUPP	157,984	157,984	142,012.04	2,800.00	3,258.80	12,713.16	92.0%
38 OTHER, SPED TRANSP	1,528,647	1,528,647	1,547,700.54	24,479.19	77,607.19	-96,660.73	106.3%
39 OTHER, STUDENT TRANS	938,300	936,949	755,022.08	17,172.97	34,545.83	147,380.65	84.3%
40 OTHER, TRAVEL/CONF	89,186	91,694	69,289.59	8,450.22	19,570.01	2,833.90	96.9%
41 OTHER, SPED TUITION/	5,269,951	5,269,951	3,866,506.05	602,266.07	2,837,963.74	-1,434,518.79	127.2%
42 OTHER, UTILITIES	1,630,499	1,630,499	922,440.16	160,679.90	.00	708,058.84	56.6%
43 OTHER, TELEPHONE	144,045	128,766	27,886.62	4,206.59	8,283.60	92,595.42	28.1%
44 OTHER, SEWER	287,191	287,191	243,333.84	7,491.73	29,966.92	13,890.24	95.2%
GRAND TOTAL	79,749,882	80,078,460	57,516,354.64	8,183,233.27	19,621,852.39	2,940,253.30	96.3%

\*\* END OF REPORT - Generated by Clare Jeannotte \*\*

Tuition ① <1,434,519>  
 Circuit Breaker to apply 1,170,798  
 Projected @ 3-31-16 <257,721>

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT							
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS							
3/31/2016							
			Fund Balance 7/1/2015	Fund Balance Transfers	Receipts	Expenses	CASH BAL
<b>LUNCH</b>							
K Nelson	3201	LUNCH	731,040.72		1,333,883.40	1,204,780.63	860,143.49
<b>SUPERINTENDENT</b>							
G Brand	3311	SUPERINTENDENT GIFTS	0.00		50.00	0.00	50.00
<b>DISTRICTWIDE</b>							
G Brand	3353	DISTRICT WIDE GIFTS	1,273.47		290.00	0.00	1,563.47
<b>CURRICULUM</b>							
D Bookis	3318	PARENT INVOLVEMENT PROJECT	20,088.91		6,187.00	7,163.31	19,112.60
D Bookis	3323	CURRICULUM GIFT	229.51		2,000.00	0.00	2,229.51
D Bookis	3419	SCHOOL TO BUSINESS	0.00		900.00	1,050.00	(150.00)
<b>FINANCE</b>							
C Jeannotte	3401	SCHOOL CHOICE	180,965.18		184,746.00	178,132.16	187,579.02
C Jeannotte	3016	CIRCUIT BREAKER	331,453.00		1,184,364.00	1,176,798.00	339,019.00
C Jeannotte	3417	TELEPHONE REVOLVING	12,954.37		0.00	12,954.37	0.00
C Jeannotte	3501	INSURANCE REIMB	16,180.34		69,034.36	66,582.64	18,632.06
M. Dennehy	9901	TAILINGS	24,091.93			4,079.93	20,012.00
<b>FACILITIES</b>							
J D Head	3322	ELM ST HOOPS	1,214.00		0.00	0.00	1,214.00
J D Head	3324	SOLAR PANEL PROJECT	1,555.75		0.00	0.00	1,555.75
J D Head	3328	NSTAR POWER DOWN PROJECT	13,479.07		0.00	514.89	12,964.18
J D Head	3329	FRIENDS OF LOWER FIELDS	58,406.94		20,000.00	29,935.00	48,471.94
J D Head	3342	WEST ACTON BOARDWALK	11,072.50		0.00	0.00	11,072.50
TBD	3418	TRANSPORTATION	0.00		12,169.70	9,260.68	2,909.02
J D Head	3332	DAMON PLAYGROUND	855.15		0.00	415.73	439.42
<b>COMMUNITY EDUCATION</b>							
E Bettez	3402	COMMUNITY ED	728,793.98		2,206,525.19	1,990,962.13	944,357.04
E Bettez	3403	USE OF FACILITIES	0.00		194,611.61	268,063.02	(73,451.41)
E Bettez	3404	DRIVERS' ED	267,425.17		135,577.55	138,538.00	264,464.72
<b>PUPIL SERVICES/SPED</b>							
J Gibowitz	3427	BL INTEGRATED PRESCHOOL	32,713.75		0.00	0.00	32,713.75
M Emmons	3428	ODP REVOLVING	52,402.98		23,854.80	38,403.20	37,854.58
J Gibowitz	3429	AD INTEGRATED PRESCHOOL	100,450.42		225,720.88	185,420.09	140,751.21

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT							
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS							
3/31/2016							
			Fund Balance	Fund Balance			
			7/1/2015	Transfers	Receipts	Expenses	CASH BAL
	<b>3326</b>	<b>MCC BIG YELLOW SCHOOL BUS</b>					
J Campbell		SENIOR HIGH	205.14		-	-	205.14
A Shen		JUNIOR HIGH	0.00		-	-	0.00
D Labb		BLANCHARD	0.00		-	-	0.00
D Sugrue		CONANT	650.00		200.00	-	850.00
C Whitbeck		DOUGLAS	278.75		-	-	278.75
L Newman		GATES	104.30		-	-	104.30
D Krane		MCCARTHY TOWNE	0.00		200.00	200.00	0.00
E Kaufman		MERRIAM	671.00		-	-	671.00
	<b>3416</b>	<b>LIBRARY REVOLVING</b>					
J Campbell		SENIOR HIGH	2,918.54		3,400.00	2,738.00	3,580.54
A Shen		JUNIOR HIGH	6,943.41		1,800.00	0.00	8,743.41
D Labb		BLANCHARD	1,750.00		1,650.00	1,146.43	2,253.57
D Sugrue		CONANT	624.96		1,650.00	750.00	1,524.96
C Whitbeck		DOUGLAS	1,739.24		1,650.00	993.64	2,395.60
L Newman		GATES	3,782.36		1,688.00	151.84	5,318.52
D Krane		MCCARTHY TOWNE	1,746.35		1,650.00	1,395.97	2,000.38
E Kaufman		MERRIAM	1,186.56		1,650.00	132.76	2,703.80
		<b>SENIOR HIGH</b>					
S Desy	3301	ATHLETIC GIFTS	4,000.00		3,097.50	0.00	7,097.50
S Desy	3303	ABSAF:SH ATHLETICS	0.00		46,000.00	0.00	46,000.00
S Desy	3405	ATHLETIC REVG	0.00		270,329.92	314,834.72	(44,504.80)
M Hickey	3302	ABSAF:SH PERFORMING ARTS	4,695.17		0.00	110.55	4,584.62
J Campbell	3306	SENIOR HIGH GIFTS	6,601.44		1,000.00	70.47	7,530.97
J Campbell	3307	SH GIFT:GAZEBO	0.00		0.00	0.00	0.00
J Campbell	3308	SH GIFT:PTSO	6,162.99		6,100.00	4,257.52	8,005.47
J Campbell	3309	SH GIFT:OTHER	10,996.99		348.78	8.31	11,337.46
J Campbell	3313	ABSAF:SH EXTRACURRICULAR	3,298.11		16,000.00	1,000.86	18,297.25
J Campbell	3315	UNITED WAY GIFT	994.95		0.00	0.00	994.95
J Campbell	3319	SH: COMMUNITY SERVICE GIFTS	3,296.38		4,110.34	1,848.99	5,557.73
J Campbell	3320	SH: SPECTRUM	88.77		10.00	0.00	98.77
J Campbell	3321	AB FRIENDS OF DRAMA	25.00		0.00	0.00	25.00
J Campbell	3412	LOST BOOKS-SENIOR HIGH	24,305.26		3,535.00	656.00	27,184.26
J Campbell	3413	PARKING-SENIOR HIGH	8,549.36		51,060.00	37,733.42	21,875.94
J Campbell	3414	SUMMER SCHOOL TUITION	175,037.80		80,643.97	114,564.14	141,117.63
J Campbell	3415	PERFORMING ARTS REV	3,799.73		27,265.40	24,859.28	6,205.85
J Campbell	3420	EMPORIUM REVOLVING	10,052.23		57,510.66	60,182.15	7,380.74
J Campbell	3423	SH: PROSCENIUM CIRCUS	4,274.54		65,674.29	43,859.01	26,089.82
J Campbell	3424	SH:COUNSELING/TESTING	6,057.89		130,217.78	19,554.94	116,720.73
J Campbell	3425	SH CHORUS	3,307.01		16,182.00	7,566.32	11,922.69

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT							
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS							
3/31/2016							
			Fund Balance	Fund Balance			
			7/1/2015	Transfers	Receipts	Expenses	CASH BAL
<b>JUNIOR HIGH</b>							
A Shen	3305	JUNIOR HIGH GIFTS	16,748.19		6,021.81	5,725.59	17,044.41
A Shen	3312	ABSAF:JH EXTRACURRICULAR	864.26	(1,170.00)	5,990.00	346.68	5,337.58
A Shen	3314	JOHN LORING MEMORIAL GIFT	4,647.82		2.38	0.00	4,650.20
A Shen	3316	PROJECT WELLNESS JH	2,030.00		0.00	2,030.00	0.00
A Shen	3317	EDFAAB GIFT - JH	274.38		0.00	0.00	274.38
A Shen	3327	DRAGONFLY THEATER	18,087.14		0.00	7,177.86	10,909.28
A Shen	3411	LOST BOOKS-JUNIOR HIGH	6,918.93		42.00	166.80	6,794.13
A Shen	3421	JH STORE REVOLVING	485.54		10,901.00	10,015.65	1,370.89
A Shen	3422	JH THEATER REVOLVING	1,660.29	1,170.00	25,853.50	23,588.92	5,094.87
<b>BLANCHARD</b>							
D Labb	3348	BLANCHARD GIFTS	3,084.69		13,000.00	5,070.00	11,014.69
D Labb	3408	BLANCHARD AM/PM XD	221,135.52		159,707.72	163,491.67	217,351.57
<b>CONANT</b>							
D Sugrue	3334	CONANT PTO	1,501.13		16,667.00	15,300.10	2,868.03
D Sugrue	3343	CONANT ENRICHMENT GIFT	109,422.39		51,720.38	50,961.41	110,181.36
D Sugrue	3349	CONANT GIFTS	1,394.20		700.00	0.00	2,094.20
<b>DOUGLAS</b>							
C Whitbeck	3335	DOUGLAS PTO	7,754.87		27,388.13	32,750.11	2,392.89
C Whitbeck	3350	DOUGLAS GIFTS	701.74		0.00	0.00	701.74
C Whitbeck	3409	DOUG: DAWN/DUSK	106,049.02		271,520.17	284,778.64	92,790.55
<b>GATES</b>							
L Newman	3336	GATES PTO	4,251.57		13,334.00	13,226.20	4,359.37
L Newman	3339	GATES GIFTS	12,103.08		2,201.20	44.00	14,260.28
L Newman	3344	GATES ENRICHMENT GIFT	15,348.02		54,560.80	0.00	69,908.82
<b>MCCARTHY TOWNE</b>							
D Krane	3337	MCCARTHY PTO	4,959.18		47,334.00	47,819.25	4,473.93
D Krane	3340	MCCARTHY TECHN	0.50		0.00	0.00	0.50
D Krane	3345	MCT ENRICHMENT GIFT	36,571.28		62,017.19	4,500.00	94,088.47
D Krane	3351	MCCARTHY TOWNE GIFTS	400.00		0.00	0.00	400.00
D Krane		McT Music Gift	0.00				0.00
<b>MERRIAM</b>							
E Kaufman	3338	MERRIAM PTO	12,807.71		60,000.00	64,314.47	8,493.24
E Kaufman	3346	MERRIAM OPEN CIRCLE	0.00		0.00	0.00	0.00
E Kaufman	3352	MERRIAM GIFTS	62.91		0.00	0.00	62.91
E Kaufman	3410	MERRIAM AM/PM	143,153.20		135,543.25	145,597.99	133,098.46
		<b>Total</b>	<b>3,617,208.93</b>	<b>0.00</b>	<b>7,359,042.66</b>	<b>6,828,574.44</b>	<b>4,147,677.15</b>

