



Acton-Boxborough Regional  
School Committee Meeting

June 23, 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

June 23, 2016  
7:00 p.m. Business Meeting

---

**AGENDA**

1. **Chairman's Introduction** (7:00)
2. **Statement of Warrant & Approval of Minutes**
  - 2.1. ABRSC Meeting of 6/9/16
3. **Public Participation**
4. **Recognition of Retiring ABRSD Staff – Glenn Brand**
5. **ABRHS Midyear Pilot Update – JoAnn Campbell** (7:15)
  - 5.1. Summary Memo
  - 5.2. Presentation Slides
6. **Recommendation to Accept 2015 – 2016 Gifts to the ABRHS – VOTE** – Glenn Brand (7:30)
7. **Self Regulated Strategy Development (SRSD) Presentation – Deborah Bookis, Lynne Laramie, Sharon Ryan, Christy Nealon, Betsy Johnston** (7:35)
  - 7.1. Presentation Slides
8. **Superintendent's Annual FY16 Summative Review and VOTE to accept – Kristina Rychlik** (8:00)
  - 8.1. Memo from the Chairwoman
  - 8.2. Summative Evaluation Report
  - 8.3. Summary of Additional Feedback
  - 8.4. FY17 Superintendent's Salary as outlined in contract dated 7/1/14
  - 8.5. Recommendation to Approve Addendum III to Superintendent Contract – VOTE
  - 8.6. Presentation Slides
9. **ABRSD FY16/17 Budget Updates– Clare Jeannotte** (8:15)
  - 9.1. FY16 End of Year Update
    - 9.1.1. Financial Status
    - 9.1.2. End of FY16 Budget Planning
  - 9.2. FY17 Budget Update (*oral*)
10. **Superintendent's Safety and Security Task Force Report – Glenn Brand** (8:25)
11. **Subcommittee Reports**
  - 11.1. Budget – Maria Neyland (*oral*) (8:35)
    - 11.1.1. Meeting on 6/22/16
  - 11.2. Policy Consent Agenda (7 policies) –Second Read - VOTE – Brigid Bieber (8:40)
    - 11.2.1. **School Committee Meetings and Notification**, File: BE - Brigid Bieber
    - 11.2.2. **Empowered Digital Use – Access to Digital Resources**, File: IJND – Amy Bisiewicz
      - 11.2.2.1. Empowered Digital Use- FY17 Student Contract, File: IJND-E (exhibit)
    - 11.2.3. **School and District Webpages**, File: IJNDC – Amy Bisiewicz
    - 11.2.4. **Student Activity Accounts**, File: JJF – Clare Jeannotte

- 11.2.5. **Regional School District Authorized Signatures**, File: DGA - *Clare Jeannotte*
- 11.2.6. **Regional School District Bonded Employees and Officers**, File: DH -*Clare Jeannotte*
- 11.2.7. **Regional School District Audits**, File: DIE -*Clare Jeannotte*

- 11.3. Policy – FIRST READINGS (Second Read/VOTE at meeting on 6/29/16) – *Brigid Bieber*
  - 11.3.1. **Prohibition of Harassment**, File: ACAB, JBA, GBA- First Read
  - 11.3.2. **Evaluation of the Superintendent**, File: CBI – First Read
  - 11.3.3. **Staff Conduct**, File: GBEB – First Read
  - 11.3.4. **Fingerprint-Based Criminal History Record Information Checks (CHRI)**, File: ADDB – First Read
  - 11.3.5. **Drug Free Workplace**, File: GBEC – First Read
  - 11.3.6. **Administration of Medication to Students**, File: JLCD – First Read
  - 11.3.7. **Alcohol, Tobacco and Drug Use by Students Prohibited**, File: JICH – First Read
  - 11.3.8. **Retirement of Facilities**, File: FCB – First Read
- 11.4. Comparative Communities Study – *Diane Baum (oral)*

**12. School Committee Member Reports (oral) (8:50)**

- 12.1. Acton Leadership Group (ALG) – *Amy Krishnamurthy, Paul Murphy?*
- 12.2. Boxborough Leadership Forum (BLF) – *Mary Brolin*
- 12.3. Health Insurance Trust (HIT)– *Mary Brolin*
- 12.4. Acton Finance Committee – *Kristina Rychlik, Deanne O’Sullivan*
- 12.5. Acton Board of Selectmen –
- 12.6. Boxborough Finance Committee- *Mary Brolin*
- 12.7. Boxborough Board of Selectmen – *Maria Neyland, Brigid Bieber*
- 12.8. Minuteman Technical High School (MMT) Update – *Diane Baum*
- 12.9. PTO/PTSO/PTF Co-Chairs– *Deanne O’Sullivan*

**13. ABRSC Summer Workshop Agenda for 6/29/16 – Mary Brolin (8:55)**

**14. Superintendent’s Report/Updates – Glenn Brand (9:00)**

- 14.1. ABRSD Capital Study Public Forum held on June 17: <http://actontv.org/>

**15. FOR YOUR INFORMATION**

- 15.1. FY17 Schools Open & Back to School/Open House Dates
- 15.2. FY17 Acton-Boxborough Regional School Committee Meeting Dates (*voted 6/9/16*)
- 15.3. FY 16 Revenue and Expense Reports as of 5/31/16

**16. Adjourn (9:05)**

**NEXT MEETINGS:**

Wednesday, June 29 - Annual Workshop at 6:30 p.m. in the Jr High Library (*packet posted Fri, June 24*)  
Monday, August 8 - ABRSC Meeting at 7:00 p.m. in the Jr High Library (*packet posted Tues, August 2*)  
Thursday, September 1 - ABRSC Meeting at 7:00 p.m. in the Jr High Library

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

Library  
R.J. Grey Junior High School

June 9, 2016  
7:00 p.m. Business Meeting  
9:30 p.m. Executive Session

---

*Members Present:* Diane Baum, Brigid Bieber, Mary Brolin, Amy Krishnamurthy, Maya Minkin (7:10 p.m.), Paul Murphy, Kathleen Neville, Maria Neyland (8:35 p.m.), Deanne O'Sullivan (8:20 p.m.), Kristina Rychlik, Eileen Zhang  
*Members Absent:* none  
*Others:* Marie Altieri, Bonnie Bisbicos, Deborah Bookis, Glenn Brand, Beth Petr

---

1. Chairperson Mary Brolin called the ABRSC to order at 7:00 p.m.
2. **Statement of Warrant & Approval of Minutes**
  - 2.1. The warrants were read by the Chair (see attachment) and circulated to the Committee for their review and signatures.
  - 2.2. Brigid Bieber moved, Kathleen Neville seconded and it was unanimously, **VOTED:** to accept the minutes of the ABRSC Meeting of 5/19/16 as written.
3. **Public Participation** - none
4. **ABRHS Handbook for 2016-2017, Review of Changes - Second Read - VOTE - Maurin O'Grady**  
Paul Murphy moved, Brigid Bieber seconded and it was unanimously, **VOTED:** to approve the ABRHS Handbook for 2016-2017 as proposed.
5. **Superintendent's Wellness Advisory Committee Report – Co-Chairs Diana McNicholas, Diane Spring**  
Diane Spring (Elementary Nursing Services Chairperson), Kirsty Kerin (Parent volunteer/Sleep Expert), Deb Rimpas (JH Health Teacher) and Kirsten Nelson (Director of Food Services) presented the annual report of the three subcommittees: Medical and Scientific Literature, Surrounding School Communities, and AB Community Stakeholders. The timing of teenage sleep is phase-delayed. The AB High School sleep data is similar to the national high school sleep data in the medical literature. Lack of sleep causes negative health, safety and performance issues. Delaying school start time does not result in later bedtimes in teens. ABRSD starts in the earliest 8% of public schools in MA. Many districts in the country are considering or are in the process of delaying school start times. Our faculty and parents overwhelmingly requested an 8:40 a.m. start time for all schools. The impact on afterschool activities was not considered in this activity but must be part of the discussion. The Advisory Committee concluded that adjusting the school start time to compensate for teen physiology would be beneficial to our students.

The Advisory Committee recommended that: 1. The District solidify the commitment to students' mental health and wellbeing as part of their district goals. 2. The District move forward with a timeline for actionable steps and recommendations to the School Committee from the Superintendent.

Questions:

When asked why the specific times were chosen for the survey questions, Kirsten Nelson explained that they assumed no changes in our structure, so that dictated these times. It was noted that different times might have shown different results.

Diane Baum asked if elementary school parents were asked if a late start at the High School would be an issue for them, due to some families' used of high school students for childcare. Kirsten said she would look into that and respond back to the members. The Committee did not provide all survey data, just a summary.

The School Committee thanked the Advisory Committee for an excellent and interesting presentation.

6. **Special Education Parent Advisory Committee (SpEdPAC) Presentation** – *Amanda Bailey, Bill Guthlein*  
Amanda Bailey recognized and thanked Nancy Sherburne for her many years of leadership of the Special Education Parent Advisory Council. Amanda and Bill Guthlein will continue to chair the group for next year.

Bill presented on the 2015 Parent/Guardian Survey Key Findings stating that overall parents are satisfied. Two questions that the group pays a lot of attention to involve communication. This includes if parents can “Speak freely without negative consequences...” Two schools and the Out of District and Preschool parents appear less satisfied than the other schools according to Bill. It was noted that the Out of District and Preschool parents have very different and unique issues that could make it difficult to accurately measure their satisfaction using the same survey questions as families with children receiving special education services in the mainstream classrooms. The Special Education PAC leadership feels that the Out of District families' concerns warrant attention. The full report will be issued at a later date. Regarding the preschool parents, Amanda said that the survey was done right after the hours were changed. The Early Intervention parents were used to receiving services in their own homes (due to the young age of their children) rooms and coming to the preschool was a big change for them that takes some getting used to.

Brigid Bieber asked if the Out of District families might be thinking about the schools where their kids were attending, as opposed to ABRSD, when they were answering the questions. Bill said that he had tried to make that clear. Brigid thanked Nancy Sherburne for being a tireless advocate for the kids. Mary Brolin noted that Amanda and Bill are the “model for data driven decisions”. They were thanked for all their efforts again this year as Co-Chairs.

7. **Recommendation to Approve Revision of Use of Facilities Procedures and Fees (File: KF-R) – Second Read – VOTE (due to fees) - *Erin Bettez***  
Mary Brolin recused herself from the discussion due to a conflict of interest. Vice-Chair Amy Krishnamurthy ran the meeting for this agenda item.

Brigid Bieber moved, Katie Neyland seconded and it was unanimously,

**VOTED:** to approve the revision of the Use of Facilities Procedures and Fees (File: KF-R) as proposed.

8. **Recommendation to Approve FY17 Administrators' Benefits Manual – VOTE – *Marie Altieri***

Brigid Bieber moved, Paul Murphy seconded and it was unanimously,

**VOTED:** to approve the FY17 Administrators' Benefits Manual as proposed.

9. **Recommendation to Approve FY17 Food and Related Products (TEC) Bid – VOTE – *Glenn Brand***

Katie Neville moved, Brigid Bieber seconded and it was unanimously,

**VOTED:** to approved the FY17 Food and Related Products (TEC) Bid as proposed.

10. **Recommendation to Accept Grant from Danny's Place Youth Services to ABRSD Community Education – VOTE – *Glenn Brand***

Paul Murphy moved, Brigid Bieber seconded and it was,

**VOTED:** to accept with gratitude the Grant from Danny's Place Youth Services to Community Ed.  
Amy Krishnamurthy abstained because she is on the Danny's Place Board.

11. **Recommendation to Accept ABRHS Booster Gifts to Athletic Department – VOTE – *Glenn Brand***

Paul Murphy moved, Brigid Bieber seconded and it was unanimously,

**VOTED:** to accept with gratitude the Booster Gifts to the High School Athletic Department.

## 12. Subcommittee Reports

### 12.1. Budget

Brigid Bieber reported on the meeting held on 6/1/16. FY16 preliminary balances were discussed. Current capital priorities include: concrete at the High School, steps at the Jr High parking lot and a hot water heater at Blanchard. Recommendations will be brought to the School Committee on 6/9 or 6/23. New grants were discussed. Erin Bettez presented proposed changes to fees for facilities rentals.

### 12.2. Policy

#### 12.2.1. **Basic Instructional Program**, File: IHA – Second Read - **VOTE** – *Katie Neville*

Brigid Bieber moved, Paul Murphy seconded and it was unanimously,

**VOTED:** to approve the Basic Instructional Program policy as presented.

#### 12.2.2. **School Committee Meetings and Notification**, File: BE – First Read – *Brigid Bieber*

As a regional school district, we may choose an alternative method of posting meetings by posting them on our website instead of at the two Town Halls.

#### 12.2.3. **Empowered Digital Use – Access to Digital Resources**, File: IJND – First Read – *A. Bisiewicz*

##### 12.2.3.1. Empowered Digital Use- FY17 Student Contract, File: IJND-E (exhibit)

12.2.4. Amy Bisiewicz explained that we do not get into too much detail in the policy about what is against the law for students to do. The teachers do cover that kind of thing in the classroom, using the exhibit. The policy emphasizes how the students are using technology. The policy subcommittee can discuss if more examples should be included in the policy. Deanne O’Sullivan stressed that including too much detail in a policy can mean that it needs to be revoted every time technology changes. She felt the proposal was well written. Brigid Bieber suggested adding a statement similar to, “I understand there are laws around technology that I must follow to be safe.” to address some of the Committee members’ concerns. She thanked Amy for her concern for students of all ages when this was being discussed.

#### 12.2.5. **School and District Webpages**, File: IJNDC – First Read – *Amy Bisiewicz*

Amy drew attention to page 2 for the safety precautions. Page 1 is very similar to the current policy. The approval requested from parents/students at the beginning of the year covers this. Comments may be sent to Amy with a cc to Glenn and Mary before the next meeting.

#### 12.2.6. **Student Activity Accounts**, File: JJF – First Read – *Brigid Bieber*

#### 12.2.7. **Regional School District Authorized Signatures**, File: DGA – First Read – *Brigid Bieber*

#### 12.2.8. **Regional School District Bonded Employees and Officers**, File: DH – First Read – *B. Bieber*

#### 12.2.9. **Regional School District Audits**, File: DIE – First Read – *Brigid Bieber*

### 12.3. Comparative Communities Study – *Diane Baum*

Diane reported on the 6/2/16 meeting. Members have pulled a lot of data. The group plans to report at the summer workshop. She emailed the other districts today for input, asking questions about things like class size ratios and performance, health insurance, transportation, etc. It is complicated because things like job descriptions don’t always line up for comparisons. Athletics and other student activities are being included because AB is high in that area. Paul Murphy missed the last meeting but asked for confirmation that special education costs will not be included now. In response to being asked, Diane said that the subcommittee feels pressed to get their report to School Committee for the summer workshop.

## 13. School Committee Member Reports

13.1. Acton Leadership Group (ALG) – Kristina Rychlik reported that a meeting date in June is trying to be scheduled. She suggested that the new ALG reps from the School Committee be decided at the next meeting.

13.2. Boxborough Leadership Forum (BLF) – Mary Brolin said that they recapped Annual Town Meeting and how to improve for next year. The Finance Committee’s Capital Plan is not being used by all groups so that is being encouraged.

- 13.3. Acton Finance Committee – Kristina Rychlik reported on the new officers. Margaret Busse is Chair.
- 13.4. Acton Board of Selectmen – Peter Berry is Chair and Katie Green will continue as SC representative. The Acton Community member to serve on the Town Capital Improvement Planning Committee, chosen by School Committee, is not needed. Kristina Rychlik will represent the School Committee.
- 13.5. Minuteman Technical High School (MMT) Update – Diane Baum reported that Belmont rejected the bonding. The Minuteman Superintendent asked the state to extend the deadline, which they did to November. They are trying to find a new proposal that Belmont would be comfortable with.
- 13.6. PTO/PTSO/PTF Co-Chairs– *Deanne O’Sullivan*

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

- 14.1. Spring 2016 Evaluation Timeline  
Kristina will send a draft summative evaluation to Committee members for their review next week. The evaluation will be presented at the next meeting.

15. **ABRSC Summer Workshop and FY17 Meeting Schedule** –Second Read – **VOTE** – *Mary Brolin*  
Based on members’ schedules, the Workshop will be Wed, June 29 and the Summer Business meeting on Monday, Aug 8, even though one member would miss each of these. Only one or two members said they may try to attend the MASS/MASC conference in November, so it was agreed not to reschedule the first November meeting which conflicts with that event.

Maria Neyland moved, Paul Murphy seconded and it was unanimously,  
**VOTED**: to approve the Summer Workshop and FY17 Meeting schedule as proposed.

The 6/29/16 workshop agenda and packet will be posted the day after the last regular meeting on 6/23/16. As a result, please review the draft agenda and send any additional items for consideration to Mary Brolin and Glenn Brand (cc Beth) by Monday, June 20.

