



Acton-Boxborough Regional
School Committee Meeting

June 25, 2015

6:30 p.m. Executive Session
7:00 p.m. Open Business Meeting

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) MEETING

Library
R.J. Grey Junior High School

June 25, 2015
6:30 p.m. Executive Session
7:00 p.m. Open Business Meeting

AGENDA

1. **Call to Order** - *Kristina Rychlik (6:30)*
2. **EXECUTIVE SESSION** – *strategy with respect to litigation and strategy with respect to negotiations*
3. **OPEN BUSINESS MEETING (7:00)**
4. **Chairwoman’s Introduction** – *Kristina Rychlik*
Welcome to Pam Nourse, Minuteman Technical High School Representative from Acton
5. **Statement of Warrant and Approval of Minutes**
 1. Minutes of 6/11/15
 2. Minutes of 5/21/15
 3. Minutes of 4/30/15 (*next meeting*)
6. **Public Participation**
7. **School Improvement Plans Presentation (7:15)**
 1. Acton-Boxborough Regional High School – *JoAnn Campbell*
 2. Blanchard School – *Dana Labb*
 3. Conant School – *Damian Sugrue*
8. **Special Education Parents Advisory Council (SpedPAC) Presentation** – *Amanda Bailey, Bill Guthlein (oral) (8:00)*
9. **Elementary Bus Passes** – *Glenn Brand, JD Head (8:10)*
 1. Memo from the Superintendent to ABRSD Families
 2. Proposed Revised policy, File: EEAAA Second Reading –**POSSIBLE VOTE**
 3. Current Policy, File: EEAAA and revised procedures with Sample Bus Pass
 4. Summary of public comments – *Kristina Rychlik (oral)*
10. **Annual Superintendent’s Summative Evaluation– VOTE** - *Kristina Rychlik (8:50)*
 1. Memo from the Chairwoman
 2. Summative Evaluation Report
 3. Presentation slides
 4. FY16 Superintendent’s Salary as outlined in contract dated 7/1/14 – **VOTE**
11. **ABRSD FY15/16 Budget Updates– Clare Jeannotte (9:10)**
 1. FY15 End of Year Update
 - i. Financial Status (*brought to meeting*)
 - ii. Revision to FY15 Audit Engagement
 - iii. Special Revenue Funds to close to E&D
 2. FY16 Budget Update (*oral*)
 3. OPEB Update

12. Leadership Update – Glenn Brand (9:25)

1. Interim Director of Pupil Services Announcement

13. Recommendation to Authorize the Superintendent to enter into contract negotiations with Dore & Whittier for the purpose of retaining them to perform the ABRSD Existing Conditions Study – VOTE – JD Head (9:30)

14. Subcommittee Updates (9:40)

1. **Policy Update –**
 - i. **Naming School Facilities**, File: FF – Second Reading – VOTE -Brigid Bieber
 - ii. **Consent Agenda** from 6/11/15 meeting: **Remote Participation**, File: BEDJA, **Executive Sessions**, File: BEC, **Voting Method**, File: BEDF – **Second Reading – VOTE** – Brigid Bieber

15. Superintendent’s Wellness Committee End of Year Report – Kathleen Neville (9:50)

16. Recommendation to Accept Additional Donation to the ABRHS – VOTE – Glenn Brand (10:00)

17. School Committee Member Reports (oral) (10:05)

1. Acton Leadership Group (ALG) - Kristina Rychlik
2. Boxborough Leadership Forum (BLF) – Brigid Bieber
3. Health Insurance Trust (HIT)– Mary Brolin
4. Other Post Employment Benefits (OPEB) Task Force–
5. Acton Finance Committee –
6. Acton Board of Selectmen - Paul Murphy
7. Acton-Boxborough SpedPAC – Paul Murphy
8. Boxborough Finance Committee- Maria Neyland
9. Boxborough Board of Selectmen – Brigid Bieber
10. Joint PTO/PTSO/PTF Co-Chairs – Deanne O’Sullivan

18. Superintendent’s Report – Glenn Brand (10:15)

1. PARCC Forums – Report from June 22 Forum
2. *Conditions and Considerations for a New Generation of Student Assessment in MA*, MA Association of School Superintendents (M.A.S.S.), Position Paper and Executive Summary

19. FOR YOUR INFORMATION (10:25)

1. RJGJHS Memo re Athletic Teams
2. FY15 Financial Status Reports as of 5/31/15
3. FY14 Final Auditors’ Report – APS End of Year Report
4. Senators’ Letter to Ways & Means Chair re FY16 Regional Transportation Budget
5. ABRSD Food Services: High School Cafeteria is open for breakfast/lunch from 9 – 11:30 until August 7th (students who receive free/reduced lunch are eligible for this same discount through the summer hours)
6. “School’s Open” Flyer and “Open House Nights” for Fall 2015
7. FY16 ABRSC Meeting Calendar
8. Request to Waive Acton Board of Selectmen Fees for ABRSD Food Services
9. Superintendent’s Letter to Families re Release of final draft of new Science, Technology and Engineering Frameworks, 6/22/15

20. ADJOURN (10:30)

NEXT MEETINGS: ABRSC Workshop, July 22 (Wednesday) at 6:00 p.m. in the JH library
ABRSC Regular Business Meeting, August 10 (Monday) at 7:00 p.m. in the JH Library

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

Library
R.J. Grey Junior High School

June 11, 2015
7:00 p.m.

Members Present: Diane Baum, Brigid Bieber, Mary Brolin, Michael Coppolino, Amy Krishnamurthy, Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O’Sullivan, Kristina Rychlik
Members Absent: none
Others: Marie Altieri, Deborah Bookis, Glenn Brand, Mary Emmons, Clare Jeannotte,

Chairwoman Kristina Rychlik called the Acton-Boxborough Regional School Committee to order at 7:05 p.m.