ACTON BOXBOROUGH REGIONAL SCHOOL DISTRICT							
SPECIAL REVENUE, REVOLVING, AND GIFT FUNDS							
3/31/2016							
		Fund Balance	Fund Balance				
		7/1/2015	Transfers	Receipts	Expenses	CASH BAL	
<b>SCHOLARSHIPS</b>							
	5001	SCH:DENNIS M KULSICK	0.00		0.00	0.00	0.00
	5002	SCH:ANDREW GRATZ	0.00		0.00	0.00	0.00
	5003	SCH:A B JAMBOREE	2,757.97	(4.00)	2.36	0.00	2,756.33
	5004	SCH:KATHERINE KINSLEY	28,966.03	399.95	28.59	0.00	29,394.57
	5005	SCH:JAMES E KINSLEY	37,533.03	0.00	36.56	0.00	37,569.59
	5006	SCH:AMERICAN LEGION 284	52,636.44		49.59	2,000.00	50,686.03
	5007	SCH:BRODY PEER LDRSHIP	0.00		0.00	0.00	0.00
	5008	SCH:J PRENDIVILLE III	12,954.51		12.21	1,000.00	11,966.72
	5009	SCH:M&P SMOLTEES	27,707.34		26.07	0.00	27,733.41
	5010	SCH:J DEBAGGIS	2,942.47		2.49	0.00	2,944.96
	5011	SCH:R J GREY	13,900.39		11.81	0.00	13,912.20
	5012	SCH:CHARLES BATTIT	20,973.92		16.11	0.00	20,990.03
	5013	SCH:J SCOTT	(122.27)	1,000.00	0.73	0.00	878.46
	5014	SCHOLARSHIP:GENERAL	1,861.67	(600.00)	1,501.05	0.00	2,762.72
	5015	FRED S KENNEDY SCHOLARSHIP	2,193.21	(200.00)	3.91	2.67	1,994.45
	5016	CHS BRUSIE MEMORIAL SCHOLARSHP	2,869.60		1,172.43	0.00	4,042.03
	5017	THOMAS MEAGHER SCHOLARSHIP	5,351.84		4.58	0.00	5,356.42
	5018	R & E MATUSOW SCHOLARSHIP	50,103.16	(0.24)	97.96	61.44	50,139.44
	5019	R BARTOLOMEO SCHOLARSHIP	0.00		0.00	0.00	0.00
	5020	SANDRA WILENSKY SCHOLARSHIP	2,105.87		1.80	0.00	2,107.67
	5021	FREDERICK JOYCE MEMORIAL	3,003.13		2.56	0.00	3,005.69
	5022	DOW SCHOLARSHIP	0.00		0.00	0.00	0.00
	5023	ALMA PARKHURST SCHOLARSHIP	19,810.09		16.84	0.00	19,826.93
	5024	P HALL SCHOLARSHIP-Principal	10,000.00		5.87	0.00	10,005.87
	5024	P HALL SCHOLARSHIP-Interest	3,125.90				3,125.90
<b>STUDENT ACTIVITIES</b>							
A Shen	6001	STU ACTIVITY FUND-JH	36,373.25		48,622.16	42,890.28	42,105.13
J Campbell	6002	STU ACTIVITY FUND-SH	84,798.51		140,374.73	148,358.83	76,814.41
D Labb	6003	STU ACTIVITY FUND-BL	18,039.02		23,954.10	8,921.62	33,071.50
		<b>Trust and Agency Funds</b>	<b>439,885.08</b>	<b>595.71</b>	<b>215,944.51</b>	<b>203,234.84</b>	<b>453,190.46</b>

Acton Boxborough Regional Schools								
FY'16 Grants								
April 5, 2016								
				FY'16 Budget	YTD	Enc	Total	Balance
<b>3001 SPED IDEA # F240</b>								
<b>FY16</b>								
<b>Revenue</b>								
3001R16	45401	3001R16 45401	REVENUE - FEDERAL - THRU STATE	1,187,481.00	828,068.00	0.00	828,068.00	359,413.00
<b>Expense</b>								
30011601	516011	30011601 516011	AIDES/PARAPROFESSIONALS	1,154,257.00	745,145.79	368,809.89	1,113,955.68	40,301.32
30011602	515013	30011602 515013	BOOKKEEPER	33,224.00	23,836.11	9,400.00	33,236.11	-12.11
	<b>3001</b>		<b>SPED IDEA 240</b>	<b>1,187,481.00</b>	<b>768,981.90</b>	<b>378,209.89</b>	<b>1,147,191.79</b>	<b>40,289.21</b>
<b>3002 TITLE I # F305</b>								
<b>FY16</b>								
<b>Revenue</b>								
3002R16	45401	3002R16 45401	REVENUE - FEDERAL - THRU STATE	154,188.00	113,283.00	0.00	113,283.00	40,905.00
<b>Expense</b>								
30021601	514081	30021601 514081	TEACHER - MCT	21,940.00	13,378.56	8,361.64	21,740.20	199.80
30021602	514081	30021602 514081	TEACHER - BLANCHARD	24,486.00	14,914.40	9,321.56	24,235.96	250.04
30021603	514081	30021603 514081	TEACHER - JH	28,100.00	17,292.00	10,807.57	28,099.57	0.43
30021604	514002	30021604 514002	ADMINISTRATOR	5,000.00	3,586.65	1,414.28	5,000.93	-0.93
30021605	524009	30021605 524009	CONTRACTED SERVICES	18,075.00	17,332.26	0.00	17,332.26	742.74
30021606	516001	30021606 516001	AIDES/PARAPROFESSIONALS	47,482.00	36,269.31	10,394.77	46,664.08	817.92
30021607	570031	30021607 570031	MASS TEACHERS RETIREMENT	7,157.00	0.00	0.00	0.00	7,157.00
30021605	524006	30021605 524006	CONF, TRAV, WORKSHOPS	1,948.00	0.00	0.00	0.00	1,948.00
	<b>3002</b>		<b>TITLE I</b>	<b>154,188.00</b>	<b>102,773.18</b>	<b>40,299.82</b>	<b>143,073.00</b>	<b>11,115.00</b>
<b>3004 SPED PROGRAM IMPROVEMENT # F274</b>								
<b>FY16</b>								
<b>Revenue</b>								
3004R16	45401	3004R16 45401	REVENUE - FEDERAL - THRU STATE	47,528.00	16,707.00	0.00	16,707.00	30,821.00
<b>Expense</b>								
30041601	514900	30041601 514900	STIPEND	4,000.00	0.00	0.00	0.00	4,000.00
30041602	524006	30041602 524006	CONF, TRAV, WORKSHOPS	2,028.00	1,538.00	500.00	2,038.00	-10.00
30041602	524030	30041602 524030	CNTRD SVCS - SPEC - SPED	6,000.00	0.00	0.00	0.00	6,000.00
30041602	524064	30041602 524064	INSTRUCTOR - PROF DEV - SPED	2,000.00	0.00	0.00	0.00	2,000.00
30041602	524134	30041602 524134	SPEAKERS - SPED	10,000.00	2,500.00	0.00	2,500.00	7,500.00
30041602	524173	30041602 524173	CONTR SVC - CONSULTANT	12,000.00	450.00	7,750.00	8,200.00	3,800.00
30041602	525014	30041602 525014	SUBS - CONTRACTED SERVICES	1,500.00	0.00	0.00	0.00	1,500.00
30041603	543045	30041603 543045	SUPPLIES - EXPENDABLE	10,000.00	5,784.56	2,976.44	8,761.00	1,239.00
	<b>3004</b>		<b>SPED PROGRAM IMPROVEMENT</b>	<b>47,528.00</b>	<b>10,272.56</b>	<b>11,226.44</b>	<b>21,499.00</b>	<b>26,029.00</b>

Acton Boxborough Regional Schools									
FY'16 Grants									
April 5, 2016									
				FY'16					
				Budget	YTD	Enc	Total	Balance	
<b>3006 TITLE IIA:IMPRVG ED QUAL # F140</b>									
<b>FY16</b>									
<b>Revenue</b>									
3006R16	45401	3006R16 45401	REVENUE - FEDERAL - THRU STATE	61,543.00	60,331.00	0.00	60,331.00	1,212.00	
<b>Expense</b>									
30061601	514011	30061601 514011	ADMINISTRATOR	5,000.00	3,586.65	1,414.28	5,000.93	-0.93	
30061602	524006	30061602 524006	CONFERENCES	5,015.00	5,015.00	0.00	5,015.00	0.00	
30061602	524112	30061602 524112	PD - CURRICULUM FRAMEWORKS	19,678.00	14,050.00	5,430.00	19,480.00	198.00	
30061602	524113	30061602 524113	PD - CONSULTANTS	3,000.00	0.00	3,000.00	3,000.00	0.00	
30061603	514700	30061603 514700	PD SUBSTITUTES	24,400.00	23,935.00	0.00	23,935.00	465.00	
30061604	543094	30061604 543094	TEXTS, SOFTWARE, MEDIA MATER	4,000.00	4,000.00	0.00	4,000.00	0.00	
30061605	570031	30061605 570031	MASS TEACHERS RETIREMENT	450.00	0.00	0.00	0.00	450.00	
<b>3006</b>				<b>61,543.00</b>	<b>50,586.65</b>	<b>9,844.28</b>	<b>60,430.93</b>	<b>1,112.07</b>	
<b>3019 EARLY CHILDHOOD # F262</b>									
<b>FY'16</b>									
<b>Revenue</b>									
3019R16	45400	3019R16 45400	REVENUE - FEDERAL - DIRECT	31,011.00	12,404.20	0.00	12,404.20	18,606.80	
<b>Expense</b>									
30191601	516011	30191601 516011	AIDES/PARAPROFESSIONALS	31,011.00	16,883.02	8,262.74	25,145.76	5,865.24	
<b>3019</b>				<b>31,011.00</b>	<b>16,883.02</b>	<b>8,262.74</b>	<b>25,145.76</b>	<b>5,865.24</b>	
<b>3020 SPED EARLY CHILDHOOD # F298</b>									
<b>FY'16</b>									
<b>Revenue</b>									
3020R16	45400	3020R16 45400	REVENUE - FEDERAL - DIRECT	3,000.00	3,000.00	0.00	3,000.00	0.00	
<b>Expense</b>									
30201601	524113	30201601 524113	CONSULTANTS	3,000.00	3,000.00	0.00	3,000.00	0.00	
<b>3020</b>				<b>3,000.00</b>	<b>3,000.00</b>	<b>0.00</b>	<b>3,000.00</b>	<b>0.00</b>	
<b>3021 TITLE III ELA # F180</b>									
<b>FY'16</b>									
<b>Revenue</b>									
3021R16	45401	3021R16 45401	REVENUE - FEDERAL - THRU STATE	3,969.00	3,969.00	0.00	3,969.00	0.00	
3021R161	45401	3021R161 45401	REVENUE - FEDERAL - THRU STATE	35,081.00	5,847.00	0.00	5,847.00	29,234.00	
<b>Expense</b>									
30211603	514064	30211603 514064	FY16 TITLE III 180 ELA TEACHER	17,290.00	0.00	0.00	0.00	17,290.00	
30211604	516001	30211604 516001	FY16 TITLE III 180 GRANT ELA AIDES / PARAS	4,800.00	0.00	0.00	0.00	4,800.00	
30211605	524009	30211605 524009	FY16 TTL III 180 ELA GRANT CONTRACTED SERVICES	7,783.00	400.00	0.00	400.00	7,383.00	
30211606	543035	30211606 543035	FY16 TITLE 3 180 ELA SUPPLIES	3,508.00	288.15	231.00	519.15	2,988.85	
30211607	524006	30211607 524006	FY16 TITLE III 180 ELA TRAVEL	1,700.00	560.00	0.00	560.00	1,140.00	
30211601	514064	30211601 514064	FY15 CARRY-FORWARD SUMMER TEACHER	3,822.00	0.00	0.00	0.00	3,822.00	
30211602	543045	30211602 543045	FY15 CARRY-FORWARD EXPENDABLE SUPPLIES	147.00	0.00	102.74	102.74	44.26	
<b>3021</b>				<b>39,050.00</b>	<b>1,248.15</b>	<b>333.74</b>	<b>1,581.89</b>	<b>37,468.11</b>	