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

- 16.1. ABRSD Capital Study Public Forum on June 16 at 7:00 p.m. in the Jr High Library
- 16.2. Ready to Learn Brochure and PreKindergarten Family Letter – *Deb Bookis*
- 16.3. Grant Updates  
MA DOER Vehicle-to-Grid Electric School Bus Pilot Program Grant– *JD Head*  
MA DESE Digital Connections Partnership Schools Grant– *Amy Bisiewicz*
- 16.4. School Safety Community Presentation, 5/31/16: <http://actontv.org/>

17. **FOR YOUR INFORMATION**

- 17.1. FY17 Discovery Museum Lease  
This is the annual agreement between the Museum and the School District, signed by the Superintendent and School Committee Chair. The Committee was comfortable with the lease. There were no changes from previous years.

18. **EXECUTIVE SESSION**

At 9:08 p.m., it was moved (Bieber), seconded (Murphy) and unanimously,  
**VOTED** by roll call: that the **Acton-Boxborough Regional School Committee** go into Executive Session to discuss strategy with respect to collective bargaining with the Office Support Association (OSA), American Federation of State, County and Municipal Employees (AFSCME) and Acton-Boxborough Education Association (ABEA).  
(**YES** – Baum, Bieber, Brolin, Krishnamurthy, Minkin, Murphy, Neville, Neyland, O’Sullivan, Rychlik, Zhang)

Mary Brolin stated that an open meeting may have a detrimental effect on the bargaining position of the Board and the Committee would return to open session solely to adjourn.

The ABRSC returned to Open Meeting and adjourned at 10:33 p.m.

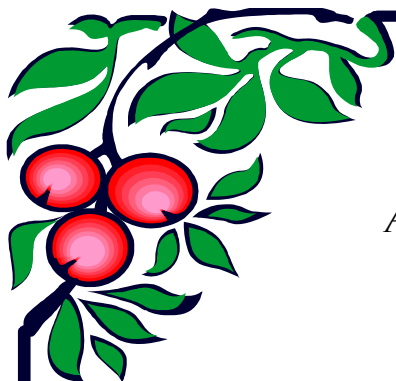
Respectfully submitted,  
Beth Petr

List of Documents Used: See agenda, list of warrants

**NEXT MEETING:** June 23 - ABRSC Meeting at 7:00 p.m. in the Jr High Library

DRAFT





Please join us for the  
*Acton-Boxborough Regional School District*  
*Districtwide*

# Retirement Celebration

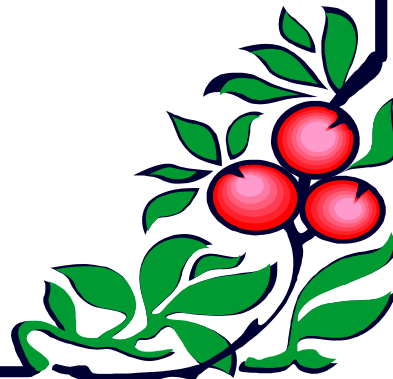
*in honor of*  
*the following Acton-Boxborough Regional*  
*staff members*

*Maria Anthony*  
*Kerry Byrne*  
*Robin Crown*  
*Nancy Ferraro*  
*Julia Geran*  
*Jean MacDonald*  
*David Maxner*  
*Cindy Plunkett*  
*Donna Taylor*  
*Irene Wong*

*Ronna Berman*  
*Mary Cole*  
*Joan Dennen*  
*Mark Foley*  
*Robin Kynoch*  
*Elizabeth MacKay*  
*Rebecca Neville*  
*Linda Roy*  
*Carolyn Wiegand*

***Thursday, June 16, 2016***  
***3:15 - 5:30 p.m.***

*at the*  
***Wedgewood Pines Country Club***  
***Stow, MA***  
(Directions: [www.wedgewoodpines.com](http://www.wedgewoodpines.com))



**ABRHS Midyear Pilot Feedback Presentation**

Acton-Boxborough School Committee

June 23, 2016

JoAnn Campbell, Principal

**Review of Goals of the Midyear Week Pilot**

We had four goals with this midyear week pilot: 1) Increase equity across departments in the school; 2) Mitigate stress for students related to assessment; 3) Offer timely instructional feedback for students and teachers; 4) Align curricular work with course objectives.

**Summary of Feedback and Recommendations**

Overall, we made progress in meeting our goals for the midyear pilot week. However, we have some specific areas of needed improvement:

- Calendar adjustment (the timing of midyears)
- Addressing the academic load leading up to midyear week
- Understanding sources of student stress related to the midyear process
- Increasing consistency (ex. Use of review period, provision of feedback)

**Sources of Feedback**

We used several sources of feedback to inform our thinking about the effectiveness of the midyear pilot. These include:

February 2016 Faculty Meeting (small group discussion/notes)

Student Survey (March 2016, 1590 responses)

Parent/Guardian Survey (March 2016, 160 responses)

Faculty Survey (May 2016, 170 responses)

Social Studies Dept Survey of 12th Grade Students (May 2016, 92 12th grade students)

**Feedback on Individual Goals**

1) Equity

There were very few comments about equity on any of the surveys. Comments related to equity referenced the courses that did not give midyears in core subject areas. This represents a need to clarify expectations for all departments. Based on the faculty meeting feedback in February, there were some possible issues of equity among the staff, particularly related to the timing of midyears, the amount of grading, and perceptions about certain departments' approaches to midyears. Based on the March student and parent/guardian surveys and the faculty survey, there were also some inconsistencies related to the use of the exam period itself, the use of the 30 minute review period, and

the approach to the 60 minutes after each exam period. We will be clarifying these expectations for next year.

## 2) Mitigating Stress

While students and faculty both indicated ways in which the midyear week helped to reduce stress, there were also identifiable challenges. A summary of the challenges includes the following:

- While students reported positive feedback about the midyear week itself (the structure of the week, activities and free time between assessment periods, and taking the midyear assessments themselves), they found the weeks prior and after to be challenging.
- The feedback felt mixed from parents/guardians and students based on the compressed week prior to midyears.
- Students felt an impact of the calendar (the actual scheduling of midyears) on stress levels and teachers felt the need to “fit in” assessments prior to the midyear week.

One of our goals for next year will be to move the actual dates of midyears and to have expectations for individual departments about when assessments/assignments can be given in the weeks before midyears. Our hope is that by reducing the stress in the weeks before, we will have a more accurate picture of how the midyear week itself impacts students.

### ***Student Perspectives on Mitigating Stress***

*How did the experience of taking midyears in all academic disciplines compare to years in the past in terms of how stressed you were?*

39.8% responded “more stressed”      29.2% responded “less stressed”

*How much work did you have in the two weeks leading up to exams compared to an average two weeks during the year?*

67.3%      Significantly more or more than usual

*How did the experience of taking midyears in all academic disciplines compare to years in the past in terms of how stressed you were?*

65.4%      More stressed or equally stressed

### ***Students Perspectives on Mitigating Stress: Positive Open Responses***

- Free time during the week to study
- Ability to get more sleep
- Less stress thinking about final exams
- The 30 minute review session was helpful
- Helpful to stop in the middle of the year to see what I have learned so far
- Break from classes between semesters was helpful
- Therapy dogs
- Homework free weekend following midyears was actually homework-free
- Schedule was organized and worked well

### ***Students' Perspectives on Mitigating Stress: Open Response Concerns***

- The week before midyears was stressful with assignments/assessments
- English presentations the week before midyears added stress
- 30 minute review session was not used consistently across teachers/depts
- For some classes, the midyear was a unit test
- Seniors questioned purpose of taking midyears
- Purpose of midyears was not clear in all disciplines
- Use of "extra time" after 90 minute period was not clear
- Challenge of athletics and other activities during midyear week

*Sources: Student Survey March 2016 and Social Studies Student Survey May 2016*

### ***Parent/Guardian Perspectives on Mitigating Stress***

*How was your student's workload in the two weeks prior to midyear week?*

57% A great deal more or somewhat more

*How would you rate your student's level of stress during this year's midyear week where students had exams in all academic disciplines as compared to past years?*

28.5% More stressed                      25.3% Less stressed                      14.6% Equally as stressed

### ***Parent/Guardian Perspectives on Mitigating Stress: Positive Open Responses***

- The structure of the midyear week reduced stress for students (especially more sleep, time)
- The structure of the week allowed more time to study/prepare for exams
- 30-minute review session was helpful

## ***Parent/Guardian Perspectives on Mitigating Stress: Open Response Concerns***

- The amount of assessments/assignments the week prior to midyears
- Some teachers did not seem “on board” with the idea
- Nature of downtime between exams was challenging for students who do not know how to manage their time
- More consistency needed in how teachers approach both the pre-midyear week and the review days
- Issue of extra-curriculars during the week

*Source: Parent/Guardian Survey March 2016*

## ***Successes in Mitigating Student Stress***

One of our intentions related to mitigating stress was to provide a “pause” for students and staff at the midpoint of the school year. The intended outcomes included the ability to begin the second half of the year with a renewed focus and to make final exams less comprehensive.

Based a combination of feedback from all sources, it appears that the midyear week did provide a “true homework-free weekend” for students and a chance to pause and reflect on progress before starting the second semester. Our Social Studies department offered to survey seniors about their comparative experience in taking final exams after having experienced the midyear pilot. Students reported the following:

- 63% preparation/studying for finals was easier
- 57% final exam process was less stressful

*Source: Social Studies Department Survey May 2016*

### **3) Offering Timely Instructional Feedback**

This is an area where we did feel some positive progress but with the understanding that we still have work to do. Our intention here is that the midyear week process will allow for feedback, both for students and for teachers, to assess progress toward mastery of course objectives. Students were asked if they felt that the midyear accurately assessed what they had learned thus far in the year:

*How well did you feel like your mid-year exams assessed what you learned in your classes during the first semester?*

67.3% Very well or reasonably well

*Source: Student Survey March 2016*

As we analyzed the open responses, it became clear that while midyears did provide an opportunity for students and teachers to reflect on progress, varying approaches to providing feedback resulted in inconsistency for students' experiences. Some found the feedback process to be very helpful; others did not find it helpful. We will work with departments to ensure that the feedback portion of the midyear week experience is helpful to students in understanding their strengths and challenges within a given course.

#### 4) Curricular Work and Course Objectives

This goal is quite specifically related to ongoing school-wide work to make course objectives clear and to link assessment authentically to those objectives. It will take some time for us to be able to know the extent of the impact of midyear week; however, we have already seen changes being made to assessments based on the pilot. Our teachers were asked about modifications they made to existing final exams based on the midyear pilot:

*How did the work you and your department did around midyears affect your final exams this year?*

31.43% We/I changed the final dramatically

32.38% We/I changed the final slightly

36.9% We/I did not change the final at all

*Source: Faculty Survey May 2016*

Given that two of our departments (math and science) have already been giving midyear exams, it is expected that not all teachers would necessarily need to modify a final exam. However, a number of our teachers and departments did engage in a thoughtful revision of the final exam, including more common assessments and more skills-based assessments. We will continue to examine assessments at the high school next year, including the purpose, timing, authenticity, and number of assessments as related to course goals and objectives.

### **Review of Progress to Goals**

According to our faculty survey, the the faculty feels that we made solid progress in meeting our goals:

Equity (70.37%)

Mitigating Stress (62.22%)

Offering timely instructional feedback (75.37%)

Aligning curricular work with course objectives (68.94%)

*Source: Faculty Survey May 2016 (Strongly Agree or Agree)*

### **Proposed changes for 2016-2017**

Our proposed changes for the 2016-2017 midyear week are centered around the calendar/schedule & expectations for assessments and assignments in the weeks surrounding midyears. Proposed changes include the following:

- Schedule midyears one week later in the calendar (Tues 1/24-Fri 1/27). This calendar change will increase time between December break and midyears to wrap up units/complete other assignments.
- Set clear expectations for assessments/assignments in the two weeks prior to midyear week. We will pilot an assessment calendar in the fall and potentially use a similar model in the weeks before midyears week.
- Encourage the use of alternative forms of assessment.

### **Thank you to the members of the Leadership Team (LT) Midyear Pilot Sub-Committee**

Todd Chicko, Counseling and Psychological Services Department Leader

David Green, Social Studies Department Leader

Maurin O'Grady, Dean of Students

Dave Palmer, Science Department Leader

# ABRHS Midyear Pilot Feedback Presentation

June 23, 2016  
School Committee

## Review of Goals of the Pilot

### Goals

- Equity
- Mitigating Stress
- Offering timely instructional feedback
- Aligning curricular work with course objectives



# Summary of Overall Feedback

---

- Progress made but with improvements needed
  - Calendar/Schedule
  - Workload and assessment prior to midyears
  - Consistency (review period, feedback, etc)

## Sources of Feedback

- February 2016 Faculty Meeting (small group discussion/notes)
- Student Survey
  - March, 2016
  - 1590 responses
- Parent/Guardian Survey
  - March 2016
  - 160 responses
- Faculty Survey (May 2016)
  - 170 responses
- Social Studies Dept Survey of 12th Grade Students (May 2016)
  - 92 12th grade students

## Equity

---

- Very few comments about equity in general outside of faculty
- Questions related to:
  - Equity among staff/ departments
  - Use of the structure of the week
  - Approaches to midyear week by department

## Mitigating Stress

---

- Challenges:
  - Workload the weeks prior and after midyears
  - Mixed feedback from parents/guardians and students
  - Impact of the calendar and assessments prior to the midyear week

## Mitigating Stress: Student Perspective

---

*How did the experience of taking midyears in all academic disciplines compare to years in the past in terms of how stressed you were?*

39.8% responded “more stressed”

29.2% responded “less stressed”

Source: Student Survey March 2016

## Mitigating Stress: Student Perspective

---

- *How much work did you have in the two weeks leading up to exams compared to an average two weeks during the year?*

67.3% Significantly more or more than usual

- *How did the experience of taking midyears in all academic disciplines compare to years in the past in terms of how stressed you were?*

65.4% More stressed or equally stressed

Source: Student Survey March 2016

## Mitigating Stress: Parents/Guardians

---

*How was your student's workload in the two weeks prior to midyear week?*

57% A great deal more or somewhat more

*How would you rate your student's level of stress during this year's midyear week where students had exams in all academic disciplines as compared to past years?*

28.5% More stressed

25.3% Less stressed

14.6% Equally as stressed

Source: Parent Survey March 2016

## Mitigating Stress: Students' Positive Open Responses

---

- Free time during the week
- Ability to get more sleep
- Less stress regarding final exams
- 30 minute review session
- Helpful to stop mid year to see what I have learned so far
- Break from classes between semesters
- Therapy dogs
- Homework free weekend
- Organized schedule

## Mitigating Stress: P/G Positive Open Responses

---

- The structure of the midyear week reduced stress for students (especially more sleep, time)
- The structure of the week allowed more time to study/prepare for exams
- 30-minute review session was helpful

## Mitigating Stress: Students' Concerns Open Responses

---

- The week before midyears was stressful with assignments/assessments
- English presentations the week before
- Inconsistent 30 minute review session
- For some classes the midyear was a unit test
- Seniors taking midyears
- Purpose of midyears was not clear in all disciplines
- Use of "extra time" after 90 minute period
- Challenge of athletics and other activities

## Mitigating Stress: P/G Concerns Open Responses

---

- The amount of assessments/assignments the week prior to midyears
- Some teachers did not seem “on board” with the idea
- Nature of downtime between exams was challenging for students who do not know how to manage their time
- More consistency needed in how teachers approach both the pre-midyear week and the review days
- Issue of extra-curriculars during the week

## Mitigating Stress: Successes

---

- Provided a true “pause” for students and staff
- Provided a true homework-free weekend
- Reduced stress related to final exams
  - Social Studies Dept end of year survey data
    - 63% preparation/studying for finals easier
    - 57% final exam process felt less stressful

Source: Social Studies Department Survey May 2016

## Offering Timely Instructional Feedback

---

*How well did you feel like your mid-year exams assessed what you learned in your classes during the first semester?*

67.3% Very well or reasonably well (Source: Student Survey March 2016)

- Midyears provide opportunity for teachers and students to reflect
- However, provision of feedback needs more consistency

## Curricular Work and Course Objectives

---

- Multi-year work at the high school
- Comprehensive look at assessment, including common assessments and the alignment of assessments with course objectives (2015-2017)
  - Purpose?
  - How many assessments?
  - How often?
  - Flexibility?
  - Creativity?

## Curricular Work and Course Objectives: Faculty Feedback

---

*How did the work you and your department did around midyears affect your final exams this year?*

31.43% We/I changed the final dramatically

32.38% We/I changed the final slightly

36.9% We/I did not change the final at all

Source: Faculty Survey May 2016

## Review of Expressed Goals of the Pilot

---

### Rationale and Goals

- Equity (70.37%)
- Mitigating Stress (62.22%)
- Offering timely instructional feedback (75.37%)
- Aligning curricular work with course objectives (68.94%)

Source: Faculty Survey May 2016, *Strongly Agree or Agree*



## Changes for 2016-2017

---

### Schedule & Expectations

- Schedule one week later in the Calendar (Tues 1/24-Fri 1/27)
- Increase time between December break and midyears to wrap up units/complete other assignments
- Set clear expectations for assessments/assignments in the two weeks prior
- Encourage the use of alternative forms of assessment

---

Thank you

# Memorandum

**To:** Glenn Brand  
**From:** JoAnn Campbell  
**Date:** 6/17/2016  
**Re:** 2015-2016 Gifts to ABRHS

Please present to the School Committee this list of gifts and donations received by ABRHS during the course of the 2015-2016 school year.