1. **Chairwoman’s Introduction** – Kristina Rychlik welcomed the many members of the public in attendance.
2. **Statement of Warrant and Approval of Minutes**
 1. ABRSC Meetings on 4/30/15 and 5/21/15 will be voted at the next meeting.
 2. Warrant #15-023 dated 5/14/15 in the amount of \$3,548,896.75, #15-024 dated 5/28/15 in the amount of \$3,096,838.77 and #15-025 dated 6/11/15 in the amount of \$2,611,763.14 were circulated and signed by the Committee members.
3. **Public Participation** - none
4. **School Improvement Plans Presentation**
 1. **Douglas School** – Christopher Whitbeck, Rip Cail and Jenna Larrenaga
Dr. Whitbeck explained the Exhibitionary Learning philosophy that was implemented at Douglas this year and how it will continue next year including the addition of the Responsive Classroom program. Some of this came from Dr. Yong Zhao’s work. A Committee member noted that it is important to support professional development so staff can try new things like this. Beyond staff meetings, there was minimal training because the philosophy is to “learn by doing”. Chris noted that not all staff were enthusiastic about the change, although 100% of them participated in the Exhibitionary Presentations. Deborah Bookis noted that all curricular expectations are still in place as they are for all of the schools.
 2. **Merriam School** – Edward Kaufman
Ed Kaufman described successful progress this year on Merriam’s 4 goals. He outlined plans for next year including implementing a new math program for all grades, continuing to link literacy assessments to instruction, developing writing and reading projects and implementing the school theme, “Building Group Skill Across the Community”.
 3. **R.J. Grey Junior High School** – Andrew Shen
Andrew Shen noted that his School Council met 9 times this year to work on their 3 goals. Students and staff were enthusiastic about the chromebook carts for every team. They are always open to new ideas, including this year’s very popular origami and badminton clubs. Goals for next year include: emphasis on supporting literacy in all

subjects, enhanced academic support for “High Needs Population” students and continued focus on addressing the social and emotional health of the students.

5. ABRHS Handbook for 2015-2016, Review of Changes – Second Reading – VOTE - Maurin O’Grady, ABRHS Dean of Students (See handbook at <http://abrhs.abschools.org/>)

Mary Brolin moved, Brigid Bieber seconded and it was unanimously,

VOTED: to approve the 2015-2016 Acton-Boxborough Regional High School Handbook as proposed.

6. Curriculum Presentation: Elementary Science Revision

Jean Oviatt-Rothman, K-6 STEM Science Specialist/Coach, presented on the new Science revision noting how many things have changed in the past 15 years and how many involve science. See <https://www.youtube.com/watch?v=W2yEWyvWznE&feature=youtu.be> for a description of the Next Generation Science Standards and why the District is exciting about introducing them. A parent spoke against moving away from the scientific method. Jean explained that that is not what is happening. It is just a change in the language. Another parent spoke against the state dictating what our students should be studying.

7. Elementary Bus Passes – JD Head, Amy Krishnamurthy (member of ABRSC Policy Subcommittee)

1. Proposed policy and procedures revision, File: EEAAA and EEAAA-R – **First Read**
2. Memo from Glenn Brand and JD Head
3. Slides from SC meeting on 5/21/15

Director of Facilities and Transportation, JD Head explained that the decision to reconsider the Elementary Bus Passes policy and procedures began a year ago when the School Committee asked him to examine and present on the possibility of a one tier elementary bussing structure to avoid the alternating early/late schedules for our elementary schools. Out of that discussion, came a concern about the number of young students switching buses on a regular basis, the amount of time required by school office staff to process the requests, the added responsibility put on the bus drivers when questions came up, the time being added to some children’s bus rides as a result of adding stops/resolving questions and a general concern for student safety/school liability resulting from this convenient service provided to our families. JD reviewed the slides from the previous School Committee discussion at the meeting on 5/21/15. At that meeting the Committee asked him to work with the Policy Subcommittee to develop a proposed revision to this policy and procedure, for a First Reading at this meeting (6/11/15). Glenn Brand called the issue a true dilemma, given how many years the service has been provided and how accommodating the Transportation department and school offices have been. He and JD recognize how many families and local businesses have come to depend on children being able to ride a bus from their school to a wide variety of locations.

The proposed change to the policy would eliminate children bus passing to any stops other than licensed childcare and established stops on their schools’ routes starting in September. One day passes would not be permitted for children in kindergarten or first grade.

Kristina Rychlik noted that a number of calls had been made to the Superintendent’s Office, and emails sent to the School Committee over the past week from families and businesses advocating strongly for not changing this service. While many understood the schools’ position, none of them supported changing the availability of bus passes.

Mary Brolin asked if it is a requirement that children be met by an adult when getting off at a stop that is not their home busstop. JD responded that it is an expectation, just like good behavior on the bus. JD gave an example of a bus that recently had a substitute driver that had to stop the bus twice during the trip to address inappropriate behavior by a group of children riding to a business location.

In addition to the safety issue, all the other children on the bus were late getting home, and the bus was then late for the next school that was scheduled for pick up.

Several members felt this change was being proposed too quickly. They asked for more specific details about the issues and proposal. Mike Coppolino stated that the administrative burden must be addressed, perhaps with technology. JD is looking into that. Several people felt that specifically mentioning the Community Education Programs in the policy was not appropriate. Policy members felt it important to remind families that the schools offer licensed daycare on school grounds, and the profit goes back into the school district. Brigid Bieber asked if the District wants to be in the business of taking children from school to businesses (instead of their homes) and if so, they have to do it safely and well. A number of Committee members said, throughout the meeting, that they want to hear from the public on this issue. Glenn Brand and JD Head said that they were not aware of any other school district that offered this type of free bus service to their families.

Several members were very concerned about student safety. Maria Neyland is concerned that this policy is not being changed soon enough to provide a tragedy. She noted that the proposed revision still permits bus passing to daycare or a friend's house. She also noted that every hour that a staff member spends processing these requests, answering questions, or reassuring a confused child/parent/busdriver, is time/money that could be spent on education. She stated that the School Committee's job is to provide education for children.

Mary Brolin suggested that the Committee consider accepting bus passes for children going to the same place every day, even if it is not a daycare. She asked for explanation of changing the minimum age from first to second grade.

There were many people in the audience who wanted to speak on the topic. The Principal of the Russian School of Math presented a petition from his business, signed by 180 people, advocating for not changing the policy/procedures. He said that after 6 years of operation, they have had no drop off safety issues with their students. He stated that traffic on Main Street would increase if bus transportation is not available.

Matthew Moncrieff spoke about his Martial Arts school which has operated for 20 years. He said he would be willing to adapt to these changes if required, but in only 8 weeks, it would be very difficult. He meets students at the bus with a clipboard to check off who is there. He offered to pay a fee if that would be necessary.