Acton Boxborough Regional Schools								
FY'16 Grants								
April 5, 2016								
				FY'16				
				Budget	YTD	Enc	Total	Balance
<b>3015 ACADEMIC SUPPORT # S632</b>								
<b>FY16</b>								
<b>Revenue</b>								
3015R16	46000	3015R16 46000	REVENUE - STATE	5,400.00	2,025.00	0.00	2,025.00	3,375.00
<b>Expense</b>								
30151601	514917	30151601 514917	STIPENDS - TUTORS	5,265.00	2,250.00	0.00	2,250.00	3,015.00
30151603	543045	30151603 543045	SUPPLIES - EXPENDABLE	135.00	0.00	0.00	0.00	135.00
30151602	524012	30151602 524012	CONTRACTED SERVICES - BUS DRIVER	0.00	0.00	0.00	0.00	0.00
<b>3015 ACADEMIC SUPPORT SY</b>				<b>5,400.00</b>	<b>2,250.00</b>	<b>0.00</b>	<b>2,250.00</b>	<b>3,150.00</b>
<b>3101 ESSENTIAL SCHOOL HEALTH SERVICES # S290</b>								
<b>FY16</b>								
<b>Revenue</b>								
3101R16	46000	3101R16 46000	REVENUE - STATE	69,700.00	34,850.00	0.00	34,850.00	34,850.00
<b>Expense</b>								
31011601	514044	31011601 514044	NURSE	41,989.00	25,840.00	16,150.00	41,990.00	-1.00
31011601	514705	31011601 514705	NURSE, SUBSTITUTE	11,000.00	3,560.00	0.00	3,560.00	7,440.00
31011601	514913	31011601 514913	STIPEND - R&D	1,200.00	0.00	0.00	0.00	1,200.00
31011602	524006	31011602 524006	CONF, TRAV, WORKSHOPS	2,600.00	2,321.00	0.00	2,321.00	279.00
31011602	524113	31011602 524113	WEB CONSULTANT	2,873.00	3,137.00	0.00	3,137.00	-264.00
31011602	524161	31011602 524161	CONTR SVCS - TECHNOLOGY	1,000.00	0.00	0.00	0.00	1,000.00
31011603	543064	31011603 543064	SUPPLIES - OFFICE	800.00	209.98	560.00	769.98	30.02
31011603	543087	31011603 543087	INSTR TECHNOLOGY	8,238.00	975.83	1,689.50	2,665.33	5,572.67
<b>3101 ESSENTIAL SCHOOL HEALTH SVCS</b>				<b>69,700.00</b>	<b>36,043.81</b>	<b>18,399.50</b>	<b>54,443.31</b>	<b>15,256.69</b>
<b>3103 SOLAR OATA</b>								
<b>FY'15</b>								
<b>Revenue</b>								
3103R16	46000	3103R16 46000	REVENUE - STATE	12,500.00	2,000.00		2,000.00	10,500.00
<b>Expense</b>								
31031501	524113	31031501 524113	PROFESSIONAL SERVICES	12,500.00	7,237.74	0.00	7,237.74	5,262.26
<b>3103 SOLAR OATA</b>				<b>12,500.00</b>	<b>7,237.74</b>	<b>0.00</b>	<b>7,237.74</b>	<b>5,262.26</b>
<b>3104 CPC NATURE PLAYSPACES</b>								
<b>FY16</b>								
<b>Revenue</b>								
3104R16	48401	3104R16 48401	GRANTS - PRIVATE	120,000.00	80,163.75		80,163.75	39,836.25
<b>Expense</b>								
310401	524009	310401 524009	CNTRD SVCS	12,000.00	12,000.00		12,000.00	0.00
310401	524062	310401 524062	GENERAL CONTRACTOR	108,000.00	98,300.00		98,300.00	9,700.00
310401	587014	310401 587014		0.00	5,062.50	1,687.50	6,750.00	-6,750.00
<b>3104 CPC NATURE</b>				<b>120,000.00</b>	<b>115,362.50</b>	<b>1,687.50</b>	<b>117,050.00</b>	<b>2,950.00</b>

Acton Boxborough Regional Schools								
FY'16 Grants								
April 5, 2016								
				FY'16 Budget	YTD	Enc	Total	Balance
<b>3105 CRAYOLA, NEASP - CHAMPION</b>								
<b>FY16</b>								
<b>Revenue</b>								
3105R16	48401	3105R16 48401	GRANTS - PRIVATE	2,500.00	2,500.00		2,500.00	0.00
<b>Expense</b>								
310501	516706	310501 516706	SUBS - INSTR	750.00	0.00	0.00	0.00	750.00
310502	524006	310502 524006	CONF, TRAV, WORKSHOPS	750.00	750.00	0.00	750.00	0.00
310503	543006	310503 543006	EQUIPMENT - TECHNOLOGY	1,000.00	897.00	0.00	897.00	103.00
<b>3105 CRAYOLA, NEASP - CHAMPION</b>				<b>2,500.00</b>	<b>1,647.00</b>	<b>0.00</b>	<b>1,647.00</b>	<b>853.00</b>
<b>3106 TOSHIBA</b>								
<b>FY16</b>								
<b>Revenue</b>								
3106R16	48401	3106R16 48401	GRANTS - PRIVATE	10,500.00	10,500.00		10,500.00	0.00
<b>Expense</b>								
310601	543005	310601 543005	EQUIPMENT - INSTRL	10,500.00	5,512.50	4,680.00	10,192.50	307.50
<b>3106 TOSHIBA</b>				<b>10,500.00</b>	<b>5,512.50</b>	<b>4,680.00</b>	<b>10,192.50</b>	<b>307.50</b>
<b>3354 MCC STARS RESIDENCY GRANT # State</b>								
<b>FY16</b>								
<b>Revenue</b>								
3354R20	46000	3354R20 46000	MCC STARS GA - REVENUE - STATE	2,500.00	2,500.00		2,500.00	0.00
<b>Expense</b>								
33542001	524113	33542001 524113	CNTRD SVCS	2,500.00	2,500.00		2,500.00	0.00
<b>3354 MCC STARS RESIDENCY GRANT</b>				<b>2,500.00</b>	<b>2,500.00</b>	<b>0.00</b>	<b>2,500.00</b>	<b>0.00</b>
FEDERAL GRANT REVENUE				1,523,801.00	1,043,609.20	0.00	1,043,609.20	480,191.80
STATE GRANT REVENUE				77,600.00	39,375.00	0.00	39,375.00	38,225.00
PRIVATE / OTHER GRANT REVENUE				145,500.00	95,163.75	0.00	95,163.75	50,336.25
<b>TOTAL REVENUE</b>				<b>1,746,901.00</b>	<b>1,178,147.95</b>	<b>0.00</b>	<b>1,178,147.95</b>	<b>568,753.05</b>
FEDERAL GRANT EXPENSES				1,523,801.00	953,745.46	448,176.91	1,401,922.37	121,878.63
STATE GRANT EXPENSES				77,600.00	40,793.81	18,399.50	59,193.31	18,406.69
PRIVATE / OTHER GRANT EXPENSES				145,500.00	129,759.74	6,367.50	136,127.24	9,372.76
<b>TOTAL EXPENSES</b>				<b>1,746,901.00</b>	<b>1,124,299.01</b>	<b>472,943.91</b>	<b>1,597,242.92</b>	<b>149,658.08</b>



Beth Petr <bpetr@abschools.org>

## Reminder: Tours of Conant, Douglas and Gates Schools - May 2, 10am-1pm

Karen Coll <kcoll@abschools.org>

Mon, Apr 25, 2016 at 11:20 AM

To: bos@acton-ma.gov, fincom@acton-ma.gov, fincom@boxborough-ma.gov, sshaw@boxborough-ma.gov, AB School Committee <abrsc@abschools.org>

Cc: Glenn Brand <gbrand@abschools.org>

Superintendent Glenn Brand has invited town leaders from the Acton and Boxborough Boards of Selectmen and Finance Committees, as well as members of the School Committee, to tour some of our elementary schools.

The tours will provide an opportunity to see first-hand the current conditions of the three elementary schools for which we have submitted Statements of Interest to the Massachusetts School Building Authority. Each tour will take approximately 30-45 minutes.

All of the tours will be conducted on **Monday, May 2**. The schedule will be:

- 10:00am - Conant School
- 11:00am - Douglas School
- 12:00pm - Gates School

Please share this invitation with your committees. We hope to provide an opportunity for all who are interested to see the schools while they are in session.

If you are able to join us for the tours, please **RSVP** to me at [kcoll@abschools.org](mailto:kcoll@abschools.org) by **Wednesday 4/27**.

Cordially,

Karen Coll  
Assistant to the Superintendent and Director of Finance  
Acton-Boxborough Regional School District  
978-264-4700, x3211

File: BBBE

**UNEXPIRED TERM FULFILLMENT – DRAFT**  
**First Reading 4/28/16**

When a vacancy on either the School Committee occurs for any reason, including a failure to elect, the appropriate town's Board of Selectmen and the remaining members of that local School Committee Members from that Town share the responsibility for filling it.

As provided in the law, the School Committee will notify the Selectmen that a vacancy has been created within one month~~30 days~~ after it has occurred. After one week's notice has been given by the Committee to the Selectmen, so that voters of the town may have the opportunity to state their candidacy, the Board of Selectmen and remaining School Committee Members from that Town~~two governing bodies~~ will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. 41:11

File: BCB

**COMMITTEE MEMBER CONFLICT OF INTEREST - DRAFT**  
(~~Member of Immediate Family Employed by the Schools~~)  
First Reading 4/28/16

The conduct of School Committee members where a possible conflict of interest exists is regulated by Chapter 268A of the Massachusetts General Laws. The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees (defined to include School Committee members) may do on the job, after hours, and after leaving public service.