<b>ABRHS Recipient</b>	<b>Donor</b>	<b>Amount</b>
Academic Decathlon	Sangreal Foundation	\$10,000
ABRHS – grant for PM Library Coverage	ABR – PTSO	\$4,500
Community Service	ABR – PTSO	\$1,500
ABHRS – grant for Student Leadership/Career Speakers Events	ABR – PTSO	\$1,000
ABRHS – Gift to High School	Wang Family	\$1,000
ABRHS – Gift to High School	Biogen – matching grant (Wang Family)	\$1,000
Science Team	Kevin Wilson	\$1,000
Window Seat	ABR – PTSO	\$750
ABRHS – grant for mulch/Community Service Day	ABR – PTSO	\$600



## Self-Regulated Strategy Development (SRSD) 2016

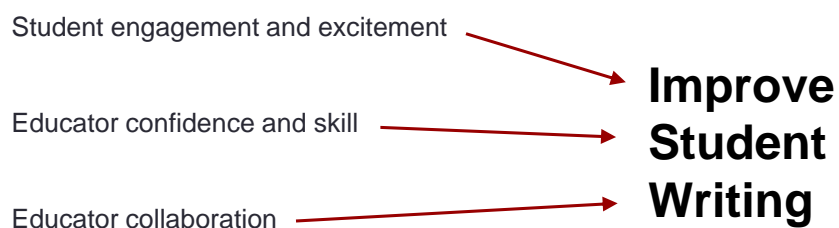
---

Deborah Bookis, Lynne Laramie, Sharon Ryan, Christy Nealon, Betsy Johnston

Acton-Boxborough Regional School District

2

### Why SRSD?



3

## Start Small

Instructional practice

Educator collaboration

Time

Money

Commitment

4

## What is SRSD?

Researched-Based

5-Step Approach

Mnemonics/Self-talk

Models strategies



5

## Indicators of Success

Strength-Based Model of Instruction  
Increased Educator Confidence & Skill  
Quality Collaboration  
Student Affective Domain  
Transfer  
Standardized Testing

6

## First Year Challenges & Strategies

- ❖ Learning curve involved in piloting new curriculum
- ❖ Collaboration, co-teaching, and scheduling challenges
- ❖ Developing shared language & expertise with SRSD
- ❖ Persevering & trusting the process with integration of new learning

7

## First Person Accounts

### Student Challenges

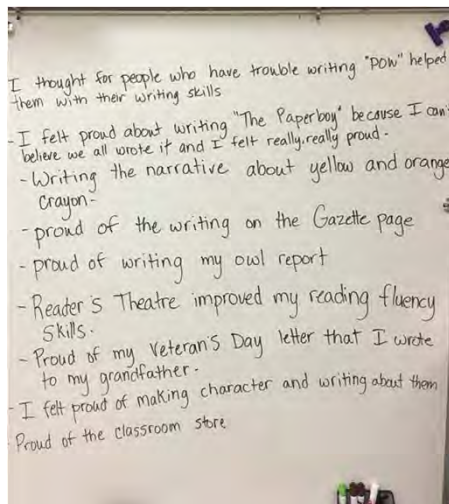
- ❖ Organizational challenges
- ❖ Limited meaningful writing practice
- ❖ High level of frustration and stress
- ❖ Working memory impairments

### SRSD

- ❖ Meaningful writing prompts
- ❖ Teacher modeling
- ❖ Cooperative writing
- ❖ Positive self-talk
- ❖ Individualized student goals
- ❖ Co-teach model

8

## Student Response



3<sup>rd</sup> Grade Pre and Post Data:  
After a Writing Prompt

January 2016

Average of . . .

9 words per response

1 sentence per response

May 2016

Average of . . . .

64 words per response

4 sentences per response

Students began to use  
complex sentences and most  
importantly ENJOYED writing!

## Plans for Summer 2016 and 2016-2017 School Year

- ❖ Summer Professional Learning
  - Writing our own tasks to be able to provide teachers with new resources
  - Integrating SRSD with current practices
- ❖ A new Cohort of teachers signing up as we speak.
- ❖ More educators using the same language, co-planning and co-teaching
- ❖ Educators continuing to grow connections across the district



## Professional Opportunities

- ❖ Cohort One continues the work in their own classrooms
- ❖ Cohort One supports Cohort Two
- ❖ Betsy Johnston (special educator) and Christy Nealon (classroom teacher) will lead Cohort Two
- ❖ Kate Contini wrote an article with Leslie Laud
- ❖ A-B Teachers asked to present the work in other communities
  - Wayland Literacy Institute
  - CEC (Council for Exceptional Children)