The Committee took a 5 minute recess at this point in the meeting.

The Morris' spoke about their Acton School of Ballet, which has been in business here for 49 years, and expressed appreciation for how accommodating the Transportation department has been for their students. They described their operation as a "childcare resource", welcoming children off the bus, hours before their classes began offering them a library for doing homework, space to eat lunch and socialize before class.

Several parents spoke about wanting their children to be involved in classes after school, not just daycare or being home alone and bus passing made that possible. Bill Guthlein spoke for the families in the Special Education Parent Advisory Council, noting that their children need extra social and emotional experiences and support and bus passes provide some of those opportunities. He suggested that families be charged for the service. JD explained that as a regional school district, we cannot charge families. One parent asked for clarification about who could vote on this policy/procedure change. School Committee members only vote on policies. The Administration decides on

procedures. One mother said, "This is a community focused on educating and enriching children's lives." She considered bus passing a creative solution and hoped that it could continue.

A representative from the Angel Dance Company asked that the Committee to consider a middle ground instead of the proposed change. He felt risks could be mitigated.

Mike Coppolino advocated for giving the change more time, but definitely to address the issue, even if it means adding a meeting. Paul Murphy does not want to upset the local businesses. Brigid Bieber asked the Committee what they wanted to do, given that at the previous meeting on 5/21/15, they instructed the Policy subcommittee to eliminate the stops to local businesses and only bus to homes. Maria Neyland emphasized that she is now hearing that an adult needs to meet children when they get off the bus (if they are not at their home stop). Mike Coppolino said the Committee has more insight now after all the public input, and acknowledged that there is concern about safety and liability. He does not want the District to go out of its way to stop at new places.

Mary Brolin would like to see a second revision that includes some business stops, as well as procedures that address safety and explicitly how children will be taken off the bus. Deanne O'Sullivan asked if this would apply to Junior High and High School students. It was pointed out that the current policy only applies to elementary students.

The Superintendent stated that the distinction between the policy and procedures is important. As long as the policy is in place, safety will be a priority. Dr. Brand will meet with JD Head and the Administration regarding revising the procedures for the next meeting on 6/25/15.

8. ABRSD FY15/16 Budget Updates– Clare Jeannotte

1. FY15 Budget Update - Health Insurance Deductions Correction - **VOTE**

Marie Altieri reviewed how insurance deductions have been handled in the past, and why the amount requested needs to be transferred.

Michael Coppolino moved, Maria Neyland seconded and it was unanimously,

VOTED: to authorize payment of \$49,830.54 from the School Choice Fund for Health Insurance Expenses as proposed.

9. Leadership Update – Glenn Brand

1. Interim Director of Pupil Services

Two candidates were interviewed and Dr. Brand will keep the Committee updated. He anticipates a decision by the next meeting on June 25.

10. Recommendation to Approve Changes to FY16 Administrators' Benefits Manual

Glenn Brand described the changes including legal updates for this annual vote. This was a full legal review by our attorney.

Mary Brolin moved, Maria Neyland seconded and it was unanimously,

VOTED: to approve the changes to the FY16 Administrators' Benefits Manual as proposed.

11. Recommendation to Approve ABRHS Nordic Ski Team Trip to Quebec, Canada 12/26/15 – 12/31/15

Maria Neyland moved, Mike Coppolino seconded and it was unanimously,

VOTED: to approve the trip as proposed.

12. Recommendation to Approve FY16 Food and Related Products (TEC) Bid Award

Maria Neyland moved, Kathleen Neville seconded and it was unanimously,

VOTED: to approve the FY16 TEC Bid Award as proposed.

13. Recommendation to Approve ABRPTSO Gift to RJGJHS – VOTE

Mary Brolin moved, Maria Neyland seconded and it was unanimously,
VOTED: to approve the ABRPTSO gift to the Junior High School

14. Recommendation to Approve 2014 – 2015 Gifts to ABRHS – VOTE

Paul Murphy moved, Brigid Bieber seconded and it was unanimously,
VOTED: to approve the 2014 – 2015 gifts to the High School.

15. Subcommittee Updates

1. **Budget** – meetings on 5/6/15 and 6/4/15 – *Kristina Rychlik*

The FY16 budget process was reviewed as well as budget Saturday, and a 3 Board meeting to discuss how the budget works prior to beginning work on the next season.

2. **Policy**

i. **Naming School Facilities, File: FF – First Reading - *Brigid Bieber***

The past several times a facility has been named, the process has been questioned. One change is the waiting period to lessen the emotion when someone has recently retired or passed away. Also, the subcommittee wanted to encourage scholarships, as other communities do. Kristina gave an example of how waiting for 3 years may not be the best option.

ii. **Consent Agenda: Remote Participation, File: BEDJA, Voting Method, File: BEDF, Executive Sessions, File: BEC – First Reading – *Brigid Bieber***

Only changes were due to regionalization and legal reference. On executive sessions, changes referenced the Open Meeting Law, instead of listing the specifics. Mike Coppolino asked why the specifics on executive sessions were eliminated because it's easier for the public to see the reasons right in the policy. Brigid said a link could be added, or the list could be added.

16. School Committee Member Reports

1. Acton Finance Committee – Kristina Rychlik said that Glenn Brand and Clare Jeannottee presented the Q3 Report. Mike Majors was elected the new chair. Quarterly updates to the Fincom are in the bylaws of the town of Acton when Acton Public Schools existed. It is being looking into whether this needs to continue now with K-12 regionalization.
2. Acton-Boxborough SpedPAC – Paul Murphy – has met twice. They are doing a survey for parents and looking forward to the Director of Pupil Service Search.

17. Superintendent's Report – *Glenn Brand*

1. Update on Naming of Elm Street Courts – *Dedication June 17 at 6:15 p.m.*
Mike Coppolino offered to speak at the dedication representing the schools. He knew Mr. Cartwright personally.
2. PARCC Forum – June 22 at 4:00 in Lynn, MA
Dr. Brand and several Committee members plan to attend and give input on whether or not to continue using PARCC.