Each year, School Committee members must be given a summary of the conflict of interest law prepared by the State Ethics Commission and every two years, they must complete an online training program prepared by the Commission.

It is incumbent upon the School Committee Members to be familiar with the conflict of interest laws. Questions regarding the laws and how they are applied should be directed to the Massachusetts State Ethics Commission.

Some examples of situations in which conflicts of interest arise:

1. A member of the School Committee member's immediate family is an employee of the school district.

In general, if a member of the School Committee is a member of the immediate family (the member's spouse and their parents, children, brothers and sisters) of a person in the employ of the schools, the member of the School Committee may not participate in any way in a matter which may affect the financial interest (wages, hours or conditions of employment) of such employee of the schools, except that the member of the School Committee may vote on a consolidated budget which includes an appropriation for salaries or other benefits for the group to which the member of the immediate family belongs so long as the School Committee member has no participation of any kind in the discussion or approval of that portion of the budget.

The School Committee member may vote on other line items that do not affect the financial interest of a family member and the whole budget, including salaries, once the following procedure has been followed: the board must identify the budget line item that includes the family member's salary and vote on it separately. The School Committee member must abstain from the line item's discussion and vote. After all such conflicts are dealt with through this line item procedure, the board may then vote on the budget as a whole package, with all members participating in the final vote to approve the "bottom line."

Further, a member of the School Committee may not participate in a grievance proceeding

affecting a member of the immediate family, negotiations concerning employees in the bargaining unit which represents a family member, executive sessions concerning negotiating strategies with that particular unit, or other matter directly affecting or involving the member of the immediate family who is an employee of the schools.

Finally, the member of the School Committee should leave the room whenever an issue involving a member of the immediate family arises.

Reference is made to Graham v. McGrail, 370 Mass. 133 (1976), for guidance with respect to the conduct of a School Committee member, a member of whose immediate family is employed by the school system.

2. A School Committee Member's child is on a sports team and the School Committee is voting on fees which affect that sports team.

The Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure.

3. A School Committee Member is a Board Member or employee of an organization that rents space from the District.

A School Committee member may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or **a business organization of which he is a director, officer, trustee, or employee has a financial interest.** Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

CROSS REFS:        BCA, School Committee Member Ethics  
                         BIA, New School Committee Member Orientation

~~The conduct of School Committee members where a possible conflict of interest exists is regulated by Chapter 268A of the Massachusetts General Laws.~~

~~In general, if a member of the School Committee is a member of the immediate family (the~~

~~member's spouse and their parents, children, brothers and sisters) of a person in the employ of the schools, the member of the School Committee may not participate in any way in a matter which may affect the financial interest (wages, hours or conditions of employment) of such employee of the schools, except that the member of the School Committee may vote on a consolidated budget which includes an appropriation for salaries or other benefits for the group to which the member of the immediate family belongs so long as the School Committee member has no participation of any kind in the discussion or approval of that portion of the budget.~~

~~Further, a member of the School Committee may not participate in a grievance proceeding affecting a member of the immediate family, negotiations concerning employees in the bargaining unit which represents a family member, executive sessions concerning negotiating strategies with that particular unit, or other matter directly affecting or involving the member of the immediate family who is an employee of the schools.~~

~~Finally, the member of the School Committee should leave the room whenever an issue involving a member of the immediate family arises.~~

~~Reference is made to Graham v. McGrail, 370 Mass. 133 (1976), for guidance with respect to the conduct of a School Committee member, a member of whose immediate family is employed by the school system.~~

File: IHAMA

**TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS – DRAFT**

First Reading 4/28/16

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal implications as well as the social, physical, emotional and psychological impacts of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent or designee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS.: M.G.L. 71:1 ;71:96

CROSS REFS: GBEC, Drug Free Workplace Policy  
JICH, Drug and Alcohol Use by Students



Current policy

File: IHAMA

## TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

In accordance with state and federal law, the Districts shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs in grades K-12.

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological and social dangers of such use with emphasis on nonuse by school age children and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Committees' belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

To create an awareness of the total drug problem--prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national and international levels.

To relate the use of drugs and alcohol to physical, mental, social and emotional practices.

To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.

To understand the personal, social and economic problems causing the misuse of drugs and alcohol.

To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials and outcomes used in this program shall be adopted in the manner other curricula are approved.

LEGAL REFS.: M.G.L. 71:1

File: IHAMD

**USE OF WEAPONS AS PART OF INSTRUCTION – DRAFT**  
**First Reading 4/28/16**

The Commonwealth of Massachusetts prohibits the “possession of a dangerous weapon” on school premises. The School District therefore discourages the use of historic, simulated or real weapons as part of the instructional program, including their use as part of a costume.

LEGAL REFS.: M.G.L. 72: 37H  
M.G.L. 269: 10

**Approved:**

**USE OF WEAPONS AS PART OF INSTRUCTION - PROCEDURES**

1. If a teacher, with the Principal's consent, determines that a weapon is an essential part of a school lesson, the staff member or parent/guardian of the student must bring the weapon to the Principal's office where it will be kept until the class or activity in question. An adult will deliver it to the class. The weapon will be returned to the Principal's office where it will be kept until the staff member or parent/guardian can take it home. The Superintendent must be informed on those occasions when the Principal gives such an approval.
  
2. A professional/amateur performer must receive permission from the Superintendent, Principal or designee if any weapons, real or simulated, are to be used in the performance.

Reviewed:

**Approved:**

**VISITORS TO THE SCHOOLS - DRAFT**

First Reading: 4/28/16

The School Committees allow parents and guests to visit classrooms to learn about the instructional programs taking place in our schools.

The following guidelines to classroom and school visits should be followed:

1. Requests of parents/guardians of current students to visit classrooms may be honored as long as the educational process is not disrupted. To this end, we request that such requests should be made at least ~~forty-eight hours~~ 2 business days in advance to allow for proper arrangements, ~~to be made~~. Parental requests to visit special education programs must be made to the ~~Coordinator of Special Education~~ student services department. Visitors are strongly discouraged during state mandated testing, the first 3 weeks of school, and during the month of June.
2. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits.
3. For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. If the visitor is not on the district's approved school's CORI database, then the visitor must be accompanied.
4. Any student who wishes to have a guest in school **MUST** ask permission of one of the administrative staff ~~48 hours~~ 2 business days in advance of the proposed visit. The Principal or designee may or may not approve the request. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

## A LG Minutes March 15, 2016

Present: Peter Ashton, facilitator; Mike Majors & Margaret Busse, FC; Paul Murphy, SC; Katie Green, BoS; Steve Ledoux, Glenn Brand, Steve Barrett & Marie Altieri, staff. Absent: Peter Berry, BoS; Kristina Rychlik, SC.

Audience: Janet Adachi, BoS; Clare Jeannotte, staff and Charlie Kadlec.

Extra info: Spreadsheet; Fin Com's Compromise plan

Minutes: Ok'd

### 2 & 3 update on FY 16 Revenues and expenditures

Steve L: nothing new to report. It's a good year; snow and ice account doing well.

Glenn: nothing new

### 4. Spreadsheet

Steve B directed people's attention to the changes pages which has tracked the changes from October through March: increase in levy capacity from \$603k to \$985; reduction of municipal spending ( by vote of the BoS ) of \$200k; net position of reserve use less \$146+k. There was also a reduction of \$88k from Minuteman tech.

Paul questioned how there could be a reduction when towns were leaving the district. It seems that the reduction for Acton was due to the rewrite of the original agreement where several towns had their wealth factor increased.

The Minuteman budget contains the \$157k for the middle school program.

\*\*\* There was agreement that \$2.6M was to be taken from reserves.

Marie: why is the tax rate on SFR increasing by 3.55% when we are not using \$985k from the levy?

Brian: It is the effect of new growth and an additional 1% for overlay.

### 5. FY 18 & 19

Mike: the FC met and the compromise is : FY 18 \$1.9M; FY 19 \$1.3M. This is opposed to their former position of \$1.3M for both years. There was also a plan to have FY 18 at \$1.6 and FY 19 at \$1.3M.

Margaret: the logic behind these changes is to insure that in FY 19 we are at roughly 5% reserves.

Kate: the BoS is more comfortable with the \$1.9 and then perhaps a \$1.3M But these agreements are not binding. We now show a \$1M deficit for FY 18. The selectmen are not agreeing to lessen the town budget by \$1m when the school's E&D is not being included.

Margaret: we did not include the E&D because the rating agencies only look at town reserves. The FC wanted to stick within the 5%.

Katie: 2/3 of the spending is schools while 1/3 is town this skews the reserve levels. So long as this table is not in the ALG plan.

Margaret: we were trying to get at the delta for the replenishment. We are now using \$900k and hope that will go higher.

There was a general discussion about when this information would be made public. The warrant is to go to press today. Katie and Steve there will do videos on Acton TV about the warrant articles and on the warrant will be on the town's website.

Margaret suggested that the group develop a calendar that pinpoints the dates when certain things need to be decided. She mention the discussion of the Fin Com's POV; the budget numbers. She noted that the changes the FC wanted to make were not brought up until the numbers were already on the ALG sheet and it seemed to be too late to change the.

Katie noted that the FC members did not make any comments or suggestions on budget Saturday, a time when she felt budgets should be questioned. Steve noted that the budget process really gets underway in October when the department heads meet on the hill and then he must present his budget in early De. Glenn noted that the constraints on the school's budget are set during the summer and are reviewed all fall.

Margaret and Mike said that they thought budget Saturday was just to review the individual budgets of the department heads and they did not think it was the time for suggesting cuts.

There was an agreement that the ALG would get together and develop the time line for when decisions need to be made on the ALG plan.

**6. There was no public comment**

**7. It was agreed that there was no need to have the March 24<sup>th</sup> meeting.**

Adjourned at 8:05

Ann Chang

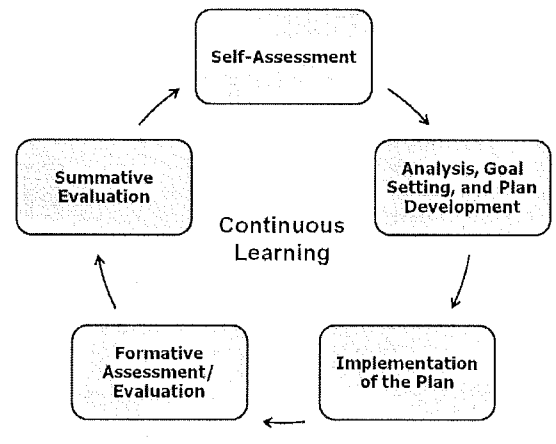
# Acton-Boxborough Regional School Committee

Superintendent's Evaluation  
2014-2015  
October 16, 2014

10/10/2014

1

## The 5-Step Cycle of Evaluation



Collaboration and Continuous Learning are the focus

10/10/2014

## Timeline

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

10/10/2014

3

## Standards

The standards for Superintendents, Principals and other educators are aligned

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

10/10/2014

4



## Components of Supt. Evaluation

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

One Professional Practice Goal  
One Student Learning Goal  
District Goals

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

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

10/10/2014

5

**Acton-Boxborough Regional School District****SUPERINTENDENT EVALUATION PROCESS****April 28, 2016**

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 2015-16 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 2016.