11

## The Movie!



12

## Questions?





June 16, 2016

To: Glenn Brand

From: Kristina Rychlik, ABRSC

Re: End of Cycle Summative Evaluation 2016

~~~~~  
Dear Glenn:

Many thanks for your cooperation during this year's evaluation cycle. The cycle ends with the presentation of your End of Cycle Summative Evaluation at our June 23<sup>rd</sup> school committee meeting.

Attached is a copy of that evaluation for your review. As you know, a great deal of feedback was gathered, all of which was taken under consideration to complete the summative evaluation representing the full school committee, as well as input from staff and members of the public. Specifically, results from our AB staff survey, feedback from your direct reports (see attached memo to the SC dated 5/25/2016), and comments from the general public and town boards was considered in addition to each individual school committee member's individual evaluation.

If you have any questions or concerns, please do not hesitate to contact me.

Best regards,

Kristina

**End-of-Cycle Summative Evaluation Report**

**Glenn Brand, Ed.D.**

**Superintendent**

**Acton-Boxborough Regional School District**

**June 23, 2016**

# End-of-Cycle Summative Evaluation Report: Superintendent



|                        |                                                                                       |                                                |               |
|------------------------|---------------------------------------------------------------------------------------|------------------------------------------------|---------------|
| <b>Superintendent:</b> | Dr. Glenn Brand                                                                       |                                                |               |
| <b>Evaluator:</b>      | Summary representing consensus of the full Acton-Boxborough Regional School Committee | <i>Kristina Rychlik</i><br>Former Chair, ABRSC | June 23, 2016 |
|                        | <b>Name</b>                                                                           | <b>Signature</b>                               | <b>Date</b>   |

## 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><br>(Circle one.) | The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

*Through reports to the SC and staff surveys, instruction continues to be a strong point for the district. Staff who interact and work with Dr. Brand speak highly of his instructional leadership, in fact, 95% of staff who completed the survey agreed or strongly agreed that Dr. Brand is an effective instructional leader. Further, the ABRSD Administrative Statement on Standardized Testing demonstrates a balance between the need for standardized testing and the need for other indicators of progress, as well as instructional time that does not focus on testing.*

*The staff survey demonstrates a strong appreciation for Dr. Brand’s presence in the schools. Like last year, some expressed a desire to see more of him in the schools and the classrooms in particular, but it is clear that a continual effort has been made in this regard and yet should continue to be considered an area for improvement.*

*Preserving the integrity of school choice in a standards-based, fiscally tight climate is challenging; school choice is valued and respected in our district, and curricular innovation and exploration were evident in the elementary school improvement plans. Dr. Brand’s continued efforts to improve the design and presentation of the School Improvement Plan process and the roles/responsibilities of School Councils demonstrates continued progress in this area.*

**Examples of evidence superintendent might provide:**

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

## Superintendent’s Performance Rating for Standard II: Management and Operations



### Standard II: Management and Operations

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

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

|                                                                                                                                                                                                                            | Unsatisfactory           | Needs Improvement        | Proficient | Exemplary                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|------------|--------------------------|
| <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"/> | X          | <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"/> | X          | <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"/> | X          | <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 (Circle one.)</b> | The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

*In the second year of his work with the district, Dr. Brand has taken on and made progress on many important initiatives. Specifically, mental health and wellness has been at the forefront with support of areas including the Family Learning Series and an in-depth look at school start times through the Wellness Committee. Dr. Brand has moved forward with the Safety Committee and recommended using the ALICE approach throughout the district. He has also put significant effort on the capital study, engaging three groups to support him in this effort, and submitting three MSBA proposals to position the region for future state support.*

*Dr. Brand also undertook the effort of assessing leadership needs within the district and putting forward a revised central office leadership structure that was supported by the School Committee. Dr. Brand also hired a new Assistant Superintendent of Student Services and a new Director of Special Education this year, and both processes seemed to go smoothly with support from the community and School Committee.*

*Under Dr. Brand's leadership, ABRSD has continued progress in the area of financial management of our district. He has provided the school committee and the public with a continued greater level of transparency and clarity of the district's budget as well as in areas such as revolving accounts, grants and fees. He has clearly worked managing a strong relationship with the Finance Department whose excellent work continues to be greatly appreciated by the school committee and town boards. His success in this area cannot be underestimated and is a significant reason for continued positive relations our member towns and their boards.*

*Staff survey results frequently mentioned Dr. Brand as an ethical leader of high integrity, and reference his consistent professionalism, strong ethics, and moral compass as key factors in his effective leadership. Many admire his willingness to tackle difficult issues. One note of concern raised through the staff surveys is that Dr. Brand has many issues going on at once; it may be too many for some of the staff supporting him, and may result in some issues/efforts seeming to take too long to resolve. Feedback from direct reports pointed to some difficulty in setting priorities and establishing the correct sense of urgency around certain issues; these concerns are related to decision-making as an area identified for improvement moving forward.*

**Examples of evidence superintendent might provide:**

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



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

### Standard III: Family and Community Engagement

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

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

|                                                                                                                                                                                                                   | Unsatisfactory                                                                                                                                                                                                                                             | Needs Improvement        | Proficient                          | Exemplary                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Overall Rating for Standard III (Circle one.)</b>                                                                                                                                                              | 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 values community engagement and understands that increasing community engagement & community understanding is a prerequisite of progress. He has made a great effort this year to reach out to the community broadly in a number of important areas by holding community meetings related to our budget, the capital planning and educational visioning work being done, current condition school tours and school safety and the ALICE program. It is clear that stakeholders are being given many opportunities for involvement in our district and current initiatives; parents report feeling he is responsive and attentive, and that he takes their feedback seriously. On a related note, Dr. Brand's support of the Family Learning Series is notable as yet another way to involve families in their children's education and the great work of our district. In addition, timely written communication in the form of emails and newsletters to families continues to be appreciated.*

**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                                                                                                                                                                                                                                                                                          | Unsatisfactory           | Needs Improvement        | Proficient                          | Exemplary                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <p><b>Standard IV Professional Culture</b><br/> <i>Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</i><br/>                     Check one box for each indicator and circle the overall standard rating.</p> |                          |                          |                                     |                          |
| <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <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"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|                                                               |                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Rating for Standard IV</b><br><b>(Circle one.)</b> | The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

*Dr. Brand continues to demonstrate a commitment to high standards. Through SC work and staff input, we see he has a strong work ethic and commitment to excellence while supporting the hard work that needs to be done within the district. He is a reflective and confident leader with notably strong interpersonal skills.*

*For Dr. Brand, communication is an area of both many positive strengths and some concerns. The staff survey mentioned some concerns with clarity and length of oral and written communications, as did the feedback from his direct reports. As many aspects of his communication such as interpersonal skills are quite strong, we feel progress can certainly be made to address areas for development.*

*Similarly, this area of “shared vision” seemed to garner comments on both ends of the spectrum. It appears that many staff do consider the district to be on a clear path forward, and some do not. This is likely due in part to two factors, that of “taking on too much” and the delayed progress on the district’s long range strategic plan. However, both of those concerns are understandable given the state of the district when Glenn joined us and his desire to make progress in important areas like capital planning. Moving forward, as initiatives become more focused and progress is made on the LRSP, this is likely to improve.*

**Examples of evidence superintendent might provide:**

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



# Superintendent's Performance Goals



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

| Goal(s)                      | Description                                                                                                                                                                                                                                                                   | Did Not Meet             | Some Progress            | Significant Progress     | Met                      | Exceeded                 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Professional Practice</b> |                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |                          |
| 1                            | <i>MASS/DESE New Superintendent Induction Program (NSIP)</i> - during the 2015-16 school year I will participate in year two of the three year NSIP program.                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
| 2                            | <i>Meeting Management &amp; Productivity</i> – 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. | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Student Learning</b>      |                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |                          |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3                           | <p><i>Student Support Services</i> –in conjunction with the Interim Director of Pupil Services, Director of Special Education &amp; Director of Curriculum &amp; Assessment I will coordinate a review of our district’s student support service 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 <i>Massachusetts Tiered System of Supports (MTSS)</i> this review will more closely examine the following:</p> <ul style="list-style-type: none"> <li>• 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);</li> <li>• A review of the strengths, weaknesses and overall satisfaction with our teacher-assistance teams (TATs);</li> <li>• The district’s current capacity for supporting inclusionary practices of students with specialized needs within the regular educational setting.</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |                          | X                        | <input type="checkbox"/> |
| <b>District Improvement</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |                          |
| 4                           | <p><i>District Strategic Plan</i> - 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5                           | <p><i>Focus on Future School Needs</i> – Establish a transparent process that helps identify and creates a broader understanding of the short and long-term capital and building-related needs both within the district and at the municipal/town level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |                          |

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Glenn Brand

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

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals

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

**End-of-Cycle Summative Evaluation Report: Superintendent**



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

- Unsatisfactory     
  Needs Improvement     
  Proficient     
  Exemplary

**Step 5: Add Evaluator Comments**

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

**Comments:**

*At the close of Dr. Brand's second year as Superintendent of the ABRSD, we believe that our community is fortunate to have him serving our district so well. His respect for, dedication to and enthusiasm for his work is evident in all he does, and his professional demeanor is greatly admired and appreciated.*

*Dr. Brand's strengths include his ability to engage constituents and truly listen to opinions and gather feedback/data prior to making decisions. The benefit to this style is a collaborative process. A drawback is the time it takes to engage in this type of decision-making. This style works very well in our district, but as Dr. Brand continues to gain experience here and becomes more comfortable with the political and social landscape of our two towns, it is hoped that he will develop the confidence to move ahead with some decision making (where appropriate) with more urgency.*

*Other great strengths of Dr. Brand are his commitment to high standards and his goal of continuous learning. Dr. Brand's continued commitment to his NSIP program is evidence of his own commitment to professional learning and this serves as an example to others. Dr. Brand is approachable, responsive, knowledgeable and articulate. He has a clear vision of the strengths that make our district desirable and understands how to effectively build consensus to address our weaknesses; with that we believe he is well positioned to nurture and sustain a district-wide culture of reflective practice and continuous learning. Dr. Brand's commitment to excellence, strong work ethic and transparency are exemplary and will continue to serve the District well. He is bright and articulate, but sometimes being verbose causes his important message(s) to be lost or diluted. Being more succinct both with written and verbal missives will improve understanding and communication throughout the District and with our two member towns.*

*While there are some initiatives that did not progress as planned earlier this year (Long Range Strategic Plan, meeting management), given the difficult and unexpected situations that arose (fast-tracking the capital work) and the natural limitations of capacity, Dr. Brand has correctly prioritized his time and that of his staff's. Likewise, progress toward his goals was a bit slower than anticipated but understandable and properly handled throughout.*

*We thank Dr. Brand for the work he has done for our District this past year and look forward to working with him on initiatives begun this year and all that lies ahead.*

**To:** ABRSC Members

**From:** Kristina Rychlik

**Re:** FY '16 Superintendent Evaluation Process/Summary of Additional Feedback

**Date:** May 25, 2016

Last week, I was fortunate to be able to meet with nearly all of Dr. Glenn Brand's direct reports in order to request feedback on his performance as Superintendent of our district. It proved a worthwhile effort to meet with those that work most closely with him, and should allow for the school committee to provide both positive feedback and suggestions for improvement based on the experience of those who have the most experience working with him. Feedback received was very consistent and able to be organized into broad themes. I have summarized this feedback for your review to be considered as a part of this year's evaluation process.

Glenn's greatest strengths as described by his colleagues consistently fell into three categories; those relating to his personal traits and characteristics, those relating to his work ethic, and those relating to his skills as a manager and leader.

### **Personal**

Glenn was consistently described as both personable and approachable. His colleagues believe him to be a good person with good intentions, and no ulterior motives. He's likeable with a good sense of humor, very ambitious and consistently wants to do the right thing. He is considered very trustworthy, and is believed to have integrity as a leader.

Extraordinarily compassionate, people view Glenn to be a caring person who cares immensely about others: those he works with, our faculty and staff, and most importantly, our students. He is considered to be a very good listener with parents and staff alike; he's all ears, doesn't rush, and is compassionate and thoughtful. Glenn is noted to always be polite, doesn't have an ego, and never acts in an inappropriate manner.

### **Work Ethic**

Many acknowledged that taking on the leadership of this district at the time that Glenn did was a difficult task, yet he is credited to be working extremely hard to address the challenge. Extraordinarily earnest, he puts in the time, and is willing to roll up his sleeves and work extremely hard. He wants to do well personally, and wants all others to succeed as well.

As a Superintendent, staff admire his positive values, and how highly committed he is to A-B. He cares deeply about the district, is incredibly reflective, yet remains open and receptive to feedback on his performance. People view him as invested in both his career and the students and staff of A-B, and acknowledge that he is self-reflective and works towards personal and professional growth.

## **Managerial**

Nearly everyone expressed feeling overwhelming support from Glenn in their role in the district, and many shared examples of being supported thorough numerous difficult issues in their schools. In that role as manager, he is viewed as very responsive and supportive when issues need to be addressed, and is noted as being quick with feedback, reassurance and offers of help. "He's the exact person I'd want as my superintendent...I feel I can grow professionally and I feel supported."

Viewed as a very thoughtful, calm leader, he is credited with taking time to understand all positions before giving a directive, and has shown that he can make tough decisions.

At the same time, examples were shared of how he is not afraid to accept help when he needs to; utilizing a facilitator to manage difficult discussions with the principals was one appreciated example.

Many credit Glenn with being very proficient in the budget process. Some feel him to be most comfortable with logistical/mechanical issues like planning the capital study process or the budget process.

Many feel his managerial skills have played out well in his role in leading the Senior Leadership Team (SLT); he respects the process and peoples' opinions, and relies on his cabinet and SLT to challenge him: "He's brought a sense of trust and unity to the SLT, allows us to trust each other and address difficult areas." "The Senior Leadership Team is functioning well, and Glenn should take credit for that. We are less divided than in the past, and people are now willing to "take one for the team."

Many view him as willing to take on difficult issues. Many are impressed that he's trying to make progress in some difficult areas where his predecessors didn't. "He will go after the difficult conversations and turn over the rocks." "It's positive to be brave enough to tackle difficult issues like bus passing."