18. FY16 School Committee Meetings Calendar – Second Reading – VOTE - *Kristina Rychlik*

1. Draft 1: Twice monthly starting in September, one in April and one in May
2. Draft 2: Meeting every 3 weeks
3. July 22 (Wed) Workshop – evening
4. August 10 (Mon) Business Meeting?

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

VOTED: to approve Draft 1 as the FY16 ABRSC meeting calendar

19. FOR YOUR INFORMATION

1. Schedule for Last Day of School, Thursday, June 25, 2015
2. Youth Risk Behavior Survey Report - ABRSD Students in Grades 6, 8, 9, 10, 11 and 12
This will be presented to the community in the fall.
3. Reminder: Annual Superintendent's Summative Evaluation– *Kristina Rychlik*
Final Committee members' comments to the Chairperson by June 16

The Acton-Boxborough Regional School Committee adjourned at 11:00 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda

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

Library
R.J. Grey Junior High School

May 21, 2015
7:00 p.m.

Members Present: Brigid Bieber, Mary Brolin, Michael Coppolino, Amy Krishnamurthy, Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O'Sullivan, Kristina Rychlik
Members Absent: Diane Baum
Others: Marie Altieri, Deborah Bookis, Glenn Brand, Mary Emmons, Clare Jeannotte, Beth Petr, members of the public including ABSAF

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

1. **Chairwoman's Introduction** – Kristina Rychlik thanked Brigid Bieber for serving as Boxborough vice chair this year and for running for another term.
2. **Policy Update #1 – Maria Neyland**
 1. School Committee Annual Organizational Meeting, File: BDA – **Second Reading**
Mary Brolin moved, Paul Murphy seconded and it was unanimously,
VOTED: to approve the revised policy BDA as proposed.
 2. School Committee Officers, File: BDB – **Second Reading**
Brigid Bieber moved, Mary Brolin seconded and it was unanimously,
VOTED: to approve the revised policy BDB as proposed.
3. **Election of Acton-Boxborough Regional School Committee Officers for FY16**
Glenn Brand announced that the election for FY16 Officers would begin.
 1. Chairperson
Paul Murphy nominated Kristina Rychlik to serve as FY16 ABRSC Chairwoman. Maria Neyland seconded and it was unanimously,
VOTED: that Kristina Rychlik be elected FY16 ABRSC Chairwoman.
 2. Vice Chairperson(s)
Michael Coppolino nominated Paul Murphy to serve as FY16 ABRSC Vice Chair from Acton. Amy Krishnamurthy seconded and it was unanimously,
VOTED: that Paul Murphy serve as FY16 Vice Chair from Acton.
Maria Neyland nominated Mary Brolin to serve as FY16 ABRSC Vice Chair from Boxborough. Brigid Bieber seconded and it was unanimously,
VOTED: that Brigid Bieber serve as FY16 ABRSC Vice Chair from Boxborough.
 3. Secretary
Kristina Rychlik nominated Beth Petr to serve as the FY16 ABRSC Secretary. Maria Neyland seconded and it was unanimously,
VOTED: that Beth Petr serve as FY16 ABRSC Secretary.
4. **Recommendation to Accept Donation from Acton Boxborough Student Activities Fund (ABSAF) for FY16 – VOTE – Glenn Brand**

Heather Harer and student representatives presented an \$80,000 donation from the Acton-Boxborough Students Activities Fund (ABSASF) for FY16. She noted that over \$575,000 have been donated to the school district over the years.

Mary Brolin moved, Brigid Bieber seconded and it was unanimously,
VOTED: to accept the ABSASF FY16 donation with much gratitude.

5. Approval of Minutes (no warrant)

1. Meeting on 4/30/15 (*will be voted at next meeting*)

6. Public Participation

Mike Scanlon spoke from the audience. The Minuteman Tech presentation at Town Meeting highlighted a significant building project that the school plans to begin and that will affect both of our towns' finances. Mike suggested that the School Committee should be considering a strategy relative to this upcoming issue and the politics involved. He encouraged the Committee to start considering whether the questions would go to ALG and BLF and/or both Town Meetings. He believes the number of students going to Minuteman Tech from the Acton Boxborough community is too low if the towns are going to pay that much money for the project they are considering.

Maria Neyland stated that she would have a hard time supporting anything that would have to do with Minuteman Tech if Boxborough is not part of it. (They are discussing withdrawing from the Minuteman District.)

Mary Brolin suggested that our District could help publicize some of Minuteman's events in an effort to increase awareness. Glenn Brand is looking into these issues and has spoken to the Superintendent at Minuteman. Kristina Rychlk will add this topic to a future School Committee meeting agenda.

7. Recommendation to Accept Gift of Track Scoreboard from Donors – VOTE

Chip Orcutt explained that this is the second time the scoreboard has come up because after the January School Committee meeting, the proposal did not make it through the rounds of funding with Middlesex. As a result, he has pursued another option and outlined total new funding of \$30,500. Included in this amount is a private donation of \$18,000 that comes with a request for sponsorship labeled on the scoreboard of "Hit the Net Sports", a new sports store opening in Acton soon. This proposal (for \$30,500) leaves a shortfall of about \$5,600 to complete the project.

Maria Neyland confirmed that the \$10,000 is from the track account, separate from Lower Fields account. The Committee acknowledged that per policy, sponsorship is up to the Superintendent, but it was confirmed that if something were to happen to "Hit the Net Sports", the district can replace it with no obligation to pick another business. The Superintendent noted that he will need to provide an annual report to the School Committee about any sponsorship, per the policy. Committee members expressed gratitude to Chip and everyone on his committee for their generosity and commitment to making this gift possible.

Clare Jeannotte pointed out that perhaps the gift should be accepted contingent on her review of procurement law. It was explained that the only thing the Committee needed to vote on was to accept the gift. It was up to the Superintendent to decide if the corporate sponsorship was appropriate.

Paul moved, Maria seconded and it was unanimously

VOTED: to accept the gift in the amount of \$30,500 along with Mr. Orcutt's gift of a yet-to-be-determined amount not to exceed \$1,000 for materials toward the installation of the scoreboard.

8. School Improvement Plans Presentation

1. Gates School – *Principal Lynne Newman*
2. McCarthy-Towne School - *Principal David Krane*

The Committee appreciated the presentations. Questions were asked about homework and report cards – each school has their own version of report cards and not all schools use report cards. The Committee asked if some costs were covered by the curriculum office compared to the school’s budget. Both schools appreciated their collaboration this year.