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 (6/23/16):
  - School Committee votes summary evaluation and annual salary, effective July 1.
- At July School Committee workshop (date tbd):
  - School Committee discusses Committee and system-wide goals for the coming school year.
- At first October School Committee meeting (date tbd):
  - Superintendent presents the goals for the current school year to Committee for acceptance.
- At first January School Committee meeting (date tbd):
  - Superintendent presents a progress report and goals update as part of a Midcycle Review.

- Evaluation summary is finalized by the outgoing Committee chairperson based upon comments received. Evaluation circulated in packet for June 25<sup>th</sup> meeting.
7. June 23, 2016 School Committee meeting
- Superintendent's summary evaluation is presented and voted.
  - Superintendent's salary is voted (n/a for FY'17 per contract).

*Office of the Superintendent*  
**Acton-Boxborough Regional School District**  
16 Charter Road  
Acton, MA 01720  
[www.abschools.org](http://www.abschools.org)

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand, Ed.D.**  
**Date: February 5, 2016**  
**Re: Superintendent Mid-Year Review**

As we approach the mid-point of the year I welcome the opportunity to provide an update to the Committee as well as the communities of Acton and Boxborough regarding progress on my 2015-16 goals to date.

As you will recall, I presented these goals to you back in September and sought your formal approval by-way of your vote. The development of these goals is consistent with the required evaluation system for school superintendents in the state of Massachusetts under the Department of Elementary and Secondary Education (DESE's) model evaluation system for educator evaluation.

Below you will find a brief update regarding work on these goals and where related activity is at as of this point in the year.

The information that follows is intended to serve as a "progress report" of my work-to-date in these areas. I will provide a more thorough report on the status of these goals later in the school year. Collectively, the assessment of my progress on these goals serves as one piece of data in support of your overall evaluation of my performance as the Superintendent of Schools for the Acton-Boxborough Regional School District.

I look forward to the opportunity of discussing these goals with you at your regularly scheduled meeting on February 11.

**Superintendent's Performance Goal Report – Mid Cycle Review  
 Glenn A. Brand, Ed.D.  
 February, 2016**

**PROFESSIONAL PRACTICE GOAL #1:**

*MASS/DESE New Superintendent Induction Program (NSIP) - during the 2015-16 school year I will participate in year two of the three year NSIP program.*

<i>Original Strategies Outlined</i>	<i>Status</i>
Attend all content days over the course of the school year and complete all assignments.	<ul style="list-style-type: none"> <li>• Attended full day workshop sessions on September 17 &amp; November 19.</li> </ul>
Complete as many 'coaching' days/sessions as possible with Dr. Kingston.	<ul style="list-style-type: none"> <li>• Dr. Kingston visits the district in a "coaching capacity" where he observes meetings, visits classrooms with me and meets one-on-one</li> <li>• Visits are usually two-hour blocks of time</li> <li>• Dates of his visits to the district have included 09/22; 10/21; 11/17; 12/21; 01/12; 01/29</li> </ul>

***Reflections & Comments:***

This first goal centers entirely around my participation in the second year of the New Superintendent Induction Program. This program, jointly supported by the Massachusetts Association of School Superintendents (MASS) as well as the Department of Elementary and Secondary Education (DESE) has been designed to specifically support those new to the school superintendent role.

Although the program this year includes fewer face-to-face meetings as well as a reduced number of "coaching" days in-district, it remains a valuable program in its provision of useful leadership related tools and the opportunity to cultivate a strong network of colleagues in the superintendency role.

**PROFESSIONAL PRACTICE GOAL #2:**

*Meeting Management & Productivity* – during the course of the upcoming school year, I will work towards improving my direct efforts in maximizing productivity of leadership team meetings through focusing on meeting planning, execution and follow-up strategies.

<i>Original Strategies Outlined</i>	<i>Status</i>
Explore various management and leadership readings to learn about strategies associated with highly effective meeting management.	<ul style="list-style-type: none"> <li>• Reading current book “Meeting Wise: Making the Most of Collaborative Time for Educators”</li> </ul>
Introduce and explore the use of various strategies within meetings.	<ul style="list-style-type: none"> <li>• Begin to experiment with a variety of feedback mechanisms, protocols</li> </ul>
Create an online portal that allows for the collection of relevant meeting agendas, minutes and action plans.	<ul style="list-style-type: none"> <li>• Google site has been created for internal use by members of the School Leadership Team (SLT) to track documents, maintain minutes and agendas etc.</li> </ul>
Gather feedback at both the midway and end of the year to help inform the overall degree of success.	<ul style="list-style-type: none"> <li>• Survey to go out to SLT members week of February 8</li> </ul>

***Reflections & Comments:***

My work in this area is ongoing as I continue to try and balance meeting time with supporting all of the necessary work that administratively we need to attend to. The SLT team (Cabinet and Principals), consisting of 17 people in total, meets regularly for two (2) meetings a month scheduled for two (2) hours. With the considerable work ongoing at the district and building level, there is a constant need to carefully balance the time and attention that can be appropriately given to certain agenda items.

I will continue to explore various ways to gather feedback around what works best to maximize our time together, opportunities for feedback and the chance to be reflective over those most timely and important items that need to be dealt with in our meetings.

**STUDENT LEARNING GOAL:**

*Student Support Services* – in conjunction with the Interim Director of Pupil Services, Director of Special Education and Assistant Superintendent for Teaching and Learning, I will coordinate a review of our district’s student support services practices across each of our schools related to the services students PreK-12 receive in both our regular and special educational settings. Using the framework of the *Massachusetts Tiered System of Supports* (MTSS) this review will more closely examine the following:

- The current approaches taken to the modification of the curriculum within the regular education setting including a focus on the use of the district and school curriculum accommodation plan (s);
- A review of the strengths, weaknesses and overall satisfaction with our teacher-assistance teams (TATs);
- The district’s current capacity for supporting inclusionary practices of students with specialized needs within the regular educational setting.

<i>Original Strategies Outlined</i>	<i>Status</i>
Develop an ad hoc committee to:  Develop a methodology for assessing the current supports and interventions in the district in our schools.	See Notes Below
Study and review the current state of curriculum accommodation planning and identify recommendations for improvements.	See Notes Below
Gather and examine current data with our TATs including a focus on their strengths, weaknesses and overall satisfaction.	See Notes below
Develop an effective way in which to understand the state of inclusionary practices throughout the district and what is needed in order to further support the inclusion of students with specialized needs in the regular educational setting.	See Notes below

### *Reflections & Comments:*

Based upon further discussion and consideration with Dr. Marilyn Bisbicos (Interim Director of Student Services) and Ms. Mary Emmons (Director of Special Education), the decision was made to take the specific approach of creating two (2) separate working groups.

#### *Group I: Inclusionary Practices and Interventions*

This group is being lead by Ms. Emmons and includes 16 educators and administrators from throughout the district. The level of interest in coming together to begin to focus on this area was truly wonderful and would seem to serve as a testament to the commitment that so many in the district have in terms of this work.

The overarching foundation that serves as central to the purpose of this group's work is to examine ways to address the needs of our increasing high needs population through the identification of strategies and practices in providing support for all students within the classroom setting.

This group recently had its first meeting on January 27 where materials were handed out about RTI and MA Tiered System of Support (MTSS). The group is also creating a list of questions to ask some of our like towns. Three more meetings are scheduled and the group will look to further investigate inclusionary practices.

#### *Group II: Child Study Working Group*

The second working group, led by Dr. Bisbicos, will be targeted around examining our district's child study teams in all schools. Their first meeting is scheduled for February 8 and includes a cross section of staff representing school administrators, teachers and psychologists.



**DISTRICT IMPROVEMENT GOAL #1**

*District Strategic Plan* - by the end of the current school year I will oversee the development of a new strategic plan for the district that clearly sets out our priorities for the next three years.

<i>Original Strategies Outlined</i>	<i>Status</i>
Continue to work with the District Leadership Team (DLT) on identifying emergent priorities from the Superintendent's Entry Plan Report.	<ul style="list-style-type: none"> <li>• DLT meetings dedicated in support of this work thus far include December 9 and February 10.</li> <li>• Future DLT meetings to advance this work include March 16, May 4, June 15 and August 10 &amp; 11</li> </ul>
Develop a plan to engage first the faculty and staff and then the broader community in the vetting process of identifying priorities.	<ul style="list-style-type: none"> <li>• Established a strategic planning group to help facilitate the process</li> <li>• Meetings have been held on December 1 &amp; 16; January 12 &amp; 20; February 2</li> <li>• Volunteers members include Sinikka Gary (ABRHS), Lynne Laramie (District), Deb Bookis (District) and Chris Whitbeck (Douglas Elementary School)</li> </ul>
Hold a variety of community forums that allow for input into the priorities and emerging strategic objectives.	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
Construct the district's new strategic plan that includes expectations around district & school alignment, strategic initiatives and forms of measurement and evaluation	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

***Reflections & Comments:***

Previous experience in different school districts, alongside an understanding of the process taken last time in this district, has led me to believe that the best opportunity to develop a robust strategic plan is when those most directly

involved with implementing the plan have the opportunity for input and engagement.

To this end, I have decided to structure a strategic planning process that begins with the members of the District Leadership Team (or DLT). The DLT, consisting of all building and district staff who serve in a leadership role and who have direct links to every staff member of the district, have begun the process of developing the central tenants of our future plan. Work to date includes time spend developing our core beliefs, mission and vision as a school system.

In the coming weeks DLT members, who hold central ties to each and every staff member in the district, will begin to bring to staff these draft statements for feedback, input and suggestions. Following this process, members of the School Committee and our Acton and Boxborough community will also be engaged as well to gather feedback.

**DISTRICT IMPROVEMENT GOAL #2**

*Focus on Future School Needs* – Establish a transparent process that helps identify and create a broader understanding of the short and long-term capital and building-related needs both within the district and at the municipal/town level.

<i>Original Strategies Outlined</i>	<i>Status</i>
Form an inter-town and school district committee that will become the Future School Needs Committee.	<ul style="list-style-type: none"> <li>• School Capital &amp; Space Planning Committee formed in early January</li> <li>• Includes representation from the School Committee, towns and administration</li> <li>• First meeting planned for February 25</li> </ul>
Arrange for a number of presentations from the firm completing the district's Existing Conditions Study at both School Committee and other community-based meetings.	<ul style="list-style-type: none"> <li>• School Facilities Assessment Progress Presentation made on November 19, 2015</li> <li>• Final Presentation Phase I made on February 4, 2016</li> </ul>
Establish a specific section on the district's website that provides for the collection of information related to this area.	<ul style="list-style-type: none"> <li>• Section of website operational and found at <a href="http://www.abschools.org/district/school-capital-and-space-planning">http://www.abschools.org/district/school-capital-and-space-planning</a></li> </ul>

***Reflections & Comments:***

This particular goal has ended up requiring far more additional time and attention than originally planned. This is in direct relationship to the fact that we are now progressing directly from Phase I into Phase II and beginning this work now as opposed to waiting until July, 2016 as originally anticipated. It is the most appropriate place to be for the district given the wide array of capital and building related needs that we have. However, gearing up for the second phase, including assembling groups, meeting with the consultants and administrative team etc. has all taken considerable time that was not anticipated back in September when these overall goals were originally planned. As a result, on balance, this goal is receiving the most amount of attention right now given the accelerated timeline that the district is on.