Numerous people believe that Glenn communicates well with staff at large, more frequently and better than others in his role. A number of people also acknowledged that he's doing "a terrific job with the facilities/capital planning issues, much better than in the past."

## ***Areas for Improvement***

The areas for improvement identified by this process fairly consistently fell into four categories; those relating to meeting management, trying to do too much, decision-making and communication.

### **Meeting Management**

Numerous aspects of meeting management were mentioned as areas that appear challenging. It was acknowledged that some progress has been made here, but there is still room to improve. Areas of concern include the number of meetings held, need for more advance planning, the efficiency with which meetings are run, and the need to ensure that standard meeting protocols are followed by all.

### **Trying to Do Too Much?**

Many I met with admire Glenn's ambitions for his role and our district, yet feel a sense of overwhelm regarding the number of new initiatives. "We've picked up a lot of rocks, and are carrying them all around...we need to put some down. We are doing so much at once." Building principals in particular expressed appreciation for being involved in district-wide initiatives yet mourn the loss of time at their schools. His very busy schedule appears to allow for little flexibility.

### **Decision-making**

While acknowledging the demands of the superintendent role and all it entails, many are concerned that it sometimes takes too long to get an answer or bring a problem to resolution. Some feel this is complicated by difficulty setting priorities and establishing a sense of urgency around certain issues.

### **Communication**

While many praise numerous aspects of Glenn's communication style, a great deal of feedback was received with the feeling that his oral and written communication is too wordy: "Glenn very often has great things to say but the message gets lost, there are either too many words or too much explanation."

In summary, I am hopeful that this exercise has provided the committee with additional insights into Glenn's performance as our Superintendent. We have now identified a great many positive skills to be appreciative of, as well as some areas for continued professional growth.

I thank those district leaders who took the time to meet with me to share your insights, and I thank Glenn for his willingness to participate in this additional feedback exercise. Just being willing to allow this process to occur demonstrates his dedication to improving his performance as our Superintendent and should be commended and appreciated.



**Acton-Boxborough Regional School District  
CONTRACT OF EMPLOYMENT**

This contract, pursuant to Section 16(L) of Chapter 71 of Massachusetts General Laws, made as of February 12, 2014 by the Acton-Boxborough Regional School District, herein after referred to as the "School District", acting by and through the Acton-Boxborough Transitional School Committee, herein after referred to as the "Committee" and Glenn Brand, herein after referred to as the "Superintendent."

WITNESSETH:

WHEREAS, the Committee desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which the Committee believes generally improves the quality of its overall educational program; and,

WHEREAS, the Committee and the Superintendent believe that a written employment contract is necessary to describe their relationship and mutual obligations and to serve as the basis of effective communication between them as they fulfill their policy making and administrative functions in the operation of the education program of the schools; and,

WHEREAS, the Committee has appointed Glenn Brand as Superintendent of Schools and he has accepted said appointment; and,

NOW, THEREFORE, in consideration of the promises herein contained, the parties hereto mutually agree as follows:

**I. Employment**

The Committee agrees to employ Glenn Brand as Superintendent of the schools of The Acton-Boxborough Regional School District from July 1, 2014 through June 30, 2017 subject to Sections VIII and IX. Should the Committee decide not to extend the contract, they will provide written notification to the Superintendent by July 1, 2016.

**II. Licensure**

The Superintendent shall furnish and maintain throughout the term of this contract a valid and appropriate Massachusetts Department of Elementary and Secondary Education license qualifying him to act as Superintendent of Schools in public schools of the Commonwealth of Massachusetts.

Ⓜ YAB

III. Responsibilities/Duties

The administration of school policy set by the Committee and the operation and management of the schools, and the direction of employees, shall be through the Superintendent, pursuant to M.G.L. c. 71, §59. The parties hereto agree that:

- (A) The Superintendent shall administer curriculum and instruction and decide all matters having to do with selection, appointment, assignment, transfer, promotion, organization, reorganization, reduction, or termination of personnel employed or to be employed by the "School District" consistent with State Law and contract obligations.
- (B) The administration of policy, the operation and management of the schools, including utilization of and regular accounting for funds appropriated for the school budget, and the direction of employees of the District shall be through the Superintendent. Duties and responsibilities therein shall be performed and discharged by him or by his staff under his direction.
- (C) The Superintendent and/or his designee(s) shall have the right to attend all regular and special meetings of the Committee and all Committee meetings thereof (other than, to the extent permitted by applicable law, meetings concerning the Superintendent's employment) and shall serve as advisor to said Committee and make recommendations on all matters affecting the "School District." The Superintendent shall be consulted and have the right to speak on all issues before the School Committee and have a seat at the Committee's table.
- (D) Criticisms, complaints, and suggestions called to the attention of the Committee shall be promptly referred to the Superintendent in writing for study, disposition, or recommendation as appropriate to facilitate the orderly administration of the District, ensure responsiveness to the public and fairness to the Superintendent.
- (E) The Committee shall make no agreement with any other employee group or individual that would unlawfully interfere with the Superintendent's carrying out statutory, managerial, administrative or supervisory responsibilities.
- (F) The Superintendent is assured that Committee rules, regulations, or policies, are not in conflict with the express terms of this Agreement. Where such conflict exists, this Agreement or state law shall supersede such policy.
- (G) The Committee shall not adopt any policy, by-law or regulation which unlawfully impairs or reduces the duties and authority specified above; and



provided, further, that all additional duties and responsibilities prescribed by the Committee will be consistent with those normally or reasonably associated with the position of Superintendent of Schools in the Commonwealth of Massachusetts. This provision shall continue in full force and effect during any period of suspension.

- (H) The Superintendent shall be responsible for providing an excellent standard of primary and secondary education for the public school students of Acton and Boxborough.

The Superintendent shall perform his duties and responsibilities in a professional and competent manner.

#### IV. Other Activities

The Superintendent may undertake and engage in consultative work and speaking, writing, lecturing or other engagements of a professional nature as he sees fit, provided these engagements do not derogate from his duties as Superintendent or conflict with Chapter 268A of Massachusetts General Laws. If during normal working hours, such work will be conducted using the Superintendent's personal or vacation days.

#### V. Evaluation

The Committee shall evaluate the performance of the Superintendent in writing in accordance with the Massachusetts Educator Evaluation process for Superintendent's Evaluations designed by the Massachusetts Department of Elementary and Secondary Education, pursuant to the new educator evaluation regulations 603 CMR 35.00, no later than June 15<sup>th</sup> each year.

- (A) In the event the Committee determines that the performance of the Superintendent is "Needs Improvement" or "Unsatisfactory", the Committee shall describe, in writing, in reasonable detail, its concerns.
- (B) In addition, the Superintendent shall meet with the Committee at least once each year, for the purpose of discussing his performance as well as the working relationship between the Committee and the Superintendent.

#### VI. Regular Compensation

Consistent with relevant provisions of Chapter 71 and Chapter 32 of the General Laws, 840 CMR 15.03 et seq. and 807 CMR 6.01 et seq., the Superintendent's regular compensation shall include, in consideration for services provided:

**(A) Salary**

The Committees shall provide the following salary as part of the Superintendent's compensation:

1. **Salary**  
Effective July 1, 2014, the Committee shall pay the Superintendent an annual salary of one-hundred-and-eighty-thousand dollars (\$180,000) subject to Addendum I. The Superintendent's Salary and Employment history are shown as an Addendum.
2. No later than June 30<sup>th</sup> of each year, the Committee will determine, in their sole discretion, whether or not to increase the Superintendent's salary. Changes in salary will be reflected by updating the attached salary Addendum. At no time during the life of this agreement, or any extension hereof, shall the Superintendent's salary be reduced.
3. The Superintendent's salary, benefits and compensation shall be paid in equal installments in accordance with District practice unless otherwise agreed upon. All sums, including but not limited to all salary or benefits payable under any provision of this Article, due upon resignation, termination, or death shall be paid to the Superintendent or his estate in the pay period next following same or upon appointment of a fiduciary for the estate.

**(B) Insurance, Fringe Benefits and Compensation for Services**

The Superintendent shall be entitled to benefits provided in the Administrators' Benefits Manual dated as of July 1, 2013, as amended from time to time by the Committee.

**VII. Medical Examination**

The Committee agrees to bear the cost of a full annual physical examination of the Superintendent upon request by the Committee, and the Superintendent shall provide a letter that he can perform the essential functions of the Office of Superintendent with or without an accommodation.

**VIII. Termination**

In the event that the Superintendent desires to terminate this contract before the term of service shall have expired, he may do so by giving written notice of this intention to the Committee no later than January 1st of any year during the term of this agreement (to be effective on June 30 of that year) or by giving a minimum of six months' notice to the Committee. The Superintendent's failure to give full and



timely notice shall constitute "good cause" for termination.

The Committee may terminate this contract at any time without further obligation by a majority vote for any of the following reasons: inefficiency, incapacity, incompetence, conduct unbecoming to a superintendent, insubordination, or other good cause. Where termination is effected for good cause, a hearing shall be convened in Executive Session unless the Superintendent requests that it be public. The Superintendent may be represented at such hearing by counsel who shall be entitled to participate on behalf of the Superintendent. The Committee shall provide fourteen (14) days' written notice of said hearing with a statement of charges in sufficient detail to place the Superintendent on notice of the basis for such intended action including copies of all relevant documents on which the Committee intends to rely for such action.

The Committee may also terminate this contract other than for good cause prior to the expiration of its term with written notice by January 1 of a year with an effective termination of June 30, or at any time by majority vote with notice of six months. Termination of the Superintendent's appointment shall terminate this agreement.

#### **IX. Resignation**

There shall be no penalty for release or resignation by the Superintendent from this contract, provided no resignation shall become effective until the close of any school year in which this contract is in effect or one hundred eighty (180) days notification from the Superintendent unless the Committee fixes a lesser period of time at which the resignation or release is to take effect.

#### **X. Arbitration**

##### **A. Scope of Controversy**

Any claim alleging the breach of this contract shall be settled and determined solely and exclusively by arbitration in accordance with the Employment Arbitration Rules of the American Arbitration Association and an award by an Arbitrator appointed pursuant to such rules shall be final and binding on the parties and may be entered into any court, tribunal or commission otherwise having jurisdiction thereof, for enforcement pursuant to the provisions of M.G.L. c. 150C, then relative to the arbitration of employment disputes. The parties expressly waive any right to assert such claims in any other forum.

##### **B. Arbitrator's Authority**

Either party may invoke the arbitration provisions hereunder by filing a demand for arbitration with the American Arbitration Association and the other party. In the case of a termination, if the arbitrator determines that the termination was not for



good cause, his authority is limited to awarding the Superintendent monetary damages which may not exceed what the Superintendent would have been entitled to had his contract not been terminated prior to its expiration. In no case shall such award order or require the reinstatement of the Superintendent to his position. The standard for the Arbitrator shall be the same as expressed in the 5<sup>th</sup> paragraph of Section 42 of Chapter 71 of Massachusetts General Laws.

#### **XI. Indemnification**

- A. The District shall at all times indemnify and hold harmless the Superintendent to the maximum extent and in accordance with the terms of MGL c. 258. The Superintendent shall comply with all obligations to assist in any litigation instituted in which the indemnification is applicable, provided, however, that upon cessation of the employment relationship the Superintendent shall be compensated for such assistance in any day or part thereof during which such assistance is rendered at his then effective per diem rate of pay or \$400.00, whichever is greater, subject to any applicable legal limits.
- B. This indemnification provision, Article XI A. and B. shall survive expiration of this employment agreement or the cessation of the employment relationship by any means or cause.

#### **XII. Entire Agreement**

This contract embodies the whole agreement between the Committee and the Superintendent and there are no inducements, promises, terms, conditions or obligations made or entered into by either party other than those contained herein. The contract may not be changed except in writing and signed by the party against whom enforcement thereof is sought. This contract supersedes all prior agreements between the parties, and all such prior agreements shall be without further effect.

#### **XIII. Invalidity**

If any paragraph or part of this agreement is invalid, it shall not affect the remainder of said agreement, but said remainder shall be binding and effective against all parties.



IN WITNESS WHEREOF, the parties have hereunto signed and sealed this Agreement in quadruplicate on the day and year first written above.

Maria E. Neyland

Maria Neyland  
Chairman, Acton-Boxborough Transitional School Committee  
and  
Chairman, Acton-Boxborough Regional School Committee

2/14/14

Date

Glenn Brand

Glenn Brand, Superintendent  
Acton-Boxborough Regional School District

2/24/14

Date

ADDENDUM I

Enacted on

July 1, 2014

To the

Contract of Employment

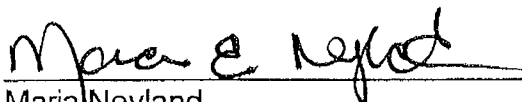
For Glenn Brand

Superintendent of Schools

=====  
Employment & Salary History:

| <b>Period</b>  | <b>Salary</b> (annualized)                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7/1/14 6/30/15 | \$180,000                                                                                                                                               |
| 7/1/15 6/30/16 | \$185,400 (which equals a 3% increase) if an overall "Proficient" rating is achieved on the first year evaluation, as outlined in Section V. Evaluation |
| 7/1/16 6/30/17 | \$192,816 (which equals a 4% increase) if an overall "Proficient" rating is achieved on the annual evaluation, as outlined in Section V. Evaluation     |

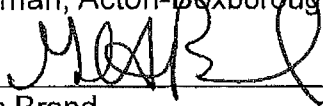
Future salary changes will be added to this addendum. Such changes shall not otherwise modify or affect the terms of this contract, which shall remain in full force and effect in accordance with its terms.



Maria Neyland  
Chairman, Acton-Boxborough Transitional School Committee  
and  
Chairman, Acton-Boxborough Regional School Committee

2/14/14

Date



Glenn Brand,  
Superintendent, Acton-Boxborough Regional School District

2/24/14

Date



ADDENDUM II

Enacted on  
July 1, 2014  
To the  
Contract of Employment  
For Glenn Brand  
Superintendent of Schools

=====

The Committee agrees that the District will pay for the "New Superintendent Induction Program" offered by the MA Department of Elementary & Secondary Education and MASS. The charges for the New Superintendent Induction Program will be paid directly by the District and are estimated to be as follows:

|        |         |
|--------|---------|
| Year 1 | \$3,900 |
| Year 2 | \$2,900 |
| Year 3 | \$2,900 |

  
\_\_\_\_\_  
Maria Neyland  
Chairman, Acton-Boxborough Transitional School Committee

2/14/14  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Glenn Brand,  
Superintendent, Acton-Boxborough Regional School District

2/24/14  
\_\_\_\_\_  
Date



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)

8.5

Marie Altieri  
Deputy Superintendent

To: Acton-Boxborough Regional School Committee  
From: Kristina Rychlik, FY16 ABRSC Chairwoman  
Marie Altieri, Deputy Superintendent  
Date: June 21, 2016  
Re: Superintendent's Contract Addendum

Dr. Brand is entering the third year of his three year contract. We are recommending an addendum to his contract to clarify language. His current contract says:

I. Employment

The Committee agrees to employ Glenn Brand as Superintendent of the schools of the Acton-Boxborough Regional School District from July 1, 2014 through June 30, 2017 subject to Sections VIII and IX. Should the Committee decide not to extend the contract, they will provide written notification to the Superintendent by July 1, 2016.

While it states that the contract will be extended, it does not specify the length of the extension. Upon Dr. Brand's request, Kristina Rychlik and I asked Peter Ebb to review this and recommend language for an addendum. We are recommending that the contract be extended for one year, and that a follow-on contract be negotiated next year. The draft addendum, as well as the full contract, are attached.

*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.*

ADDENDUM III

Enacted on July 1, 2016

To the

Contract of Employment

For Glenn Brand

Superintendent of Schools

The Committee agrees to continue to employ Glenn Brand as Superintendent of the schools of the Acton-Boxborough Regional School District from July 1, 2016 through June 30, 2018. If, prior to October 15, 2017, the Committee has not provided the Superintendent with notice of non-renewal of this contract, then the contract shall be extended for an additional one year period. The School Committee will work with the Superintendent to negotiate a follow-on contract to take effect July 1, 2017. The Superintendent's salary for the period July 1, 2017 – June 30, 2018 shall be determined by the Committee in June, 2017.

---

Mary Brolin, Chair  
Acton-Boxborough Regional School Committee

---

Date

---

Glenn A. Brand, Superintendent  
Acton-Boxborough Regional School District

---

Date



## ABRSC Meeting June 23, 2016



### Annual Superintendent's Summative Evaluation

**Glenn Brand, Ed.D.**  
**Superintendent, Acton-Boxborough  
Regional School District**

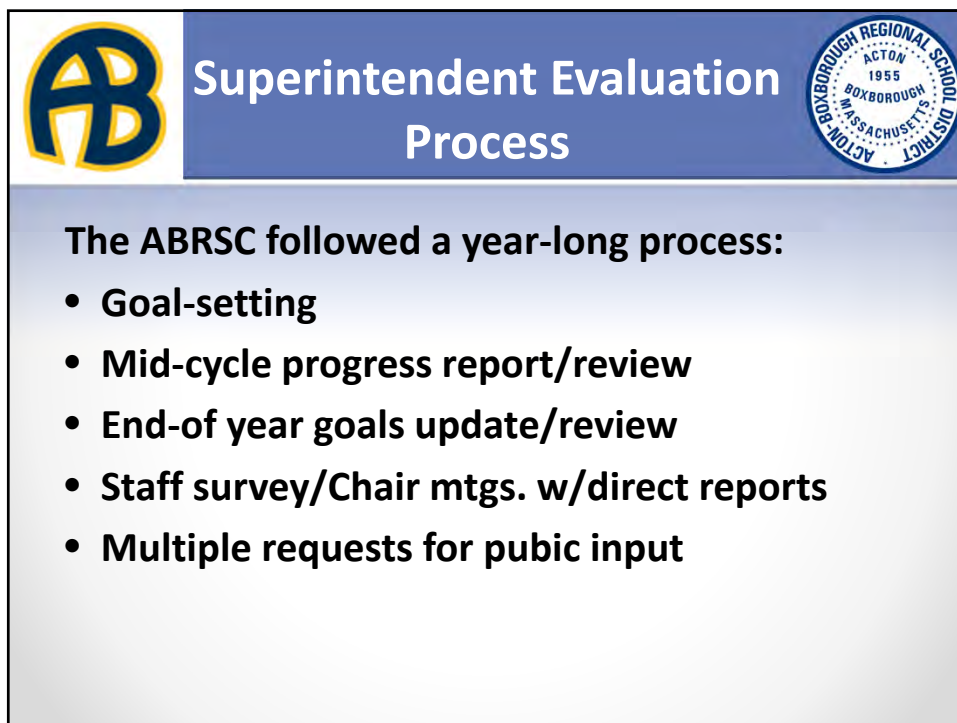
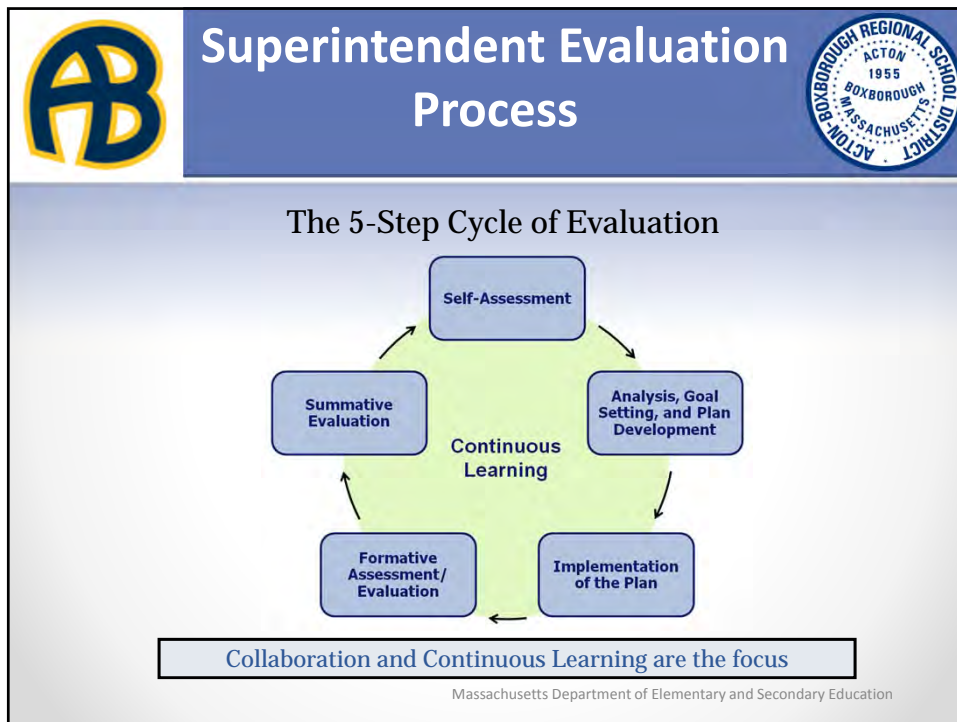




## Superintendent Evaluation Process



- **Massachusetts Model System for Educator Evaluation**
- **Summative evaluation occurs annually at end of a year-long process**
- **Written summary and open/public discussion**

*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.*





## Superintendent Evaluation Process

**“End-of-Cycle Summative Evaluation Report”  
two-part evaluation forms were used:**


- 1. Evaluation on Standards**
  - I. Instructional Leadership
  - II. Management and Operations
  - III. Family and Community Engagement
  - IV. Professional Culture
- 2. Evaluation on Goals**
  - Two Professional Practice Goals
  - One Student Learning Goal
  - Two District Goals


## Superintendent Evaluation Process

**We used the following ratings to rate the four standards, defined per DESE:**

- **Unsatisfactory**
- **Needs Improvement**
- **Proficient: *fully satisfactory, the rigorous expected level of performance***
- **Exemplary: *exceeds the already high standard of proficient; of such a high level could serve as a model for others statewide***




## Superintendent Evaluation Process




We used the following ratings to rate the five goals:

- Exceeded
- Met
- Significant Progress
- Some Progress
- Did Not Meet



## Superintendent Evaluation Process