9. ABRHS Handbook for 2015-2016, Review of Changes – First Reading

Maurin O’Grady presented the proposed changes. Mary Brolin asked about the vague terms of “good academic standards” and if it is defined in the document. Maurin explained that the Administration prefers to give some discretion to the principal in case a student has extenuating circumstances. Per state law, the Committee will vote on the handbook changes at the next meeting.

10. Athletic Department Revolving Fund Update – *Steve Desy, Steve Martin*

Glenn recognized Steve Desy on his retirement and thanked him for his years of service to the district. He also introduced Steve Martin as the incoming Athletic Director for ABRSD.

Glenn presented the athletic budget stating that the ongoing deficit must be addressed because the District cannot legally end the year in a deficit. There is a trend toward a drop in participation in athletics. Our fee has not changed since 2010. Steve Martin has some ideas about how to address the deficit including a fee increase, spending reduction plan and/or an increase in the allocation charged to the annual operating budget. Glenn confirmed that the School Committee should be approving fees annually including the athletic participation fees.

The Committee discussed why this deficit has been recurring for a number of years and how it has been handled in the past. Some members urged consideration of higher fees, given the financial cuts that have been made in the classrooms, while all acknowledged the difficulties of the amount of what parents are already paying for.

Mike Coppelino does not want to charge parents more, but suggested that the automatic increases in coaches’ stipends be reconsidered. Marie Altieri explained that these were negotiated increases. Steve Desy explained that the sports teams are down 120 students total. Football is down 50 players. This is consistent across the groups the Steve is involved in. Football may be somewhat due to publicity about concussions. Also, some districts are cutting JV or freshmen teams.

Mary Brolin suggested the cost to participate in teams be calculated, keeping in mind how many hours the kids participate and how many coaches are needed. She would relate the fee to the cost somewhat so it is fair to participants.

Glenn stated that the bottom line is still somewhat fluid but projections are that it will be a significant deficit. Options are to deal with it within the current fiscal year, which he and Clare believe can be done. This would permit Steve (Martin) to begin his new role with a better starting point. Alternatively, funds could come out of next year’s budget.

Fees have not been increased for a number of years because Steve Mills did not want to increase them for families. Deanne O’Sullivan advocated for holding off on increases to give Steve Martin a year to get into the job. She would like more details before voting any increase. Kristina Rychlik summarized

that the Committee felt that money from another source would cover this year's athletics account deficit, but the Committee will consider a different decision next year.

11. Elementary & Junior High Bus Passes – How the current service has grown over the years

1. Current policy, File: EEAAA and procedures

Director of Transportation, JD Head, focused mainly on the elementary level because that is where the majority of the concerns lie. This is an issue that has been coming up slowly for a few years and has nothing to do with regionalization. So much stress has been put on the system over the years with the increased use of this service that it must be addressed.

Hiring enough qualified bus drivers has become an issue for many communities. Of the 34 drivers that we had when school started, only 27 of them are still driving today. Some of the local businesses give the impression that the school district is obligated to bus children to them. This adds to the number of bus stops and in turn, the length of the bus routes and time spent on the bus for children. At some point, it can increase the number of drivers needed. JD has not been able to find another school district that offers this service.

The school attorney has advised the District that parents should be required to sign a liability release. Even if a parent filled out the proper paperwork, and the driver or school person let a child off and they got hurt, the District may be liable.

JD recommended the following changes for daily bus passes:

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

Glenn Brand noted that not having neighborhood schools makes this service more valuable to our community. He explained the attorney's view that by changing a child's routine by dropping him/her off somewhere different than their home, it may be reasonable to assume the District is increasing the Schools' liability because we are increasing the chance of miscommunication, accident, etc.

The Committee discussed how transporting children to so many local businesses has also cut down on some programs offered by Community Education. They wondered if families know the variety of options offered by Community Education, right on the school campus, and that all profit from these programs goes back into the schools.

Maya Minkin asked for a slide showing the benefits of the bus passing service. She noted that this is another option of going to play at a friend's house instead of going to a program. She loves the uniqueness of our community that facilitates kids going to a friend's house because that is what being a child is about, in her opinion. This is particularly valuable given that we do not have the connectivity of bike paths and sidewalks. Brigid Bieber agreed that there are benefits but due to the growth of the demand, it scares her to think about our transportation department trying to manage it all. In years when we are cutting academic programs, and everything else, and identifying budget deficits, she stated that the Committee needs to take a hard look at bus passing now because it has morphed into something very different than it started out to be.

A member of the public agreed with Maya, and stated that bus passing to businesses should stop. Maria Neyland said that she is less concerned about house to house bus passing, but the 15 hours/week being spent processing these requests this is time that the schools cannot afford. Liability also concerns her. She suggested that perhaps businesses could stop being included, with the exception of licensed daycare. The goal was for the Committee to give the policy subcommittee some direction so they can bring back a proposed policy for a first read at the next School Committee meeting. Mary Brolin stated that it would be challenging for her to change this habit so she asked for more community input before any decision is made. Mike Coppolino suggested “tightening the process” and automating it. A suggestion was made to charge families for the service, which may not be possible in a regional district. Maria Neyland stated that she is adamantly opposed to charging students to go to businesses because the district is not in the business of transporting children.

12. Boxborough Local Election/Town Meeting Update

Brigid Bieber was reelected for another term and the FY16 budget and regional assessment passed.

13. Annual Superintendent’s Evaluation Process

1. Report on FY15 Goals – *Glenn Brand*

The Superintendent reported on his FY15 goals, which were presented last November and reviewed in March.

2. Survey Results Memo

- i. AB Staff Survey Summary
- ii. Administrators’ UMASS Survey Summary

3. Spring 2015 timeline (FY15 Committee members only)

4. Evaluation Form back to Kristina by June 1, hard copy or electronic.

Marie Altieri reviewed the surveys. This is the 4th year that administrator feedback surveys were done. All administrators have their own surveys with lists of strengths and weaknesses. 370 people responded at principal level and 280 at the superintendent/administrator level. Another survey was with the 15 people who report to Glenn. She suggested that the Committee use the summative form and rubric. The surveys are one piece of evidence that can be used. Members will rate the five goals and four standards, and then consider all of the committee meetings and work that Glenn has done. The two vice-chairs will help summarize the evaluations with Kristina. The public was invited to send their comments by June 1st to Kristina Rychlik and Beth Petr.