**End-of-Cycle Summative Evaluation Report**  
**Glenn Brand, Ed.D.**  
**Superintendent**  
**Acton-Boxborough Regional School District**  
**June 25, 2015**

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Glenn Brand

**Evaluator:** Summary representing consensus of the full Acton-Boxborough Regional School Committee

*Kristina Rychlik*

Chair, ABRSC

June 25, 2015

**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
<b>I-A. Curriculum:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> <b>(Circle one.)</b>	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.
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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):**

*Dr. Brand is a professional, respected leader who listens to the concerns of his administration and staff. "Thoughtfulness" was echoed throughout the staff surveys and school committee comments. This has been a year of listening and learning for Dr. Brand and he has spent countless hours soliciting input and feedback about the District as a part of his Entry Plan.*

*A significant driver in this area has been Dr. Brand's practice of data-informed decision-making. Dr. Brand is very intentional in his methodology, making sure to grasp multiple perspectives with each issue faced. Staff has felt seen and heard this past year, and Dr. Brand is perceived as an advocate who is both inquisitive and listening. Positive results from the staff survey indicate an appreciation and admiration for his intelligence, humor and thoughtfulness in decision-making.*

*Dr. Brand received high ratings in this category on the administrator survey with the vast majority of respondents selecting "agree" or "strongly agree" to the statement: "Is an effective instructional leader", and staff surveys overwhelmingly show a strong appreciation for Dr. Brand's presence in the schools. While some expressed a desire to see more of him in the schools and classrooms, it is clear that a notable effort has been made in this regard, and this is clearly a first and important step in providing effective instructional leadership being new to our district. In addition, sharing each school's School Improvement Plans with the school committee/public demonstrates an important new initiative showing Dr. Brand's commitment to this area of Instructional Leadership.*

**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: \_\_\_\_\_

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.



## 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
<b>II-A. Environment:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> 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 checked="" type="checkbox"/>

<b>Overall Rating for Standard II:</b>	<div style="display: flex; justify-content: space-around; width: 100%;"> <span>Unsatisfactory</span> <span>Needs Improvement</span> <span style="border: 1px solid black; padding: 2px;">Proficient</span> <span>Exemplary</span> </div>
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**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

*Dr. Brand faced significant challenges this year with the need to hire a new Athletic Director and Director of Pupil Services. He effectively met both challenges, by making one hire (Athletic Director) and, appropriately, postponing for one year, the second hire (Director of Pupil Services) to ensure the district's best chances to have a large pool of qualified candidates. Dr. Brand demonstrated his ability to carefully consider all issues and make difficult decisions in the district's best interests when he chose to suspend the Pupil Services search while at the same time working through required restructuring of that department given the difficult timing (after the approval of our budget). While there was some concern expressed regarding the process for the Pupil Services search, in the end the stakeholders are supportive of decisions made and the outcome that stands. In addition, Dr. Brand's thoughtful approach to making our Interim Finance Director a permanent employee demonstrates his commitment to what is best for our district given the complexity of working within a large regional setting.*

*Dr. Brand has demonstrated a commitment to doing the right thing at the right time in the right way; he has a strong moral compass and a high regard for both state law and school committee policy. In undertaking numerous complex legal and policy issues this year, he has inspired the confidence of school committee members and staff alike. Staff survey results frequently mentioned Dr. Brand as an ethical leader of high integrity, and reference his consistent professionalism and strong ethics as key factors in his effective leadership. His wide range of experience in other high-performing districts has proven valuable time and time again.*

*The overall budget process and budget presentations were improved greatly this year. The budget was more transparent, had more thorough supporting analysis and was communicated via more effective presentations. Needs and priorities were identified and justified by data, particularly in the Pupil Services area. The focus in this budget cycle on the capital needs assessment is additional evidence of Dr. Brand's understanding of the importance of data, planning and fiscal responsibility in approaching the District's physical plant. The fact that the capital plan is split over two years is evidence of his willingness to compromise when the budget was challenged yet allows for maintaining focus on the District's priorities.*

**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

<b>Standard III: Family and Community Engagement</b> <i>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.</i>  <i>Check one box for each indicator and circle the overall standard rating.</i>		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.		<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.		<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>Overall Rating for Standard III</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

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

*Dr. Brand's entry plan is central to this rating on family and community engagement. His plan was thoughtfully developed and implemented and is great evidence of his ability to listen, and to synthesize the feedback he received in a thoughtful way. He clearly understands the needs and concerns of the community as evidenced by the report of his entry plan to the school committee in February, 2015.*

*One of Dr. Brand's great strengths is his communication skills. This is a theme carried through in many of the comments from the surveys done to solicit feedback. In addition, Dr. Brand has made a terrific effort in increasing the quality and quantity of communications with families and the broader community. In his first year with the district, he has led a significant web site redesign, established a district Twitter feed and amassed a significant number of followers, begun a district newsletter, filmed his first vodcast and held numerous community forums not only for the purposes of his entry plan but also for outreach of budget issues. In addition, timely email communications to families have been appropriate and appreciated. Communications to the school committee have been greatly increased, and have proven to be a useful way for the school committee to be kept apprised of important issues outside of normal meeting times.*

*Some comments in his staff survey results evidence the need to continue these efforts, in particular continuing visits to the various schools and classrooms to continue to improve his visibility and accessibility in the District.*

**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
<b>IV-A. Commitment to High Standards:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> 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"/>	<b>X</b>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> 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"/>	<b>X</b>	<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.
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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*):**

*Commitment to High Standards - This year Dr. Brand has demonstrated a genuine commitment to high standards. His work on the budget showed a commitment to transparency, detail and thoroughness that benefitted the district in having a successful budget cycle in both of our towns. Our school committee meetings have been improved upon as the focus has increased in such areas as curriculum and instruction, school improvement plans and the addition of different student groups in our SC meetings to highlight the excellent work going on in the schools.*

*Cultural Proficiency - This year's budget reflects Dr. Brand's commitment to cultural proficiency, as the school committee was provided on Budget Saturday with an in-depth review of current English Language Learner programs and practices, how that varied from what we should be doing, and a detailed plan for improvement. The current situation has been years in the making, yet many on the school committee were unfamiliar with our district's inadequate funding and service levels provided in this area.*

*Communication - In his first year in the district, Dr. Brand has demonstrated very strong communications skills across a wide variety of platforms and with a variety of audiences, to the great appreciation of the staff, school committee and other constituents. He communicates with the school committee regularly and the public in a timely, transparent and professional manner. He has also proven to being open to suggestions for improvement in this area when appropriate. Dr. Brand's calm, sensitive demeanor in public, as well as his guidance for staff-led presentations, conveys a commitment to high standards and high expectations of achievement for all.*

*While Dr. Brand's strong communication skills are most appreciated, a few issues of note have been observed. Numerous staff mentioned that Dr. Brand's meetings tend to run over their allotted time, and that his messaging (verbal and written) could be improved upon in some circumstances by being more concise. Some reviews from staff indicate that decisions can take a long time to make and implement and some report that those affected by decisions are not always informed first. There is additionally some evidence at the school committee level that some decisions are put off as more information is needed or consensus is not reached. However, these issues seem to stem from Dr. Brand's desire to fully understand the issues, the history and the staff involved in order to make the best possible decisions in his new role, and should improve over time with a bit of attention.*

*Shared Vision - The time and care that Dr. Brand is taking with his Entry Plan Report and follow up work is proving key to what should be a great success in creating a shared vision for our district. It is clear now that this vision will be based on the observations, opinions and perspectives of a broad base of constituents and should serve us well as the basis for an updated strategic plan.*

*Managing Conflict – Dr. Brand is a methodical thinker. He tackles conflict head on and has handled many disagreements within the district with an open mind and a calm demeanor. Many observed that he has taken the time to listen, investigate the facts and try to reach consensus. Occasional feedback mentions he has been too methodical and slow in his response. As much as we do not want decisions inappropriately rushed, some conflicts may be better handled in a more timely manner. Again, with time and attention we expect this to improve.*

**Examples of evidence superintendent might provide:**

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

# 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
<b>Professional Practice</b>						
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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
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 checked="" 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"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Glenn Brand

**Evaluator:** Summary representing consensus  
of the full Acton-Boxborough  
Regional School Committee

*Kristina Rychlik*  
Chair, ABRSC

June 25, 2015

**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 checked="" 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 checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" 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"/>	<b>X</b>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<b>X</b>	<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     
 **X** **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:**

*It is clear that Dr. Brand has had a very successful first year as the leader of the Acton-Boxborough Regional School District. There is a sense in the community that the year has been productive but also a time for examination and evaluation. Steering the district in the coming years is a task for which Dr. Brand has proven to be well-suited.*

*Results of the staff surveys indicate Dr. Brand has the support and confidence of a strong majority, which will help him implement future initiatives. The combination of wisdom, passion and engagement demonstrated by Dr. Brand has clearly touched most of the people with whom he interacts. He is valued and appreciated by many.*

*Dr. Brand's excellent verbal and written communication skills, coupled with his genuine thoughtfulness and sensitivity, are a wonderful asset to the students and communities we serve. With his continual focus on transparency, and passion for public education, there is a sense that A-B has found a most effective leader. So much of our district's success depends on good management, however Dr. Brand delivers much more to A-B.*

*During a year in which the district faced numerous unexpected challenges, Dr. Brand was diligent in his pursuit of the goals set for him, sincere in his desire to make positive change towards those goals and professional in the manner in which he operated in achieving them. While some of these goals have not been "completed" per se, it is clear that a great deal of progress has been made, and that some of these goals should remain ongoing areas of attention.*

*We feel we cannot underestimate the success of this year's budget process under Dr. Brand's leadership. We ended up with a sound budget supported by both towns that addressed the instructional needs of the district in a targeted, thoughtful way. Going forward, his challenge will be to build on this year's plan strategically, understanding our budget constraints and the continuous need to innovate and improve the way we deliver instruction.*

*At the close of Dr. Brand's first year as Superintendent of the ABRSD, it is evident that we as a community are fortunate to have him serving our district. Dr. Brand's respect for, dedication to, and enthusiasm for his work is evident in all he does. His professional demeanor has proven beneficial across the board, and his willingness to tackle difficult issues is commendable.*

*On behalf of the entire committee, it has been a true pleasure to work with Dr. Brand this year. We all look forward to another productive year and Dr. Brand's continued success at A-B.*



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

April 5, 2016

Dear Parents and Guardians,

We are writing to collectively share information about our district's continued attention to the healthy self-development of our students.

Many of you are aware of the work being pursued in individual schools to support not only the academic growth of our students but also the social and emotional learning of our students, including their mental health and wellness. As both district and school level leaders, we share the concerns that many have expressed about the increasingly competitive, pressured, and hyper-focused environment in which we seem to find ourselves. The emphasis on encouraging a student to do one's best has often been overtaken by messages about needing to actually *be* the best. As a result, there exists an intensity of expectations--on behalf of many parents/guardians and educators alike--that have emerged because of perceived risks if our kids do not pursue an increasingly narrow definition of success.

There is, however, growing evidence that our efforts, though well-intentioned, aren't actually what is always best for kids. Pursuit of this narrow definition of success does not leave enough time and space to attend to the many other things we know a child needs to develop a sense of purpose and well-being in the course of his or her life. The concerns that many parents have about how best to navigate a competitive environment at times run counter to the reality that a healthy developmental course requires a broader, more nuanced definition of success.