```
graph TD; A[Staff surveys/goals reviews/observations/experiences] --> B[Individual SC member evaluations]; B --> C[Summary representing consensus of the full ABRSC]
```


Staff surveys/goals reviews/observations/experiences

Individual SC member evaluations

Summary representing consensus of the full ABRSC




## Superintendent Evaluation Process



**Standard I: Instructional Leadership**

- Curriculum
- Instruction
- Assessment
- Evaluation
- Data-Informed Decision Making

• *Superintendent's Performance Rating: Proficient*



## Superintendent Evaluation Process





**Standard II: Management and Operations**

- Environment
- Human Resources Management and Development
- Scheduling and Management Information Systems
- Law, Ethics and Policies
- Fiscal Systems

• *Superintendent's Performance Rating: Proficient*






## Superintendent Evaluation Process

**Standard III: Family and Community Engagement**

- Engagement
- Sharing Responsibility
- Communication
- Family Concerns

• *Superintendent's Performance Rating: Proficient*





## Superintendent Evaluation Process

**Standard IV: Professional Culture**

- Commitment to High Standards
- Cultural Proficiency
- Communication
- Continuous Learning
- Shared Vision
- Managing Conflict

• *Superintendent's Performance Rating: Proficient*






## Superintendent Evaluation Process

### Professional Practice Goals

- *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.
- *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.

***Superintendent's Overall Progress Toward Goals: Met***






## Superintendent Evaluation Process

### Student Learning Goal

*Student Support Services* –in conjunction with the Interim Director of Pupil Services, Director of Special Education & Director of Curriculum & Assessment I will coordinate a review of our district's student support service 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 three specific areas of focus.

- ***Superintendent's Overall Progress Toward Goal: Met***





## Superintendent Evaluation Process

### District Improvement Goals

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

***Superintendent's Overall Progress Toward Goals: Met***



## Superintendent Evaluation Process

***Superintendent's Overall Summative Performance Rating: Proficient***



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

9.2

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

**To: Acton-Boxborough Regional School Committee**  
**From: Glenn A. Brand**  
**Date: June 21, 2016**  
**Re: End of FY16 Budget Planning**

I have been working closely with our Finance Director in monitoring the fiscal picture of FY16 as the year comes to a close. Based on discussions and recommendations with the Budget Subcommittee, I continue to advocate for three targeted areas to which we direct year-end funds that may be available:

- i. Excess and Deficiency – continuing to focus on elevating these reserves is a prudent strategy that is in the best long-term financial interest of the district. Directing any excess in revenue towards E & D is a move that I whole-heartedly support.
- ii. Circuit-Breaker Reserves – it is in the district's best interest to try and adopt a strategy that allows for the rollover of Circuit-Breaker (CB) reimbursement from one fiscal year to the next. This is an effective strategy that I completely endorse, and which will provide a source of funds for unanticipated special education costs.
- iii. Capital-Related Priorities - also as discussed previously, efforts will be made to utilize end-of-year funds for emergency or 'high priority' needs that exist related to capital expenditures. See below for a more thorough explanation related to the identification of a few targeted areas.

#### Capital Related Priorities;

There are two (2) emerging priorities where I am proposing we utilize available year-end funds to advance. These include:

#### **1. Security at the Administration Building – Approximately \$23,000**

All of our facilities, with the exception of the Administration Building, have in place cameras and door locking mechanism to allow for the immediate lockdown of the facility. It is unclear why this facility was not previously outfitted when all of the other buildings were, but I believe that because both students and staff occupy the building it should have the same level of security as all other facilities. This building occupies dozens of staff in the Student Services Department and Community Education Department along with both students and staff in the Pre-School Program as well as Community Education programs.

*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.*

## ***2. Concrete Repair at the High School - Approximately \$215,000***

As many of you are aware, the concrete sidewalk area around the perimeter of the high school is in desperate need of repair. At my request, our Director of Facilities recently put out a bid to gather estimates to complete the repair and replacement of the affected areas. This work needs to be done as it is now a safety factor for those pathways.

Based upon the submitted bids, the estimated total to repair/replace all of the affected areas is estimated to be over \$300,000. I would like to propose that we address this project using the following financial strategy:

- i. Approximately \$215,000 to come from available FY16 funds.
- ii. The remaining balance to come from FY17 funds from the following sources:
  - a. \$35,000 (of a total of \$70,000) in available money from the funding of the second phase of the capital study which was funded from this year's operating budget. The other \$35,000 will be held for the replacement of the hot water tank at the High School which has emerged as a priority.
  - b. \$75,000 redirected from the Conant project included in the FY17 capital plan. \*

\* The Conant project refers to the funds that were requested to address the North Corner heaving. It has been confirmed with both Dore and Wittier as well as the local building inspector that addressing this problem can wait and will not impact the structural integrity of the facility nor the ability for the school's students or staff to safely occupy the building.



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

10.

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

**To:** Acton-Boxborough Regional School Committee  
**From:** Glenn A. Brand  
**Re:** Superintendent's Safety Task Force  
**Date:** June 22, 2016

During the course of the current school year I divided the work of the 2015-16 *Superintendent's Safety Task Force* into three (3) areas:

- i. Review of Recommendations from the last Superintendent's Task Force Report (2013)
- ii. Review of Current School/Building Safety & Emergency Plans
- iii. Investigation of Alternative Lockdown Protocols

The members of this year's Task Force included:

| <i>Building Safety &amp; Emergency Plans</i> | <i>2013 Superintendent Safety Task Force Update</i> | <i>Alternative Lockdown</i> |
|----------------------------------------------|-----------------------------------------------------|-----------------------------|
| Lynne Newman (Co-Chair)                      | Karen Tower (Co-Chair)                              | Jim Marcotte (Co-Chair)     |
| Damian Sugrue (Co-Chair)                     | Matt McDowell (Co-Chair)                            | Keith Campbell (Co-Chair)   |
| Peter Cavanaugh                              | Diane Oster                                         | Chris Whitbeck              |
| Anne Dempsey                                 | Alison Larson                                       | Julianna Schneider          |
| Nancy Capallo                                | Deanne Sullivan                                     | Maria Neyland               |
| Betty Mazzone                                | JD Head                                             | Erin Livie                  |
| Elizabeth Foster                             | Dana Labb                                           |                             |
| Abigail Dresser                              |                                                     |                             |
| Marybeth Higgins                             |                                                     |                             |
| Mike Eracelo                                 |                                                     |                             |

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



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

Meetings were held at various times throughout the course of the year by each subgroup including in October, December, January and March with a final meeting earlier this week.

Below I have provided a brief summary of both the specific areas of focus for each subcommittee along with the outcomes.

### **I. Review of Current School/Building Safety & Emergency Plans**

Currently, the district does not utilize one common safety and emergency planning document as each school has its own developed handbook. In order to ensure that our district has in place consistent procedures across all schools and programs I asked this group to focus on:

- Examining the current status of our school plans?
- Reviewing the current/existing school handbooks and identify strengths and weaknesses that exist.
- Review what best practice calls for to be included in a district guide that provides clear and coherent procedures for safety and emergency planning?
- Determine what necessary procedures are in place to support all necessary school protocols including: evacuation; shelter-in-place; lockdown; family reunification (pg. 16 of School Safety & Security Task Force Report)
- What should the appropriate school-building-based committees include and what should the recommended membership be? In addition, what training and our professional development should members have?

### **Outcomes:**

The following represent the highlights of the work to-date:

- Templates for emergency plans that include new language and maps are near completion and will be out into place in the fall.
- Plans will be uniform for all schools with customizable options for building specific updates (rally points etc.).
- Additional plans are underway to conduct "table-top" exercises with police and fire in the fall.

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



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

## II. Superintendent's Safety Task Force Report (2013)

The Task Force Report of 2013 established a number of recommendations and this year the subcommittee revisited the recommendations. Specifically, the group was asked to:

- i) Review the recommendations and ensure that there is a clear understanding regarding what the recommendation included.
- ii) Provide an update that thoroughly reviews what the status is of the recommendation (s), what remains, and whether or not the district needs to revisit the recommendation (s) in order to enhance our overall district's planning, preparations and/or response.
- iii) Develop any new or additional recommendations.

### Outcomes:

Efforts to review the various recommendations that came about in 2013 identified the following areas still in need of attention going forward:

*Communication equipment-* we need to continue to assess appropriate communication devices to ensure that there is appropriate coverage in all schools.

*Video Monitoring -* the upgrades installed a few years ago are now in place through the district (with the exception of the Administration Building). However, there appears to be a desire to continue to offer training for all office staff to be sure that everyone is comfortable in their use.

As part of the recommendations for the use of end-of-year funding available, I am recommending (see separate memo in 6/23/16 School Committee packet) that full equipment similar to in the other buildings also be installed in the Administration Building.

*Internal locking of doors within schools-* this is an area that still needs attention. I have requested that a complete inventory of all internal door locks be completed by the end of June in all of our buildings to ascertain what upgrades need to be completed to ensure that appropriate locking mechanisms are in place in all of our classrooms and offices throughout the district.

*ID cards-* two related areas that were identified as in need of further enhancement include ensuring that there is increased consistency in having all staff wear ID badges in schools and visitors signing in. There is apparently inconsistent enforcement in this area that can be improved.

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





**Acton-Boxborough Regional School District**

**Superintendent's Office**

16 Charter Road

Acton, MA 01720

978-264-4700 [www.abschools.org](http://www.abschools.org)

### **III. Alternative Lockdown Procedures**

With the exception of the Blanchard Elementary School, the district had not explored or investigated alternative lockdown procedures for our school buildings. There are clear recommendations that exist within the safety and security communities that call for alternative methods to be employed as a measure to keep citizens safe.

The focus of this sub-committee centered on the following:

- i) Examine the research and recommendations at the state and national level that point towards alternative lockdown procedures.
- ii) Explore the various alternative options/programs out there (i.e. ALICE) and investigate which surrounding communities have adopted new/alternative procedures.
- iii) Identify a recommendation around what procedural changes should be put into place regarding lockdowns in the district.
- iv) Identify an action plan and corresponding timeline that carefully considers the necessary dissemination of information for our faculty/staff, our parents/guardians, and our students

### **Outcomes:**

The group met on a number of occasions throughout the school year and recommended that the district adopt the ALICE program as the alternative lockdown plan for the entire district. This work culminated in:

- A presentation to the School Committee in the spring and a public meeting in May.
- The pursuit of a "train-the-trainer" model where approximately 20 staff received training to implement the program.
- Plans are currently being solidified to rollout the training of all staff in late August and September followed with students after school begins in the fall.

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

File: BE

**SCHOOL COMMITTEE MEETINGS AND NOTIFICATION - DRAFT**

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. **Regular meeting**: the usual official legal action meeting, held regularly
2. **Special meeting**: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

**Notification:**

As required by law, a minimum of 48 hours advance notice will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action." As a regional school district, official notification will be posted electronically on the School District website, as required by law. A copy of the notice shall be filed and kept by the secretary of the school committee.

~~Notification of the dates, times, and places of regular meetings will be accomplished by periodic publication of the schedule for the ensuing months. Notification of a change in a regular meeting time or place and notification of a special meeting will be filed with the town clerks at least 48 hours in advance, as required by law.~~

**Rules of Order:**

Robert's Rules of Order, Newly Revised will govern the proceedings of the Committee, except when those rules are in conflict with the Committee's approved policies and regulations.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

LEGAL REFS.: M.G.L. 39:23A; 39:23B; 39:23C  
940 C.M.R. 29.03 (2) (b)

CROSS REFS.: BEC, Executive Sessions

First Read 6-9-16

File: IJND

**EMPOWERED DIGITAL USE - ACCESS TO DIGITAL RESOURCES – DRAFT**  
**First Reading 6/9/16 Second Reading 6/23/16**

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner. The Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the district provides ongoing student instruction that develops skill sets for using technology as a tool. Information and communication technology are an integrated part of our curriculum across subjects and grades in developmentally appropriate ways and are aligned with Massachusetts Curriculum Frameworks and standards.

### **Safety Procedures and Guidelines**

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of student computer use or tablet use, ethical use of digital resources and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA)
- Safety and security of minors when they are using e-mail, instant messaging applications, and other forms of direct electronic communications;
- Preventing unauthorized access, including hacking, viruses and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and

The District shall provide reasonable public notice to address and communicate its internet safety measures.

### **Empowered Digital Use**

All elementary students must agree to and sign the Empowered Digital Use form prior to the student being granted any access to digital resources and digital networks. The Empowered Digital Use Student Contract form, which specifies guidelines for using digital resources and district networks, must also be signed by the parent or legal guardian.

*Acton-Boxborough Regional School District*

2 of 17

1 of 7

Parent/Guardians of students in the Junior High and High School are required to check the box on the District's School Permissions Form on the PowerSchool Parent Portal indicating that they and their child have access to the District's digital resources and networks, and they will comply with the policies as outlined in their student handbook. These records shall be kept on file as a legal, binding document. In addition, Junior High and High School students are verbally reminded throughout the year that they are responsible for reading and complying with the technology policies and procedures found in the handbooks.

### **Community Use**

Community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they abide by the rules of usage established by the Superintendent or designee.

### **Disregard of Rules and Responsibility for Damages**

Individuals who violate District rules **and/or perform illegal activities\*** governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies. **Illegal activities may also be subject to law enforcement.\***

Individuals may be asked to reimburse the District for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

### **Audit of Use**

All digital information sent, received or stored on any school district accounts, hardware or devices, is subject to the MA Public Records Law and should not be considered private.

LEGAL REFS: 47 USC § 254

CROSS REFS: Employee Technology Acceptable Use Policy, File: GBEE  
Empowered Digital Use Student Contract, File: IJND - E

*\* Added since First Read  
on 6/9/16.*

(File: IJNDB was deleted)

**Acton-Boxborough Regional School District / Empowered Digital Use - DRAFT**  
**FY17 Elementary Student Contract** **File: IJND-E**

In order to use any online resource safely and responsibly, I agree to follow these rules:

**I am responsible for my ABSchools and computer network account.**

- I will not give my password to anyone and I will log off of my ABSchools account when I am done using it.
- I am responsible for my language and will only use language on the Internet and in my school email that I would use in the classroom with my teacher.
- I will use ABSchools to support my learning and will not email my classmates while class is in session.
- I can send personal emails to my classmates during classroom "free time" and when designated by my teacher, but I must always be mindful of what I am sending. No emails will be sent when my teacher is teaching the class as I do not want to disrupt my classmates learning.
- I am allowed to use ABSchools outside of school, but I **must follow my parents'/guardians' rules** for when I can access my account and be mindful of what I am sending:
  - I will not write anything mean or hurtful to another person.
  - I will not be a bully or make fun of anyone.
  - I will not "bother" any person online or by email.
  - I will tell a teacher if I see anything hurtful to another student online.

↑ (bolding added)

**I am respectful of myself and my classmates when I am online.**

- I will only look for web pages with pictures, words, or sounds that are appropriate in school.
- I will only look for web pages or documents which don't contain violent or sexual content.
- I will not write anything or post pictures or videos that are hurtful or embarrassing to anyone while I am online.
- I will not pretend to be anyone else online.
- I will not send email, create an account, or post any words, pictures, or sounds using someone else's name.
- I will not use another person's login name or password.
- I will not post any personal information about myself or anyone else while online, such as first and last name, photos, addresses, or schedules.
- I understand there are laws regarding the use of technology that fall outside of the ✕ jurisdiction of the school district

**I understand how to be safe and responsible while using my ABSchools account and I am aware of potential consequences if I do not follow these rules.**

- First time = Warning
- Second time = Call to parents and no ABSchools access for one day
- Third time = Call to parents with a meeting with the Principal and no ABSchools access for one week
- Fourth time = Call to parents and a meeting with the Principal, ABSchools access taken away for rest of year.

**I understand that parent/guardians, teachers, and school administration have access to my digital information that is sent, received or stored, on any school district accounts, hardware or devices including emails, and that that information is subject to the MA Public Records Law and should not be considered private.**

4 of 17

3 of 7

I agree to follow these rules and to use technology in a safe and responsible way to further my

\* Added since First Read  
on 6/9/16

education.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As the parent/guardian of \_\_\_\_\_, I agree to support these rules at home while my child is using his/her ABschools account.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

5 of 17

4 of 7

**CURRICULUM AND INSTRUCTION**  
**Access to Electronic Media**

The Committees support the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

**Safety Procedures and Guidelines**

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors' access to materials harmful to them.

The Districts shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its Internet safety measures if/when the policy is modified.

**Permission/Agreement Form**

If a parent/guardian does not want his/her child to have independent access to electronic media involving District technological resources, then the parent/guardian must submit a written request to the school Principal. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

6 of 17

1 of 3

5 of 7

HAG

### **Employee Use**

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

### **Community Use**

On recommendation of the Superintendent or designee, the Committees shall determine when and which computer equipment, software, and information access systems will be available to the community. Upon request to the Principal or designee, community members may have access to the Internet and other electronic information sources and programs available through the Districts technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent or designee.

### **Disregard of Rules**

Individuals who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

### **Responsibility for Damages**

Individuals shall reimburse the District for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

### **Responding to Concerns**

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

### **Audit of Use**

All e-mails sent and/or received on school district computers are subject to the Public Records Law.

The Superintendent or designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

7 of 17

2 of 3



1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

## SCHOOL & DISTRICT WEBPAGES – DRAFT – First Read 6-9-16

### I. PURPOSE

The School District has established a district-wide website that links users to web pages for the District's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the District's educational mission.