14. ABRSD FY15/16 Budget Updates– *Clare Jeannotte*

1. FY15 Quarterly Report

- i. Appropriated Budget v. Actual (Expenditures and Revenues)
- ii. Special Revenue, Revolving and Gift Funds
- iii. Grants

Clare presented the quarterly update. The net risk summary shows \$323,800 unfavorable although actions taken to curtail costs where possible since January will result in more savings. Long term substitute account is high this year.

2. FY16 Budget Update

The Senate issued their budget last week based on governor’s budget.

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

Mike Coppolino moved, Paul Murphy seconded and it was unanimously,

VOTED: to approve the FY16 TEC bid as proposed.

16. Recommendation to Support Construction of Conant Playground and Foundation Grant to Conant PTO – VOTE

Glenn Brand said that this project has been in the works for a number of years. Because Community Education uses the Conant playground every day, some of this money can be used for this project. Deanne O’Sullivan noted that the handicap accessibility of this project is wonderful and each school should have this. A member stated that the Steinberg Lalli Foundation gives a tremendous amount to our students and schools, including multiple scholarships.

Mary Brolin moved, Paul Murphy seconded and it was unanimously,

VOTED: to support construction of the Conant playground and Steinberg Lalli Foundation Grant to the Conant PTO.

17. Subcommittee Updates

1. Policy Update #2 –

i. Small Necessities Leave Act, File: GCCCA/GDCCA – **Second Reading - VOTE**

The only change was from the wording “son or daughter to “child”.

Mary Brolin moved, Brigid Bieber seconded and it was unanimously,

VOTED: to approve the policy as amended .

ii. Family and Medical Leave, File: GCCC/GDCC – **Second Reading - VOTE**

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

VOTED: to approve the policy as proposed .

18. School Committee Member Reports

1. Acton Finance Committee – Glenn, Clare and Kristina are presenting on Tuesday.
2. Acton Board of Selectmen - Paul reported that the Board is grappling with the job descriptions for the two new positions.
3. Acton-Boxborough SpedPAC – Paul reported that a survey of families is being done as a follow up to the 2011 survey.
4. Joint PTO/PTSO/PTF Co-Chairs – Deanne reported that there are lots of new ideas for next year such as doing some activities cooperatively to save money, e.g. district licenses.

19. Superintendent’s Report – Glenn Brand

1. Update on Naming of Elm Street Courts – *Dedication June 17 at 6:15 p.m.*
2. PARCC Forums - Members are interested in attending and making a statement. Kristina feels the Committee needs guidance from the Administration before making a statement.

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

The Committee reviewed the two proposed calendars - twice monthly meetings starting in September, with one in April and one in May, compared to meetings approximately every 3 weeks. The new proposal would allow more time to prepare materials between meetings. With twice monthly meetings, often there is a meeting followed by material preparation the next Friday for the next meeting. They discussed having too many agenda items making some very late meetings.

At 10:35 p.m. the ABRSC adjourned.

Respectfully submitted,
Beth Petr

List of Documents Used: see agenda

**School Improvement Plan
Acton-Boxborough Regional High School
2015-2016**

The timeline for each of these goals is the 2015-2016 school year. We expect to revisit and revise this plan in spring 2016. The ABRHS School Council will oversee progress toward the goals.

Goal 1: Mental Health, Wellness, and Learning

In the context of a 3-year plan, we will continue the work begun in 2013-2014 to raise awareness of the connections between mental health, wellness, and learning. Our goal in Year 3 is to engage the community in this work. Simultaneously, the high school leadership team will continue its work examining workload, homework, assessment, and learning.

Specifically, we will work to do the following:

Parent/Guardian Community Involvement

- 1) Partner with the PTSO who will take the lead to engage the parent/guardian community.
- 2) Engage the community to examine sources of stress for students and take a collaborative approach to addressing them.
- 3) Provide opportunities for feedback and dialog regarding the impact of mental health and wellness on learning.
- 4) Provide opportunities for feedback regarding workload and homework practices.
- 5) Provide opportunities to educate the community as to its impact on students' levels of stress and strategies to promote student wellness.

Leadership Team/School Wide Focus on Wellness and Learning

- 1) Analyze 2015 student survey data related to workload and homework.
- 2) Analyze 2015 faculty survey data related to workload and homework.
- 3) Analyze 2015 senior survey related to workload and homework.
- 4) Pilot midyear week in January 2016.
- 5) Pilot new 11th grade health aspect of course.
- 6) Analyze data related to Student Support Team (SST) and number of student referrals.

Background and Rationale:

During our first year of this work (2013-2014), we examined the mental health challenges that some of our students and families face. We sought to understand the

supports we currently have in place as well as what additional supports we need to meet the needs of students and families. We used professional learning and faculty meeting time to educate faculty & staff about our current programs and services, the impact of depression and anxiety on learning, the impact of trauma on learning, and suicide prevention and awareness. We hope to continue this work, including expanding to include a community education and partnership component.

During Year 2 (2014-2015), we shifted the focus to our own practices and their potential impact on student stress and balance, including our schedule, assessment practices, workload expectations, and homework. We piloted a homework-free weekend and solicited feedback from both staff and students about its impact. We utilized department and faculty meeting time to identify department philosophies about homework, to discuss expectations across curricula, to share 30 minute homework assignments with a comparative lens, and to discuss student survey data regarding homework and workload.

During Year 3 (2015-2016), we will continue the internal work of examining our policies and practices related to homework and workload. We will also engage the community in this conversation.

Strategies:

- Partner with the PTSO leadership and Forums chairs to engage parents, guardians, and the larger community
- Pilot Midyear Week and solicit feedback
- Educate students and families to recognize signs of stress in themselves and their peers and who to go to for support
- Educate students and families on wellness strategies
- Analyse and compile survey results
- Involve students in *Making Caring Common*/Advisory Planning Committee
- Encourage faculty and staff to model wellness strategies
- Plan community forums that support wellness strategies

Timeline:

- The 2015-2016 school year.