Our school district is at a point where we feel the need to pursue a more deliberate and sustained approach to addressing this challenge. As leaders who are responsible for the healthy development of all students in our care, PK-12, we see the impact of a highly competitive environment, coupled with a narrow definition of success, in our schools on a daily basis. We seek to think deeply and deliberately about the type of educational experience we want to provide all of our students. To that end, we would like to provide opportunities to increase the dialogue, decision-making, and common language around this subject in a focused way. To build upon the ongoing work of our schools, our Student Support Services department, and partner organizations such as the PTSOs, we have decided to pursue a partnership with *Challenge Success* to help us with this work.

As part of a nationwide research and intervention program based out of Stanford University, **Challenge Success** ([www.challengesuccess.org](http://www.challengesuccess.org)) is an organization that aims to reduce unhealthy pressures on youth and to champion a shift in how success is defined and measured in our schools and communities. They provide consultation, resources, and trainings to schools and communities who wish to pursue strategies for "creating environments that are necessary for children to mature into resilient, caring, and purposeful individuals." We are pleased to share that A-B has the opportunity to partner with *Challenge Success* in a number of ways, beginning with a student survey this Spring and continuing with other efforts in the Fall.

In late April, all students in grades 6 thru 12 will be asked to take the **Stanford Adolescent Experience survey**, which was designed by Dr. Denise Pope, one of the founders of *Challenge Success* and a professor at Stanford.

*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.*

Families will receive additional information about participation in the survey in about a week. The survey includes questions about many of the issues we've been exploring at Acton-Boxborough such as stress, homework, sleep, parental expectations, academic goals and integrity, and extracurricular commitments. We anticipate that individual schools will find value in the student survey results, and will use them to carry on school-specific efforts and conversations. Additionally, we are also excited about what this survey can contribute to our district-wide efforts. The results will be shared with parents and families in the Fall, and will hopefully serve as a springboard to community-based conversations that bring together educators, parents and guardians, and other community members invested in the well-being of our students.

Please know that we have no illusions that a short-term approach to these issues will yield outcomes that endure. Our attention to our students' healthy development in an increasingly competitive, complex society will require a sustained commitment beyond the next few years, and will be embedded throughout our district's next strategic plan. To be sure, these challenges are influenced by larger societal factors and practices that exist across our country and are not isolated to our district. Nevertheless, we believe that it is within our power as a thoughtful community to not only wrestle with these hard and complicated challenges but to also emerge from this work with ideas that will have tangible benefits for our students. Furthermore, we are encouraged by similar efforts of other school communities both in the area and other parts of the country, and we hope to benefit from their work as well.

We plan to provide ongoing communication, opportunities for the community to be involved with the *Challenge Success* work and to provide feedback, as well as community partnerships that will allow us to more fully and confidently address these challenges.

We hope that you share our enthusiasm for what comes next.

Regards,

Dr. Glenn Brand  
Superintendent of Schools

Marie Altieri  
Deputy Superintendent of Schools

Deborah Bookis  
Asst. Superintendent for Teaching and Learning

Dr. Dawn Bentley  
Asst. Superintendent for Student Services (7/1/16)

Dr. JoAnn Campbell  
Principal, Acton-Boxborough Regional High School

David Krane  
Principal, McCarthy-Towne School

Ed Kaufman  
Principal, Merriam School

Dana Labb  
Principal, Blanchard School

Lynne Newman  
Principal, Gates School

Andrew Shen  
Principal, R.J. Grey Junior High School

Damian Sugrue  
Principal, Conant School

Dr. Chris Whitbeck  
Principal, Douglas School

*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.*

1401

To: Glenn Brand  
From: Larry Dorey  
Re: Discipline Report for March, 2016  
Date: April 1, 2016

There were 28 discipline referrals to the administration during the month of March, 2016. This total is down from 31 last year. 7 students were suspended this month, while 1 student was suspended during March, 2015.

Suspensions for the Month of March, 2016

<b>Referral</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Abusive Language	1				
Abusive/Obscene Language	1		1		
Drug Use		1			
Disruptive Behavior	1		1		
Fighting	2	1			1
Harrassment					1
Insubordination					2
Leaving School Grounds					3
Marijuana Use	1				
Sexual Harassment				1	
Stealing		2			
Truancy Issues		2			
Weapons					
Total	6	6	2	1	7

A list of all infractions for the month of March, 2016 appears on the backside of this page.

c: JoAnn Campbell

Other Infractions for the Month of March, 2016

<b>Infraction</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Abusive/Obscene Language	1		1		
Academic Intg.	3				
Bus Discipline Issue	1		1	1	
CH Drugs	4				
CH Smoking		1			
Computer use Violation		1			
Disrespectful	1	3		3	
Disruptive/Uncoop Behav.	2		7	3	1
Drug Use		1			
Fighting	2	1			1
Forgery/Cheating	1	1		4	
Harassment					1
Insubordination					2
Leaving School Grounds	4		3	3	10
Marijuana Use	1				
Other	1	3	1		
Out of school issue	1	1			
Physical Aggression	1				
Parking Violations		1			
Sexual Harassment				1	
Stealing		2			
Tardy	1	4	1		3
Teasing				2	
Truancy	11	5	1	11	10
Vandalism				3	
<b>Total</b>	<b>35</b>	<b>24</b>	<b>15</b>	<b>31</b>	<b>28</b>



Actual Acton-Boxborough Grade K-6  
April 1, 2016

Grade	Blanchard			Conant			Douglas				Gates				McCarthy-Town				Merriam				Incoming	Total	#Sec.	Avg. Size			
	33 ADK	14 AM	Total	23 ADK	13 AM	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total											
<b>K</b>	22	24	46	18	17	35	18	18	18	54	18	17	18	53	18	19	19	56	18	18	19	55	0	299	16	18.7			
Rm	216	218	1	2	1	1	2	1	44	0	4	2A	2P	2	111	110	112	1	132	131A	131P	0	5						
<b>Gr. 1</b>	23	24	47	21	22	43	23	22	23	68	21	22	22	65	23	23	22	68	21	22	22	65	0	356	16	22.3			
Rm	213	211	8	5	4	1	5	4	3	2	3	5	6	1	310	312	311	3	231	133	334	2	17						
<b>Gr. 2</b>	23	22	45	24	23	24	71	24	23	23	70	23	25	48	24	23	22	69	24	24	24	72	0	375	16	23.4			
Rm	227	219	4	6	8	7	1	7	6	8	0	8	10	0	301	302	303	2	234	224	323	0	7						
<b>Gr. 3</b>	21	22	20	63	25	24	23	72	24	25	25	74	23	24	47	24	25	25	74	25	25	24	74	0	404	17	23.8		
25	229	226	231	6	9	10	20	1	9	10	11	0	7	9	2	313	314	315	3	230	330	331	1	13					
<b>Gr. 4</b>	24	22	24	70	23	22	23	68	23	23	23	69	23	23	23	66	21	22	23	66	23	21	21	65	0	407	18	22.6	
Rm	245	243	247	7	17	19	18	1	12	14	13	1	18	19	20	0	213	214	215	2	223	322	233	0	11				
<b>Gr. 5</b>	22	21	22	65	23	24	23	70	25	24	24	73	24	24	23	71	24	25	25	74	23	24	24	23	94	0	447	19	23.5
Rm	118	130	128	8	16	15	14	2	21	20	19	1	11	15	17	1	210	211	212	2	232	333	135	235	0	14			
<b>Gr. 6</b>	20	24	21	65	25	25	25	75	25	25	25	75	24	25	25	74	22	24	26	72	24	23	23	23	93	0	454	19	23.9
Rm	110	112	108	9	13	12	11	2	16	17	15	0	12	13	14	1	113	114	115	0	321	332	335	324	5	17			
			43			9			4				7						13				8	84					
<b>Total</b>	18	Sc Averag	22.3	401	19	Sc Averag	24.1	434	21	Sc Averag	26.8	483	19	Sc Averag	23.7	427	21	Sc Averag	26.6	479	23	Sc Averag	28.8	518	0	2742	121	22.66	
Range	20	24		17	25		18	25		17	25		18	26		18	25		17	26									

43 Acton residents attend Boxborough

41 Boxborough residents attend school in Acton

Apr count 4/6/2016

**EARLY CHILDHOOD STUDENT POPULATION  
MONTHLY REPORTING & PROJECTIONS**

Acton-Boxborough Regional Schools

April 1, 2016

	March 1, 2016	Additions/ Subtractions March 1, 2016	Final Total As of March 1, 2016	April 1, 2016	Additions/ Subtractions April 1, 2016	Final Total As of April 1, 2016	<b>End of Year Projection**</b>
<i>SPED (In-District) 3-5 Year Olds - Acton</i>	34	+1	35	35	+2	37	48
<i>SPED (In-District) 3-5 Year Olds - Boxborough</i>	11	0	11	11	0	11	15
<b>SPED Students In Class TOTAL</b>	<b>45</b>	<b>+1</b>	<b>46</b>	<b>46</b>	<b>+2</b>	<b>48</b>	<b>63</b>
Itinerant - Acton	16	+2	18	18	0	18	22
Itinerant - Boxborough	2	0	2	2	0	2	5
OOD - Acton Preschool	2	0	2	2	0	2	2
<b>SPED TOTAL</b>	<b>65</b>	<b>+3</b>	<b>68</b>	<b>68</b>	<b>+2</b>	<b>70</b>	<b>88-92</b>
<i>*TYPICAL - Acton 3-4 Year Olds (In-District)</i>	50	0	50	50	0	50	49
<i>*TYPICAL - Boxborough 3-4 Year Olds (In-District)</i>	22	0	22	22	+1	23	24
<b>TOTAL</b>	<b>137</b>	<b>+3</b>	<b>140</b>	<b>140</b>	<b>+3</b>	<b>143</b>	<b>161**</b>

The school district must ensure that programs are available for eligible students 3 and 4 years of age. The programs must developmentally appropriate and located in a setting that includes student with and without disabilities (State Requirement 603 CMR 28.06 (7) and Federal Requirement 34 CFR 300.101 (b); 300.124(b); 300.323(b))

\*\*Projections may be impacted by move-ins and/or Department of Public Health referrals



**MONTHLY REPORTING OF  
ELL STUDENT POPULATION BY SCHOOL**  
Acton-Boxborough Regional School District  
April 1, 2016

Category	Total as of 3/1/2016	Additions	Subtractions	Total as of 4/1/2016
ABRHS	16	0	0	16
Blanchard	13	0	0	13
Conant	50	0	0	50
Douglas	34	0	0	34
Gates	43	+2	0	45
McCarthy-Towne	39	0	0	39
Merriam	27	0	0	27
RJG JHS	9	+1	0	10
<b>TOTAL</b>	<b>231</b>	<b>+3</b>	<b>0</b>	<b>234</b>



Beth Petr &lt;bpetr@abschools.org&gt;

## Fwd: Acton-Boxborough Regional Schools ABConnector Newsletter ~ Spring Edition

1 message

Karen Coll &lt;kcoll@abschools.org&gt;

Wed, Apr 6, 2016 at 8:17 AM

To: All Staff &lt;allstaff@abschools.org&gt;, AB School Committee &lt;abrsc@abschools.org&gt;

To all -

Here is the latest edition of the ABConnector Newsletter. You can also link to it from our website.