### II. SUPERVISION AND APPROVAL OF WEB PAGES

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the School District's web pages and maintaining the web pages in a manner consistent with this policy and the Empowered Digital Use Policy, File: IJND. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the District's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members may not publish or link to personal web pages as part of the School District web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic, photographic or other artwork) may be published on the District's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the author or the District.

Web sites developed under contract for the Acton-Boxborough Regional Schools or within the scope of employment by Acton-Boxborough Regional Schools employees are the property of the Acton-Boxborough Regional School District.

### III. CONTENT STANDARDS

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

## IV. SAFETY PRECAUTIONS

### A. In General

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

### B. Student Photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

### C. Student Work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

### D. Staff Photographs, Identifying Information and Work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

### E. MA Public Records Law

All digital information sent, received or stored on any school district accounts, hardware or devices, is subject to the MA Public Records Law and should not be considered private.

REF: Empowered Digital Use – Access to Digital Resources Policy, File: IJND  
Empowered Digital Use Student Contract, File: IJND-E  
Employee Technology Acceptable Use Policy, File: GBEE  
ABRSD PowerSchool Portal

Approved:

*Acton-Boxborough Regional School District*

10 of 17

2 of 3

## SCHOOL AND DISTRICT WEB PAGES

The Acton Public Schools and the Acton-Boxborough Regional School District realize the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the Acton Public Schools and the Acton-Boxborough Regional School District will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committees authorize the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District Web page must accurately reflect the mission, goals, policies, program, and activities of the school and District. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web page and monitoring all District Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or District, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the District Web site.

Web sites developed under contract for the Acton Public Schools and the Acton-Boxborough Regional School District or within the scope of employment by Acton Public Schools and the Acton-Boxborough Regional School District employees are the property of the Acton Public Schools and the Acton-Boxborough Regional School District.

11.2.4 ~~12.2.5~~

File: JJF

**STUDENT ACTIVITY ACCOUNTS – DRAFT**  
**First Read 6-9-16**

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law Chapter 71, Section 47\*, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the District's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount that the Treasurer determines will "secure the Principal's faithful performance of his duties in connection with such account"\*.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm at least every three years.

12 of 17

1 of 2

1 of 3

## Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation, such as Class of 1998, etc.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

SOURCE: MASC March 2016

LEGAL REF.: M.G.L. 71:47

**NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.**

Approved:

13 of 17

2 of 2

2 of 3

## STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting practices.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the District's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committee policy.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established for each school by School Committee policy.
4. Directs Principals to provide the District Treasurer with a bond in an amount agreeable to the District Treasurer.

11.25 ~~12.2.16~~

File: DGA

**REGIONAL SCHOOL DISTRICT AUTHORIZED SIGNATURES**

First Read 6-9-16

The treasurer and the assistant treasurer are each authorized to sign check withdrawals and to sign the appropriate bank forms for the Regional School District.

LEGAL REF.: M.G.L. 71:16A



11.2.6

~~12.2.7~~

File: DH

**REGIONAL SCHOOL DISTRICT BONDED EMPLOYEES AND OFFICERS**

First Read 6-9-16

Each employee of the school system or School Committee member who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The cost of the bond will be paid by the District.

LEGAL REFS.: M.G.L. 40:5 71:16A

11.2.17

~~12-2-8~~

File: DIE

## REGIONAL SCHOOL DISTRICT AUDITS

First Read 6-9-16

An audit of the school department's district's accounts shall be conducted annually.

Upon the completion of each audit, a report ~~there on~~ shall be ~~made~~ presented to the Chairperson of the School Committee, and a copy sent to the Chairperson of the Board of Selectmen in each municipality.

The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's district's assets.

LEGAL REF.: M.G.L. 71:16E

Approved: 1/15/14

*Acton Public and Acton-Boxborough Regional School District*

17 of 17

1 of 1

***END***

of Consent Agenda of Second Read Policies  
to be VOTED

***START***

of First Read Policies

Combining Files: ACAB, JBA, GBA

First Read 6/23/16**PROHIBITION OF HARASSMENT- DRAFT**

The Acton-Boxborough Regional School District is committed to maintaining a school environment where all individuals are treated with dignity and respect. Therefore, the District will take appropriate action to:

- Prevent and/or otherwise respond to any unlawful discrimination or harassment of any of its employees or students, and
- Provide a process by which individuals can bring any concerns about unlawful discrimination or harassment to the Schools' attention for resolution.

The School/District will not tolerate harassment of their employees or students because of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through the schools.

**Definition of Harassment**

Harassment includes verbal or physical conduct which may offend, denigrate, or belittle any person because of, or due to, any of the characteristics described above. Such conduct includes pictures, jokes, comments, innuendoes, slurs, derogatory remarks based on a protected characteristic or any other behavior which creates an environment that is intimidating, hostile, or offensive to anyone.

It is unlawful to retaliate against, or punish, any individual who files a complaint of harassment or discrimination, or who cooperates in an investigation of such a complaint. The Schools will not tolerate any such retaliation, and individuals who engage in retaliation will be subject to termination/expulsion or other sanctions determined by the School Administration and/or School Committee, subject to applicable school system policies and procedures, as well as applicable contractual requirements.

**Definition of Sexual Harassment**

While all types of harassment are prohibited, sexual harassment requires particular attention. In Massachusetts, the definition of sexual harassment is as follows:

Sexual harassment is any unwelcome sexual conduct, including sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- Submission to, acceptance of, or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or education or a basis for employment decisions affecting an employee or for educational, disciplinary, or other decisions affecting a student; or
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's work performance, education or participation in extracurricular activities by creating an intimidating, hostile, humiliating, or offensive work or school environment.

While it is not possible to list all of the actions that would be considered sexual harassment, some examples are:

- Unwelcome sexual advances, whether or not they involve physical touching; sexual assault, or coerced sexual acts;
- Requests for sexual favors in exchange for actual or promised job benefits such as a favorable review, salary increases, promotions, increased benefits, or continued employment or for actual or promised education related benefits such as higher grades or favorable references.
- Sexual gestures; suggestive or sexually insulting comments, epithets, or jokes; written or verbal references about sexual conduct;
- Displaying sexually suggestive objects, pictures, or cartoons.
- Demonstrating supervisory or educational favoritism toward certain individuals over others based on a sexual relationship.

### Complaints

An **employee** who believes that s/he has been harassed should notify immediately:

~~Director of Personnel~~ Deputy Superintendent  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
978-264-4700 x3209

If an employee does not wish to discuss the issue with the ~~Director of Personnel~~ Deputy Superintendent or feels that s/he is not addressing the problem in an effective manner, the employee should contact:

Superintendent of Schools  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
978-264-4700 x3206

A **student** who believes that s/he has been harassed should notify immediately a teacher, counselor, or administrator who in turn will notify the building principal. As an alternative, a student may report directly to the building principal.

All employees of the Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal. Employees are expected to take every report of harassment seriously.

A **student** may also file a complaint alleging harassment by contacting:

Services | ~~Director of Pupil Services~~ Assistant Superintendent for Student Services  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
978-264-4700 x3265

If a student does not wish to discuss the issue with other school staff or feels that the staff is not addressing the problem in an effective manner, the student should contact:

Superintendent of Schools  
Acton-Boxborough Regional School District  
16 Charter Road  
Acton, MA 01720  
978-264-4700 x3206

The Assistant Superintendent for Student Services ~~Director of Pupil Services~~ and the Deputy Superintendent ~~Director of Personnel~~ as listed above are also available to provide information about this policy and the Acton-Boxborough Regional School District's complaint process.

### **Investigation, Corrective Action & Closure of a Complaint**

The Schools will investigate promptly every complaint of harassment, observing all relevant state and federal laws and regulations and school system policies and procedures, as well as applicable contractual requirements. The ~~Director of Pupil Services~~ Assistant Superintendent for Student Services and/or the ~~Director of Personnel~~ Deputy Superintendent will coordinate the investigation. Typical steps in an investigation include separate interviews with those involved, putting statements from each party in writing, identifying and questioning witnesses, and other appropriate actions. The Schools will conduct the investigation with as much confidentiality and privacy for the parties as possible without compromising the thoroughness of the investigation.

The Schools will caution all participants in the investigation to limit discussions to those staff directly involved in the investigation and to treat the matter as confidential. Individuals are expected to cooperate fully in any investigation. Failure to do so may result in disciplinary action up to and including termination/expulsion.

The Schools will endeavor to complete the investigation within thirty (30) school days of receiving the complaint, unless the nature of the investigation or exigent circumstances dictate otherwise, in which case the investigation will be completed as quickly as practicable. Also, if the respondent is subject to a collective bargaining agreement that sets forth a specific time line for notice and/or investigation of a complaint, such time line will be followed.

If the Schools determine that harassment or retaliation for complaining of harassment or participating in a harassment investigation has occurred, the Schools will take appropriate action promptly to stop the offending conduct and ensure that it is not repeated. Depending on the severity of the incident (s), such corrective action may include counseling, training, a verbal or written warning, suspension, or termination/expulsion.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse.

When the Schools have completed their investigation, school personnel will, to the extent appropriate, inform the person filing the complaint of the results of that investigation and will file a report with the Coordinator for Title IX/Section 504 of the Rehabilitation Act/Chapter 622.

It should be noted that while this policy sets forth the goal of the Schools in promoting a work and educational environment that is free of harassment based upon race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability, genetic information, or military status, the policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

### **State and Federal Agencies**

The Schools urge all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that we can address them. If either party to the complaint is dissatisfied with the results or progress of the Schools' investigation, they may discuss this directly with the Superintendent of Schools.

The state agency responsible for enforcing laws that prohibit harassment in the workplace is the Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is 300 days from the date of the most recent incident of alleged harassment. The state agency responsible for insuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA

02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination. The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669-4000; TTY Users (800) 669-6820. The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged discrimination. OCR is located on the 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

#### References:

Mass. Gen. Laws CH. 151B  
Mass. Gen. Laws Ch. 76, s. 5/Chapter 622  
Title VI of the Civil Rights Act of 1964  
Title VII of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972  
Age Discrimination in Employment Act of 1967  
Americans with Disabilities Act of 1990  
Section 504 of the Rehabilitation Act of 1973

Approved on: 12/5/13, 3/7/13



File: CBI

**EVALUATION OF THE SUPERINTENDENT - DRAFT**  
**First Read 6/23/16**

The purpose of the Superintendent's evaluation system is to promote excellence in the leadership of the Acton-Boxborough Regional School District through feedback, self-reflection, and a growth mindset.

The School Committee will evaluate the Superintendent annually following the process, standards, and rubrics outlined in the Massachusetts Department of Elementary and Secondary Education (DESE) Educator Evaluation system for Superintendents. The Superintendent's evaluation process will include an opportunity for feedback from staff and community members.

The Superintendent will work with the School Committee to set Professional Practice, Student Learning, and District goals based on the needs of the school system. The Superintendent's performance will be reviewed annually in accordance with these specified goals and the standards for effective leadership.

Legal Ref: 603 CMR 35.00

File: CBI  
Current

## EVALUATION OF THE SUPERINTENDENT

Through evaluation of the Superintendent, the School Committees will strive to accomplish the following:

1. Clarify for the Superintendent his/her role in the school system as seen by the School Committees.
2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committees' and the Superintendent.
3. Develop harmonious working relationships between the School Committees and Superintendent.
4. Provide administrative leadership of excellence for the school system.

The School Committees will periodically develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed annually in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.

File: GBEB

**STAFF CONDUCT – DRAFT**  
**First Read 6/23/16**

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expects staff to accept certain responsibilities, adhere to acceptable principles in matter of personal conduct, and exhibit a high degree of personal integrity at all times. This includes refraining from any behavior in a staff member's professional or personal life that may be harmful to him/herself, their co-workers or the student body, and/or that might be viewed as unfavorable by the public at large.

Types of behavior and conduct that the Committee considers inappropriate and warranting of disciplinary action, include, but are not limited to the following:

1. Violating School Committee policies, including but not limited to non-discrimination, acceptable use of technology, staff ethics/conflict of interest, and harassment;
2. Soliciting or unauthorized acceptance of gratuities, discounts, or acts of favoritism from the public at large in excess of the state ethics limits;
3. Poor attendance or inaccurate reporting of time worked and absences;
4. Falsifying employment or other District records, this includes but is not limited to employment applications, official time records, etc. Falsification, including but not limited to statements during any District conducted in-house investigation, misrepresentation of facts, circumstances, or willful omission of information pertaining to District matters;
5. Reporting to work after having consumed alcoholic beverages or while intoxicated, or under the influence of illegal drugs. Possession, use, or sale of illegal drugs;
6. Bringing, using or consuming alcoholic beverages on District property.
7. Smoking on school property.
8. Fighting or using obscene, abusive, threatening or disrespectful language or gestures while engaged with students, parents, colleagues or other constituents;
9. Theft or attempted theft of school property or funds;
10. Unauthorized possession of firearms or dangerous weapons on school property;
11. Disregarding safety, security and/or Committee regulations, or actively condoning such behavior in others;

12. Insubordination or displaying an insubordinate attitude;
13. Failing to maintain the confidentiality of student or staff information;
14. Misrepresentation of facts or the falsification of any documentation.
15. Poor job performance, failure to meet expectations in the performance of duties, including the submission of reports by required deadlines;
16. Neglect of job duties or carelessness in completion of tasks;
17. Use or access of inappropriate images using school equipment or on school property. Lewd behavior or indecent exposure. Any involvement with child pornography.
18. Willful neglect of school property;
19. Neglect of the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times;
20. Non-participation in required Professional learning opportunities and/or the non-completion of training to maintain a valid certificate/licensure required to hold the position assigned.

Should performance, work habits, attitude, conduct or demeanor become unsatisfactory, based on the violations either of the above-mentioned or of any Committee policies, rules or regulations, staff will be subject to disciplinary action, up to and including termination.

LEGAL REFS.: M.G.L. 71:37h; 264:11; 264:14

## STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws of the State as these affect their work, the policies of the School Committee, and the regulations designed to implement them.

In the area of personal conduct, the Committee expect that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing regulations and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

LEGAL REFS.: M.G.L. 71:37H; 264:11; 264:14

File: ADDB

**FINGERPRINT-BASED CRIMINAL HISTORY RECORD INFORMATION (CHRI) CHECKS - POLICY**  
**DRAFT – First Read 6/23/16**

Pursuant to M.G.L. c. 71, §38R, the Acton-Boxborough Regional School Committees adopts the following policy with regard to Fingerprint-Based Criminal History Record Information (CHRI) Checks.

It shall be the policy of the school district, as required by law, to require a state and national fingerprint criminal background check to determine the suitability of full or part time current and prospective school employees age eighteen (18) and older, who may have direct and unmonitored contact with children.

The school committee shall only obtain a fingerprint background check when hiring the superintendent of schools. ~~for current and prospective employees for whom the school committee has direct hiring authority. In the case of an individual directly hired by a school committee, the~~ The chair of the school committee shall review the results of the national criminal history check for a newly hired superintendent.

The superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children.

The fee charged by the fingerprint provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a CORI or fingerprinting suitability determination by the school or district is present. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the district practices and procedures will be followed.

LEGAL REF.: M.G.L.71:38R, 151B, 276, §.100A, St.2002, c.385  
MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003)

Approved: 11/20/14

*Acton-Boxborough Regional School District*

File: GBEC

**DRUG-FREE WORKPLACE – DRAFT**  
**First Read 6/23/16**

The Acton-Boxborough Regional School Committee recognizes the importance of maintaining a workplace which is drug- and alcohol-free to enhance the welfare of employees and students. Under the Drug-Free Workplace Act, the Acton-Boxborough Regional School District is required to certify that it maintains a drug-free workplace as a condition of receiving federal grants and contracts. The requirements of this law give the Acton-Boxborough Regional School District the opportunity to reaffirm the following policy and its commitment to a workplace free of drugs and alcohol.

It is the policy of the Acton-Boxborough Regional School District to prohibit the unlawful manufacture, distribution, dispensing, possession or use of any controlled substance or the possession, use, purchase, sale or other transfer of alcohol by any employee while on School premises or while performing any job-related activity, whether on or off School premises. Employees are also prohibited from reporting for work or performing any job related activities, on or off school premises, while under the influence of alcohol or any illegal controlled substances. An employee who violates this policy is subject to disciplinary action, up to and including dismissal.

For purposes of this policy the term “controlled substance” is defined as a narcotic, hallucinogen or any other drug listed on Schedules I through V of the federal Controlled Substances Act. An “illegal” controlled substance is defined as any drug that cannot be legally obtained or that, although available legally, has been obtained illegally.

This policy does not prohibit use or possession of a drug prescribed for the employee by a licensed physician and used in a therapeutic dosage in accordance with the physician’s instruction; however, employees are required to disclose to the Superintendent the use of any prescribed drug that may impair the employee’s ability to perform his/her job safely and effectively.

It is a condition of employment that each employee abides by this policy and notifies the Superintendent of Schools of any criminal drug conviction for (or plea of no contest to) a violation occurring in the workplace or while performing any job-related activity within five (5) days of such a conviction or plea. The Acton-Boxborough Regional School District has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. Further, no later than thirty (30) days after notice of conviction, the Superintendent of Schools will take disciplinary action up to and including a recommendation to the School Committee that the employee be dismissed from employment termination.

WHERE CAN YOU EMPLOYEES GO FOR HELP

If ~~you~~ employees need assistance with a drug or alcohol problem and have a private doctor, it is recommended that ~~you~~ they seek assistance through their doctors. ~~You~~ They may also receive information through the District Employee Assistance Program (EAP).

The Acton-Boxborough Regional School District has collected information from various drug assistance and/or rehabilitation programs. This information is available from the High School Counseling Department, (978) 264-4700.

For more information, please feel free to contact the ~~Personnel~~ Human Resources Department, at (978) 264-4700.

LEGAL REFERENCE: The Drug-Free Workplace Act of 1988

CROSS REFERENCES: Teaching about Alcohol, Tobacco & Other Drugs Policy File: IHAMB

Drug and Alcohol Use by Students Policy File: JICH

Tobacco Use on School Property Policy File: ADC, GBED, JICG

**Approved: 3/20/14**



File: JLCD