Responsible Parties:

- PTSO
- ABRHS administrative team

- Counseling Regional Department Leader

Evaluation:

- Input from PTSO, School Council, and other groups with parent/guardian participation
- Students will be able to identify stressors and strategies to alleviate stress and seek support
- Families will be able to identify wellness strategies and to seek support in dealing with stressors

Goal 2: School and Community Awareness of Administration Team

Structure

Given changes within the administrative team, we will continue to educate the school community about the team structure by making visible the new members of the team and by creating a culture where all six team members (principal, two associate principals, two deans, and the director of athletics) play an active and visible role in school and community events, programming, and decision-making.

Background and Rationale: To continue to educate the community and our students about the leadership structure consisting of a principal, two associate principals, two deans of students, and the director of athletics. Over the course of the 2014-2015 school year, we will continue to use various communication channels, forums, meetings, and events to introduce the community to the members of this new leadership structure as well as to clarify roles and responsibilities.

Strategies:

- Presence of administrative team at back to school night, 9th grade parents nights, school-wide events, athletic events, and extracurricular activities.
- Administrators will regularly visit classrooms and advisories throughout the school year.
- Members of the administrative team will communicate regularly to parents/guardians, faculty & staff, and students throughout the school year. Use of the website (with photos) to help parents/guardians with contact informations and familiarity.

Timeline:

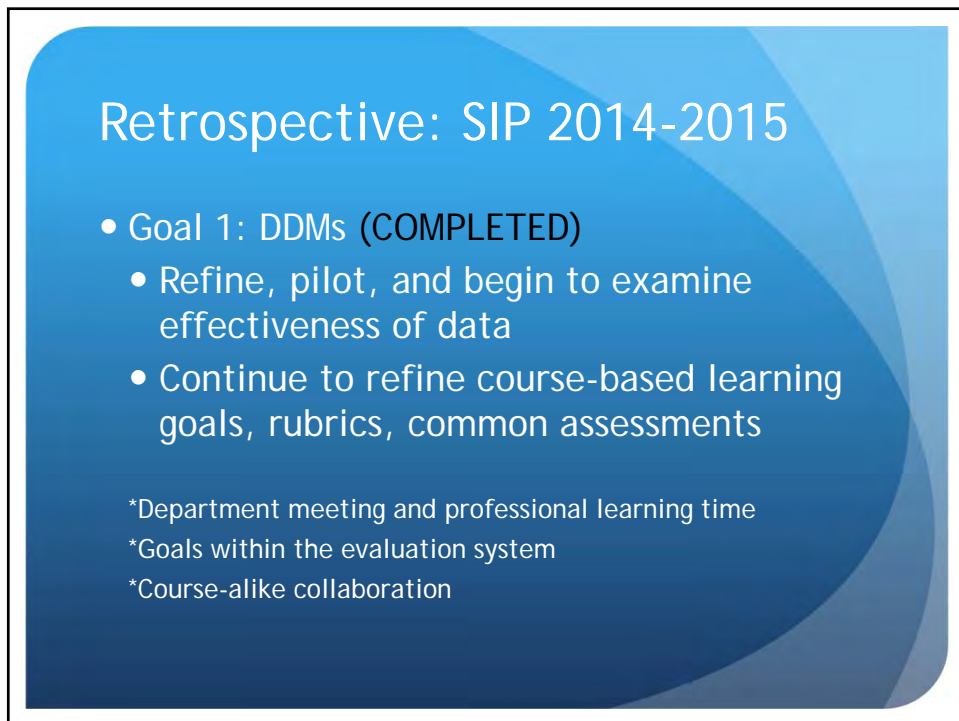
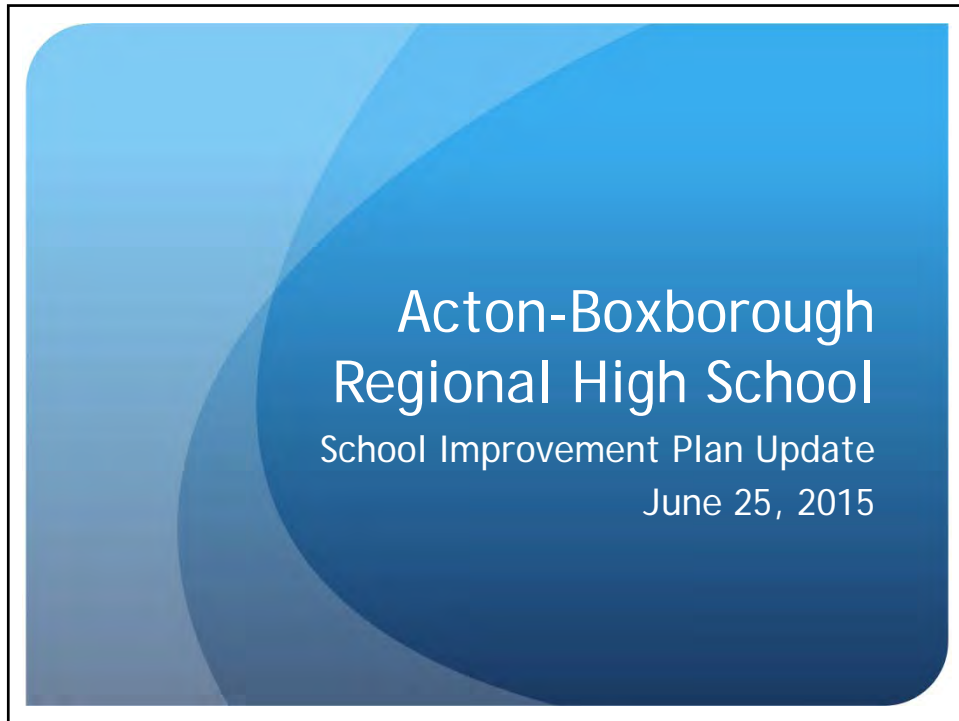
- The 2015-2016 school year.

Responsible Parties:

- Members of the administrative team

Evaluation/Outcomes:

- Members of the school community will be familiar with all five members of the high school administrative team and will feel a consistent presence at school-related events and activities.
- Communication from the administrative team will be consistent, clear, and will help the school community to feel connected and informed.
- Faculty survey data will be analyzed, compiled, and shared with relevant groups.
- Input will be solicited from PTSO, School Council, and other groups with parent/guardian participation.
- Student input will be solicited via Advisory.