# Acton-Boxborough Regional School District

ABConnector Newsletter

April 2016 Edition

Dear Families,

April has come in with a chill as we say goodbye to one of the warmest winters on record. It is difficult to believe that spring vacation is just around the corner. I know many are thankful that we didn't have near the number of school cancellations as last year (as am I!).

Two particular areas have been central to the work underway at the district during the past few months: i) the 2016-17 school year budget, and ii) the ongoing work on our school capital and space study.

### *i) 2016-17 (FY17) Budget*

With the successful vote at Acton's Town Meeting last evening, the School Committee now moves on to the Boxborough Town Meeting in May and, hopefully, another vote of approval for our operating budget. I am thankful for the tremendous commitment provided to this process by leaders from both towns. As always, it is a large and complicated budget, but critical to support the services and programs that our students require. A brief summary of the FY17 budget information that was presented at the Acton Town Meeting can be found

[here](#).

## *ii) School Capital and Space Planning*

If you have been following the district's budget process during the last two years, you will know that one of our priorities, in conjunction with the School Committee and town leaders, has been the development of a plan for the capital needs of the district. The goal of this plan is to ensure that we continue to provide educational space that best supports the short- and long-term operation of our schools and classrooms.

Two additional ways to learn more about the district's school capital and space planning program are by visiting the [School Capital and Space Planning](#) page of the district website, and by watching the recently-recorded *Community Forum* conducted at Douglas School on March 29 by JD Head and myself; this can be viewed by clicking [here](#).

Yours in education,

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

\*\*\*\*\*

## **Last Day of School**

The last day of school is currently scheduled for Wednesday, June 22, 2016, which will be a half day for all students.

## **2016-17 School Calendar**

For those looking to plan ahead, you can link to the 2016-17 school calendar, which is posted on our website, [here](#).



## **DISTRICT-WIDE CAPITAL PLANNING**

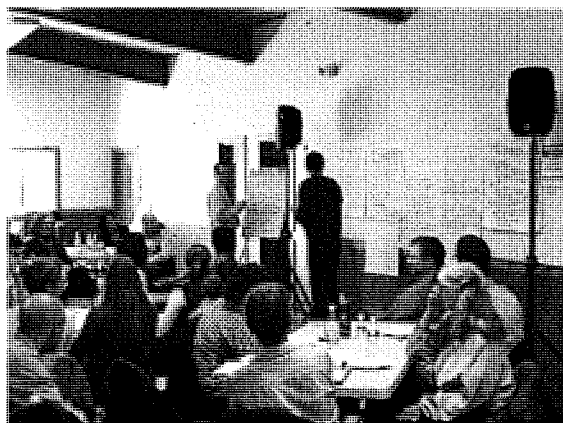
### *Overview of Work To Date*

**Phase I** of the district-wide capital planning study, a review of our existing facilities, was completed with a final presentation to the School Committee in February. We are now embarking on **Phase II** of the study: Educational Visioning and the Development of a Master Plan for district facilities and infrastructure.

The purpose of Phase II is to define the educational programming and future space needs for the district. The end goal will be a long term Master Plan for facilities and infrastructure. The process will include input from groups throughout the school and town communities.

Two major components of Phase II are the **Working Group** and the **Visioning Team**.

**The Working Group:** a 12-member group, with representatives from the district, the School Committee, and both towns, which is working with our consultants, providing input and feedback to guide the development of the Master Plan. This group also serves as a bridge between the consultants and the Visioning Team.



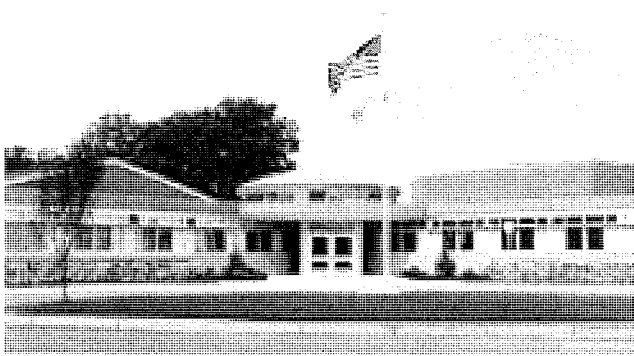
**The Visioning Team:** a large group, approximately 80 members, drawn from all eight schools, district administration, the School Committee, and residents of both towns. The team will meet three times; it is charged with creating a "vision" of the district's future, and the facilities and infrastructure that will be required to support that vision. The first meeting was held on March 18, 2016.

### ***Next Opportunity for Community Information***

The firm Dore & Whittier, the consultants hired to conduct this capital work and help lead us toward a District Master Plan, will provide a numbers of community information sessions during the coming months. The next opportunity for members of the Acton and Boxborough communities to come and learn more about the development of this work is scheduled for June 16, 2016.

Yours in education,  
Glenn A. Brand  
Superintendent of Schools

Twitter: @SuperABRSD

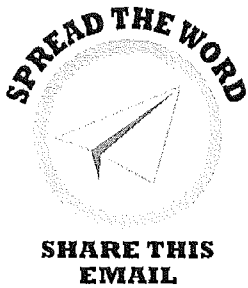


### Administrative Offices Located in RJ Grey Building

The Office of the Superintendent is located at 16 Charter Road in Acton within the RJ Grey Junior High School building.

VISIT OUR WEBSITE

Acton-Boxborough Regional School District  
(978) 264-4700 | <http://abschools.org>



Acton-Boxborough Regional School District, 16 Charter Rd., Acton, MA 01720

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*Office of the Superintendent  
Acton-Boxborough Regional School District  
Acton and Boxborough, MA*

3/24/16

*Statement Regarding the Appointment*

*of*

*Dawn G. Bentley, Ed.D.*

*to the Position of*

*Assistant Superintendent for Student Services*

*for the Acton-Boxborough Regional School District*

Superintendent of Schools Dr. Glenn Brand is pleased to announce the Acton-Boxborough Regional School Committee's appointment of Dr. Dawn G. Bentley as the Assistant Superintendent for Student Services for the Acton-Boxborough Regional Schools, effective July 1, 2016.

Dr. Bentley currently serves as the Executive Director of Special Education for the Livingston Educational Service Agency in Livingston County, Michigan. She has been in that role, providing leadership for special education programs and services for 3500 students with disabilities in compliance with State and Federal mandates, since 2010. Prior to that position, she served as a Supervisor of Special Education and a Special Education teacher in Michigan. In 2014, she was the recipient of the Michigan Association of Administrators of Special Education (MAASE)'s Murray Batten Humanitarian Award, a state-level honor given to leaders who emulate the qualities of honesty, integrity, trust and compassion.

Dr. Bentley holds a Doctorate of Education in Educational Leadership, as well as a Master of Arts in K-12 Educational Administration, from Michigan State University. Her Bachelor of Science in Secondary Education, Speech Communication, Theater and a minor in Special Education is from Butler University in Indianapolis, Indiana.

We look forward to welcoming Dr. Bentley to the Acton-Boxborough Regional School District.



**Acton-Boxborough Regional School District**  
**Superintendent's Office**  
16 Charter Road  
Acton, MA 01720  
978-264-4700 [www.abschools.org](http://www.abschools.org)

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

April 5, 2016

Senator James Eldridge  
State House, Room 413-A  
Boston, MA 02133

Dear Senator Eldridge:

I wanted to take a moment to thank you and your colleagues for the good work done crafting Senate Bill #2203. This legislation strives to address the concerns of all of the stakeholder groups by providing additional flexibilities to district leaders, greater input and participation to employees and more charter schools in districts at or near the cap limit.

M.A.S.S. urges swift action on Senate Bill #2203. Charter Schools are public schools funded by local and state tax dollars. As such, they should be held to the same standards and meet all of the same requirements as district schools. These include the practices of enrollment, retention, discipline, accountability, and reporting. This actually takes nothing away from Charters, but simply demands more accountability to a system that makes claims of increased success with no restrictions.

It is no secret that for nearly two decades, the financial, educational and political tensions surrounding charter schools have polarized the debate. For too long, we have struggled with the common challenge of how to educate our increasingly complex student population and how to assist these same students to find their pathway to success. Senate Bill #2203 recognizes that what began as an experiment in innovation and reform has taught us many things, perhaps the most important among them is the following: when districts and charters collaborate, everyone wins.

The time has come to move past acrimony and rhetoric and towards serving the needs of students in Massachusetts together. The time has come to pass Senate Bill #2203 - legislation that replicates successful practices and eliminates replication of efforts. The bill you will debate on Thursday would streamline a delivery system that helps recapture and retain and repurpose precious resources and most important, it puts the success of students first. This makes good sense. It allows for a more successful school for every child. This is our collective responsibility. I ask that you help make this a reality by voting in support of Senate Bill #2203.

Sincerely,

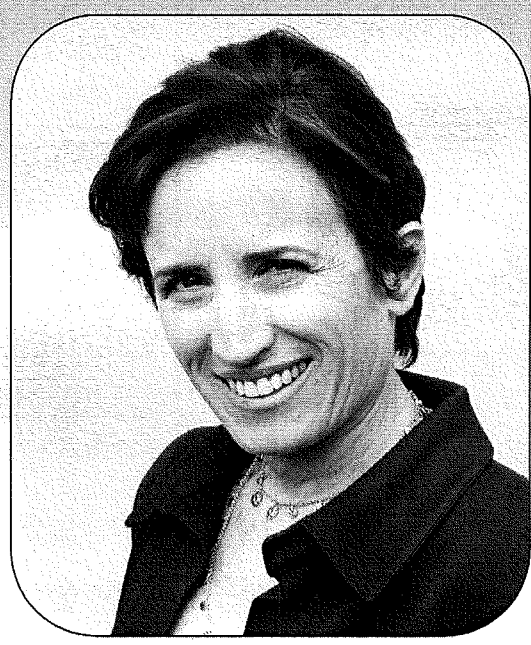
Glenn A. Brand, Ed.D.

*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.*

## 2015-16 FAMILY LEARNING SERIES

Acton-Boxborough Regional School District's  
CURRICULUM & ED TECH DEPARTMENTS and SCHOLASTIC EDUCATION  
Proudly present literacy expert and nationally recognized speaker,

# PAM ALLYN



### Please note:

THIS EVENING IS SPECIALLY DESIGNED FOR ADULTS ONLY SO WE CAN TALK ABOUT OUR HOPES, DREAMS AND CHALLENGES FOR OUR CHILDREN!

**DATE:** Thursday, May 19, 2016

**TIME:** 7:00 – 8:30 p.m.

**LOCATION:** R.J. GREY JUNIOR HIGH SCHOOL, 16 CHARTER ROAD ACTON, MA 01720

**TOPIC:** Why Summer Reading?

**Note:** This is the second in a two-part series with Pam Allyn. Please see the ABRSD website for a link to Pam's September presentation.

Pam Allyn is the Executive Director of LitLife and LitWorld, nationally and internationally recognized literacy development organizations that provide innovative, results-driven literacy strategy support for grades preK – 12. She is the Founding Director of Books for Boys, an award winning reading initiative. Pam is the author of three books, *Pam Allyn's Best Books for Boys*, *The Complete 4 for Literacy* and the 2010 National Parent Magazine Award Winner *What to Read When*. She is also the co-author of *The Complete Year in Reading and Writing series, K – 5*, *The Great Eight: Management Strategies for the Reading and Writing Classroom*, and her newly-released title, *Every Child a Super Reader: 7 Strengths to Open a World of Possible!*