**MEDICATION ADMINISTRATION POLICY - DRAFT**  
**First Read 6/23/16**

The Acton-Boxborough Regional Schools follow the regulations under the Department of Public Health 105 CMR 210:00 The Administration of Prescription Medications in Public and Private Schools.

The licensed/registered school nurses will be the administrators of the medication administration program within the schools. Only licensed/registered school nurses, or student nurses under the supervision of the school nurses, are authorized to administer medication to students, unless they are approved for self-administration. Medications will be administered only during the hours that school is in session. The school nurse shall develop with parents/guardians a medication plan for each student requiring medication administration. Nursing staff shall establish a record-keeping program for each student requiring medication. The school physician and the school nurse leader will provide yearly medication protocols for certain medications to be administered based on nursing assessment.

Students, who have been determined by the school nurse to be capable of self-administration of asthma inhalers, epinephrine auto-injectors for allergies, cystic fibrosis digestive enzymes, and diabetes mellitus glucose monitoring and insulin administration systems, are allowed to carry and self-administer the above medications after meeting certain criteria established in the medication administration procedures.

Delegation of emergency EpiPen administration and field trip medication administration to unlicensed school personnel will occur following Massachusetts Department of Public Health regulations and proper application to the DPH for delegation authority.

REFERENCE: Procedures File: JLCD-R

LEGAL REF.: M.G.L. 71:54B

Department of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

File: JLCD

**MEDICATION ADMINISTRATION POLICY**  
**First Read 6/23/16**

The Acton-Boxborough Regional Schools follow the regulations under the Department of Public Health 105 CMR 210:00 The Administration of Prescription Medications in Public and Private Schools.

The licensed/registered school nurses will be the administrators of the medication administration program within the schools. Only licensed/registered school nurses, or student nurses under the supervision of the school nurses, are authorized to administer medication to students, unless they are approved for self-administration. Medications will be administered only during the hours that school is in session. ~~In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate, or is not FDA approved.~~ The school nurse shall develop with parents/guardians a medication plan for each student requiring medication administration. Nursing staff shall establish a record-keeping program for each student requiring medication. The school physician and the school nurse leader will provide yearly medication protocols for certain medications to be administered based on nursing assessment.

Students, who have been determined by the school nurse to be capable of self-administration of asthma inhalers, epinephrine auto-injectors for allergies, cystic fibrosis digestive enzymes, and diabetes mellitus glucose monitoring and insulin administration systems, are allowed to carry and self-administer the above medications after meeting certain criteria established in the medication administration procedures.

Delegation of emergency EpiPen administration, and field trip medication administration to unlicensed school personnel will occur following Massachusetts Department of Public Health regulations and proper application to the DPH for delegation authority.

REFERENCE: Procedures File: JLCD-R

LEGAL REF.: M.G.L. 71:54B  
Department of Public Health Regulations: 105 CMR 210.00; 244 CMR 3.00

*Acton Public Schools and Acton-Boxborough Regional School District*

File: JICH

**ALCOHOL, TOBACCO, AND OTHER DRUG USE BY STUDENTS PROHIBITED –  
DRAFT  
First Read 6/23/16**

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or other drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy 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.

SOURCE: MASC March 2016

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: Teaching About Alcohol, Tobacco and Drugs Policy, File; IHAMB  
Drug Free Workplace Policy, File: GBEC  
Tobacco Use on School Property Policy, File: ADC/GBED/JICG

Current policy

File: JICH

### ALCOHOL USE BY STUDENTS

In view of the fact that the use of alcohol can endanger the health and safety of the user, and recognizing the deleterious effect the use of alcoholic beverages can have on the maintenance of general order and discipline, the School Committee prohibits the use of, serving of, or consumption of any alcoholic beverage on school property or at any school function.

Additionally, any student, regardless of age, who has been drinking alcoholic beverages prior to attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco  
GBEC, Drug Free Workplace Policy

Approved: 5/22/14

**RETIREMENT OF FACILITIES – DRAFT**  
**First Read 6/23/16**

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the appropriate School Committee which facilities appear to justify further analysis.

~~That~~ The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. ~~This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.~~

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of children, including alternative plans according to Committee policy
4. Transportation factors, including numbers of children bussed, time, distance, and safety
5. Alternative uses of the building
6. Cost/Savings
  - a. Personnel
  - b. Plant Operation
  - c. Transportation
  - d. Capital Investment
  - e. Alternative Use
7. Continuity of instructional and community programs

LEGAL REF.: 71:16

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) WORKSHOP

Library  
R.J. Grey Junior High School

Wednesday, June 29, 2016  
6:00 p.m. Dinner  
6:30 p.m. School Committee Workshop

DRAFT AGENDA

1. **Call to Order (7:00)**
2. **Chairman’s Introduction – Mary Brolin**
3. **Statement of Warrants**
4. **Review of Last Year’s Workshop**
  - 4.1. FYI: Minutes of School Committee Workshop on 7/22/15
5. **Discussion of Potential School Committee Areas of Focus for 2016-2017**
  - 5.1. FY16 Goals (How did we do?) – *Mary Brolin*
  - 5.2. Preliminary Superintendent’s FY17 Goals – *Glenn Brand*
  - 5.3. Demographic Survey Update – *Kristina Rychlik*
  - 5.4. Comparative Communities Subcommittee Report – *Diane Baum*
  - 5.5. New District Strategic Plan Process Update – *Glenn Brand*
  - 5.6. FY17 Goals – *Glenn Brand*
6. **2016-2017 Subcommittee Structure and Assignments – Mary Brolin (vote at next meeting)**
  - 6.1. 2015-2016 Subcommittees and Members
  - 6.2. Draft ideas for 2016-2017
7. **School Committee Business Items**
  - 7.1. New State Public Records Laws – *Beth Petr*
8. **FYI**
  - 8.1. State Required Ethics Training <http://www.mass.gov/ethics>
  - 8.2. Committee Member Conflict of Interest Policy, File: BCB
  - 8.3. School Committee – Staff Communications Policy, File: BHC, GBD
9. **Adjourn (9:00)**

**Next Meetings:**

ABRSC, Monday, August 8, 7:00 p.m. in the Junior High Library  
ABRSC, Thursday, September 1, 7:00 p.m. in the Junior High Library

# Open House Dates - Fall 2016 6/15/16

---

## Blanchard

September 20

6:00-6:45 PM - Grades PreK - 2

7:00-7:45 PM - Grades 3 - 6

---

## Conant

September 14

7:00-8:00 pm - Grades 4 - 6

September 13

7:00-8:00 pm - Grades K - 3

---

## Douglas

September 6

6:00-6:45pm - Grades 3 & 4

7:00-7:45pm - Grades 5 & 6

September 13

6:00-6:45pm - All Kindergartens

7:00-7:45pm - Grades 1& 2

---

## Gates

September 27

6:00-6:45pm - AMK, ADK & Grade  
3

7:00-7:45pm - Grades 2 & 6

September 28

6:00-6:45pm - Grades 1 & 5

7:00-7:45pm - Grade 4

---

## McCarthy-Towne

September 13

6:00pm

---

## Merriam

September 27

6:00pm - Kindergarten

7:00pm - Grades 1 - 6

---

## Junior High

September 22 at 7:00 pm

---

## High School

September 29 at 6:50 pm

---

# Acton-Boxborough Regional School District

SCHOOLS OPEN Wednesday, August 31<sup>st</sup>, 2016.

HIGH SCHOOL 7:23 a.m. - 2:18 p.m. JUNIOR HIGH 7:30 a.m. - 2:06 p.m.

---

## CONANT, McCARTHY-TOWNE, MERRIAM

All-Day K and Grades 1-6:  
9:20-a.m. - 3:30 p.m  
(1ST & 3RD Thursdays - 1:00 p.m. dismissal)

**Kindergarten**  
AM Session: 9:20 a.m. - 12 noon  
(Thursday Schedule 9:20 a.m. - 1:00 p.m.)

## BLANCHARD, DOUGLAS & GATES

All-Day K and Grades 1-6:  
8:40 a.m. - 2:50 p.m  
(1st & 3rd Thursdays 12:20 p.m. dismissal)

**Kindergarten**  
AM Session: 8:40 a.m. - 11:20 a.m.  
(Thursday Schedule 8:40 a.m. - 12:40 a.m.)



Acton-Boxborough Regional School District  
**SCHOOL CALENDAR, 2016-2017**  
**Bold Underlined Dates = No School Days**

**Elementary Schools will dismiss early on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of each month, except 9/1/16**

| Sept.    | M  | T         | W         | T        | F |
|----------|----|-----------|-----------|----------|---|
| 29       | 30 | <b>31</b> | 1         | <b>2</b> |   |
| <b>5</b> | 6  | 7         | 8         | 9        |   |
| 12       | 13 | 14        | <b>15</b> | 16       |   |
| 19       | 20 | 21        | 22        | 23       |   |
| 26       | 27 | 28        | 29        | 30       |   |

Teachers' mtgs. – Aug 29 & 30  
 Schools Open – Aug 31  
 Labor Day – Sept 2 & 5  
**\*K-12 Early Dis for Prof L. Sept 22**  
 School Days - 21

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

Schools Open - Jan 3  
**JH Early Dis for Confs – Jan 5**  
 Martin Luther King Day - Jan 16  
 Kindergarten Change-over - TBD  
 School Days - 20

| Oct.      | M         | T         | W         | T  | F |
|-----------|-----------|-----------|-----------|----|---|
| <b>3</b>  | 4         | 5         | <b>6</b>  | 7  |   |
| <b>10</b> | <b>11</b> | <b>12</b> | 13        | 14 |   |
| 17        | 18        | 19        | <b>20</b> | 21 |   |
| 24        | 25        | 26        | 27        | 28 |   |
| 31        |           |           |           |    |   |

**NO SCHOOL – OCT 11**  
 Rosh Hashanah – Oct 3  
 Columbus Day – Oct 10  
 Yom Kippur – Oct 12  
**Elem Early Dis for Confs – Oct 27**  
 School Days – 17

| Feb.      | M         | T         | W         | T         | F |
|-----------|-----------|-----------|-----------|-----------|---|
|           |           |           | 1         | <b>2</b>  | 3 |
| 6         | 7         | 8         | 9         | 10        |   |
| 13        | 14        | 15        | <b>16</b> | 17        |   |
| <b>20</b> | <b>21</b> | <b>22</b> | <b>23</b> | <b>24</b> |   |
| 27        | 28        |           |           |           |   |

**\*K-12 Early Dis for Prof L. – Feb 2**  
 Presidents' Day - Feb 20  
 Winter Recess - Feb 20-24  
 School Days – 15

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

Prof. Day - Nov. 8 (no school/students)  
**Elem Early Dis for Confs – Nov 10**  
 Veterans Day - Nov 11  
 Half Day – Nov 23  
 Thanksgiving Recess - Nov 24 & 25  
 School Days - 18

| Mar. | M  | T  | W         | T        | F |
|------|----|----|-----------|----------|---|
|      |    |    | 1         | <b>2</b> | 3 |
| 6    | 7  | 8  | 9         | 10       |   |
| 13   | 14 | 15 | <b>16</b> | 17       |   |
| 20   | 21 | 22 | 23        | 24       |   |
| 27   | 28 | 29 | 30        | 31       |   |

HS Late Start **only for students NOT taking MCAS**-March TBD  
 School Days - 23

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

**\*Elem Early Dis for Prof L. – Dec 15**  
**Jr High Early Dis for Confs – Dec 15 & 20**  
 Winter Recess - Dec. 26 – Jan 2  
 School Days - 17

| Apr.      | M         | T         | W         | T         | F |
|-----------|-----------|-----------|-----------|-----------|---|
|           |           |           |           |           |   |
| 3         | 4         | 5         | <b>6</b>  | 7         |   |
| 10        | 11        | 12        | 13        | <b>14</b> |   |
| <b>17</b> | <b>18</b> | <b>19</b> | <b>20</b> | <b>21</b> |   |
| 24        | 25        | 26        | 27        | 28        |   |

**\*K-12 Early Dis for Prof L. – Apr 6**  
 Good Friday – April 14  
 Patriots Day – Apr 17  
 Spring Recess - Apr 17-21  
 School Days - 14

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

**\* Professional Learning for Staff Early Dismiss: Sept 22, Dec 15(elem), Feb 2, Apr 6**

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

Acton Town Meeting begins April X, 2017. Boxborough Meeting begins May X, 2017.

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

| May       | M  | T  | W         | T  | F |
|-----------|----|----|-----------|----|---|
| 1         | 2  | 3  | <b>4</b>  | 5  |   |
| 8         | 9  | 10 | 11        | 12 |   |
| 15        | 16 | 17 | <b>18</b> | 19 |   |
| 22        | 23 | 24 | 25        | 26 |   |
| <b>29</b> | 30 | 31 |           |    |   |

HS Late Start **only for students NOT taking MCAS**-May TBD  
 Memorial Day - May 29  
 School Days - 22

| June      | M  | T  | W         | T        | F |
|-----------|----|----|-----------|----------|---|
|           |    |    |           | <b>1</b> | 2 |
| 5         | 6  | 7  | 8         | 9        |   |
| 12        | 13 | 14 | <b>15</b> | 16       |   |
| <b>19</b> | 20 | 21 | 22        | 23       |   |

Graduation – June 2  
 Last day – June 19 (no snow days)  
 (June 26 if 5 snow days used)  
 School Days – 13  
**Total Days = 180**

**ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE  
MEETINGS  
2016-2017**

---

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

---

**Annual Workshop:** Wednesday, June 29 at 6:30 p.m.

**Summer Business Meeting:** Monday, August 8 at 7:00 p.m.

September 1  
September 15

October 6  
October 20

November 3  
November 17

December 1  
December 15

January 12  
January 21 (Sat) **School Committee Budget Saturday** – 9 am – 2 pm  
*(Preliminary Budget must be prepared at least 20 days prior to final Budget Adoption.)*

February 2  
February 16 **Open Budget Hearing**-required by law  
*(Final Budget must be adopted not later than 45 days prior to start of Acton Town Meeting, 4/3/17. 45 days = 2/17/16)*

March 2  
March 16

April 27

May 18

June 8  
June 22

*Note:* Acton Town Meeting begins April 3, 2017. Boxborough Town Meeting begins May 8, 2017.  
*Voted 6/9/16*

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

# ACTON / BOXBOROUGH REGIONAL SCHOOLS



15.3

## REVENUE BUDGET V ACTUAL

| FOR 2016 11        |              |                      | ORIGINAL | ESTIM REV   | REVISED     | ACTUAL YTD     | REMAINING     | PCT    |
|--------------------|--------------|----------------------|----------|-------------|-------------|----------------|---------------|--------|
| ACCOUNTS FOR:      | GENERAL FUND | ESTIM REV            | ADJSTMTS | EST REV     | REVENUE     | REVENUE        | COLL          |        |
| 1000R14            | 45402        | MEDICAID REIMBURSEME | 0        | 0           | 0           | -115,551.80    | 115,551.80    | 100.0% |
| 1000R14            | 46801        | AID - CHAPTER 70     | 0        | -14,393,376 | -14,393,376 | -11,994,230.00 | -2,399,146.00 | 83.3%* |
| 1000R14            | 46804        | ASSESSMENT - SCHOOL  | 0        | 103,099     | 103,099     | 91,390.00      | 11,709.00     | 88.6%  |
| 1000R14            | 46805        | ASSESSMENT - CHARTER | 0        | 430,739     | 430,739     | 276,766.00     | 153,973.00    | 64.3%  |
| 1000R14            | 46806        | ASSESSMENT - SPECIAL | 0        | 12,675      | 12,675      | .00            | 12,675.00     | .0%    |
| 1000R14            | 46807        | TRANSPORTATION - PUP | 0        | -1,266,283  | -1,266,283  | -636,422.00    | -629,861.00   | 50.3%* |
| 1000R14            | 46809        | REIMBURSEMENT - CHAR | 0        | -26,761     | -26,761     | -27,888.00     | 1,127.00      | 104.2% |
| 1000R14            | 46810        | DUMMY DESCRIPTION -  | 0        | 0           | 0           | .00            | .00           | .0%    |
| 1000R14            | 46811        | REGIONAL BONUS AID   | 0        | -111,200    | -111,200    | -106,520.00    | -4,680.00     | 95.8%  |
| 1000R14            | 47501        | ASSESSMENT - RGNL -  | 0        | -53,171,009 | -53,171,009 | -48,740,090.62 | -4,430,918.38 | 91.7%* |
| 1000R14            | 47502        | ASSESSMENT - RGNL -  | 0        | -11,120,240 | -11,120,240 | -10,193,553.37 | -926,686.63   | 91.7%  |
| 1000R14            | 47503        | ASSESSMENT-OTHER-ACT | 0        | 0           | 0           | .00            | .00           | .0%    |
| 1000R14            | 47504        | ASSESSMENT-OTHER-BOX | 0        | 0           | 0           | .00            | .00           | .0%    |
| 1000R14            | 48200        | EARNINGS - ON INVEST | 0        | 0           | 0           | -25,972.10     | 25,972.10     | 100.0% |
| 1000R14            | 48403        | REVENUE - MISCELLANE | 0        | 0           | 0           | -28,191.90     | 28,191.90     | 100.0% |
| TOTAL GENERAL FUND |              |                      | 0        | -79,542,356 | -79,542,356 | -71,500,263.79 | -8,042,092.21 | 89.9%  |
| TOTAL REVENUES     |              |                      | 0        | -79,542,356 | -79,542,356 | -71,500,263.79 | -8,042,092.21 |        |

# ACTON / BOXBOROUGH REGIONAL SCHOOLS



## EXPENSE BUDGET V ACTUAL

FOR 2016 11

| ACCOUNTS FOR:<br>1000 GENERAL FUND | ORIGINAL<br>APPROP | TRANFRS/<br>ADJSTMTS | REVISED<br>BUDGET | YTD EXPENDED  | ENC/REQ       | AVAILABLE<br>BUDGET | PCT<br>USED |
|------------------------------------|--------------------|----------------------|-------------------|---------------|---------------|---------------------|-------------|
| 01 SALARIES, TEACHING              | 33,078,855         | -199,203             | 32,879,652        | 26,177,149.26 | 6,355,980.50  | 346,522.24          | 98.9%       |
| 02 SALARIES, PRIN/A PRI            | 2,188,065          | 0                    | 2,188,065         | 2,007,126.48  | 179,523.18    | 1,415.34            | 99.9%       |
| 03 SALARIES, CNTRL ADMN            | 1,068,125          | 68,094               | 1,136,219         | 1,032,378.03  | 89,974.59     | 13,866.38           | 98.8%       |
| 04 SALARIES, SUPP STAFF            | 9,040,355          | 131,109              | 9,171,464         | 7,764,010.32  | 1,407,207.58  | 246.10              | 100.0%      |
| 05 SALARIES, ATHLETICS             | 520,643            | -14,836              | 505,807           | 429,600.57    | 54,519.77     | 21,686.66           | 95.7%       |
| 06 SALARIES, BUILDINGS             | 719,691            | 0                    | 719,691           | 639,336.41    | 47,485.02     | 32,869.57           | 95.4%       |
| 07 SALARIES, CUSTODIAL             | 1,471,234          | 0                    | 1,471,234         | 1,283,531.48  | 123,289.90    | 64,412.62           | 95.6%       |
| 08 SALARIES, HOME INSTR            | 20,000             | 0                    | 20,000            | 1,987.50      | .00           | 18,012.50           | 9.9%        |
| 09 SALARIES, MISC PS               | 1,499,675          | 0                    | 1,499,675         | 1,243,582.62  | 328,800.72    | -72,708.34          | 104.8%      |
| 11 SALARIES, SUBS MISC             | 222,781            | 0                    | 222,781           | 115,282.42    | .00           | 107,498.58          | 51.7%       |
| 12 SALARIES, SUBS INSTR            | 530,508            | 0                    | 530,508           | 508,492.63    | 2,061.12      | 19,954.25           | 96.2%       |
| 13 SALARIES, OVERTIME              | 242,855            | 0                    | 242,855           | 194,586.53    | .00           | 48,268.47           | 80.1%       |
| 14 STIPENDS, CURR/INSTR            | 168,283            | 5,475                | 173,758           | 106,727.80    | 2,346.24      | 64,683.96           | 62.8%       |
| 15 FRINGES, COURSE REIM            | 56,000             | 0                    | 56,000            | 35,192.00     | .00           | 20,808.00           | 62.8%       |
| 16 FRINGES, HLTH INSUR             | 8,343,695          | -70,000              | 8,273,695         | 8,252,205.64  | .00           | 21,489.36           | 99.7%       |
| 17 FRINGES, H INSUR RET            | 924,241            | 0                    | 924,241           | 757,337.14    | .00           | 166,903.86          | 81.9%       |
| 18 FRINGES, LIF/DIS INS            | 38,000             | 0                    | 38,000            | 35,697.48     | .00           | 2,302.52            | 93.9%       |
| 19 FRINGES, UNEMPLMNT              | 25,000             | 0                    | 25,000            | 35,647.47     | 80.00         | -10,727.47          | 142.9%      |
| 20 FRINGES, WORKRS COMP            | 348,412            | 0                    | 348,412           | 288,016.25    | .00           | 60,395.75           | 82.7%       |
| 21 FRINGES, MCRS                   | 1,961,424          | 0                    | 1,961,424         | 1,961,424.00  | .00           | .00                 | 100.0%      |
| 22 FRINGES, MEDICARE               | 846,064            | 0                    | 846,064           | 621,378.23    | .00           | 224,685.77          | 73.4%       |
| 23 CONTRIB OPEB TRUST F            | 700,000            | 0                    | 700,000           | 700,000.00    | .00           | .00                 | 100.0%      |
| 24 INSTRUCT SUPPLIES               | 1,116,075          | 20,000               | 1,136,075         | 815,808.06    | 135,500.39    | 184,766.55          | 83.7%       |
| 25 INSTRUCT TEXTBOOKS              | 278,710            | 0                    | 278,710           | 151,640.25    | 40,771.21     | 86,298.54           | 69.0%       |
| 26 INSTRUCTIONAL, LBY              | 59,435             | 0                    | 59,435            | 37,495.93     | 15,190.33     | 6,748.74            | 88.6%       |
| 27 OTHER, CAP OUTLAY               | 335,459            | 46,000               | 381,459           | 282,407.49    | 93,745.98     | 5,305.53            | 98.6%       |
| 29 OTHER, DEBT SERVICE             | 1,920,743          | 0                    | 1,920,743         | 1,920,742.50  | .00           | .50                 | 100.0%      |
| 30 OTHER, PROP/CASUALTY            | 106,369            | 0                    | 106,369           | 106,326.00    | .00           | 43.00               | 100.0%      |
| 31 OTHER, MAINT BLDG/GR            | 715,048            | 2,812                | 717,860           | 755,029.33    | 101,055.03    | -138,224.36         | 119.3%      |
| 32 OTHER, MAINT EQUIP              | 146,470            | -5,000               | 141,470           | 44,012.06     | 5,501.63      | 91,956.31           | 35.0%       |
| 34 OTHER, LEGAL SERVICE            | 150,000            | 0                    | 150,000           | 92,746.59     | 27,604.98     | 29,648.43           | 80.2%       |
| 35 OTHER, ADMIN SUPP               | 808,198            | 21,563               | 829,761           | 771,213.71    | 100,622.66    | -42,075.37          | 105.1%      |
| 36 OTHER, ATHLETIC SUPP            | 53,666             | 12,936               | 66,602            | 64,102.65     | 2,108.67      | 390.68              | 99.4%       |
| 37 OTHER, CUSTODL SUPP             | 157,984            | 0                    | 157,984           | 156,969.10    | 12,317.04     | -11,302.14          | 107.2%      |
| 38 OTHER, SPED TRANSP              | 1,528,647          | 0                    | 1,528,647         | 1,585,060.26  | 79,919.68     | -136,332.94         | 108.9%      |
| 39 OTHER, STUDENT TRANS            | 938,300            | -1,450               | 936,850           | 835,547.47    | 39,736.96     | 61,565.57           | 93.4%       |
| 40 OTHER, TRAVEL/CONF              | 89,186             | 1,900                | 91,086            | 87,502.44     | 15,602.74     | -12,019.18          | 113.2%      |
| 41 OTHER, SPED TUITION/            | 5,269,951          | 0                    | 5,269,951         | 5,135,500.89  | 1,011,326.19  | -876,876.08         | 116.6%      |
| 42 OTHER, UTILITIES                | 1,630,499          | 0                    | 1,630,499         | 1,201,957.26  | 100.00        | 428,441.74          | 73.7%       |
| 43 OTHER, TELEPHONE                | 144,045            | -19,400              | 124,645           | 27,576.20     | 6,092.07      | 90,976.73           | 27.0%       |
| 44 OTHER, SEWER                    | 287,191            | 0                    | 287,191           | 258,317.30    | 14,983.46     | 13,890.24           | 95.2%       |
| TOTAL GENERAL FUND                 | 79,749,882         | 0                    | 79,749,882        | 68,520,645.75 | 10,293,447.64 | 935,788.61          | 98.8%       |