Retrospective: SIP 2014-2015

- Goal 2: The New Administrative Team (IN PROGRESS)
 - Educate the community about the new structure (2 Associate Principals, 2 Deans)
 - Make visible all 5 members
- *Website bios
*Visibility/presentations at evening events
*P/G contact related to roles and responsibilities
*Classroom visits, SST

Retrospective: SIP 2014-2015

- Goal 3: Mental Health, Wellness and Learning (IN PROGRESS)
 - Evaluate current supports & practices
 - Examine schedule, homework policies, assessment practices
 - Engage students
- *Faculty & department meetings, advisory, PL days, PTSO partnership

Looking Ahead: SIP 2015-2016

- 2 Goals
 - 1) Mental Health, Wellness, and Learning
 - *How do we come together to put our students' wellbeing at the center of our community while maintaining our academic standards?*
 - 2) School & Community Awareness of New Leadership Team Structure
 - *Instructional leadership, presence/visibility, decision-making, support of students & families*

Goal 1: Mental Health, Wellness, and Learning

- School Component
 - Continue internal work on practices, processes, policies related to workload and assessment
- Community Component
 - PTSO leadership to engage the parent/guardian community

Goal 1: Mental Health, Wellness, and Learning (School Component)

- Continue department-based work on instruction and assessment
 - Student centered/student-owned learning
 - Assessment that is authentic, varied, and provides opportunity for students to show mastery of objectives
 - Midyear week pilot and feedback
 - Focus on essential knowledge and skills versus content "coverage"

Goal 1: Mental Health, Wellness, and Learning (School Component)

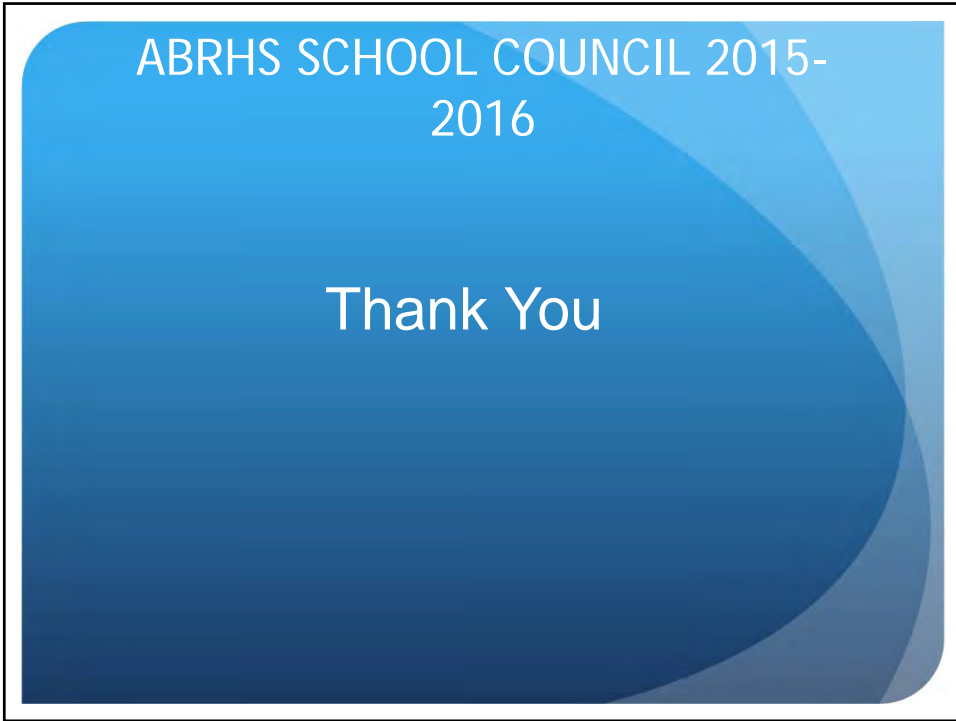
- Analyze data sets (faculty, students) and incorporate findings into next steps
- Continue to examine and improve Student Support Team (SST) process and progress
- Involve students in Advisory Committee, Wellness Committee

Goal 1: Mental Health, Wellness, and Learning (Community Component)

- Partnership with PTSO
 - Forums
 - Small group discussions
 - Wellness strategies
 - Research on sleep cycle/adolescent development
 - Feedback on midyear week pilot

Goal 2: Administrative Team Structure

- Visibility
- Classroom visits and conversations about instruction
- Communication (within the building and home-school)
- Education related to roles and responsibilities
- Continued education about team structure (AP-Dean-Counselor)



**BLANCHARD MEMORIAL SCHOOL
IMPROVEMENT PLAN
2015-2016**



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SCHOOL COUNCIL MEMBERS 2014-2015

| | | <u>Term Expires</u> |
|-------------------|---------------------|---------------------|
| Dana Labb | Principal | |
| Karen Tower | Assistant Principal | |
| Susan Kenyon | Parent | 2015 (2-year term) |
| Ted Davis | Parent | 2016 (2-year term) |
| Tracey Sierra | Parent | 2018 (3-year term) |
| Tessa McKinley | Parent | 2016 (2-year term) |
| Kirsty Kerin | Parent | 2017 (3-year term) |
| Maribeth Higgins | Faculty | 2016 (2-year term) |
| Connie Long | Faculty | 2018 (3-year term) |
| Patricia Harrison | Faculty | 2016 (2-year term) |
| Mary Pavlik | Community | Appointed |
| John Fallon | Community | Appointed |

MISSION STATEMENTS

Acton-Boxborough Regional School District: Mission Statement

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.

As a Community, We Value:

- ✓ *An environment that promotes social development and emotional and physical well-being for the entire school community.*
- ✓ *An excellent academic program that prepares all students to achieve their individual potential.*
- ✓ *Diverse extracurricular opportunities accessible to all students that provide for student growth.*
- ✓ *A community that welcomes and respects the differences among us.*
- ✓ *Literacy, communication and technology skills for life-long learning.*
- ✓ *Educational policy and resource decisions informed by research and evidence.*

Blanchard Memorial School: Mission Statement

The Blanchard Memorial School is a community reaching for the STARRS (Support, Teamwork, Attitude, Respect, Responsibility) with excellence of mind, imagination and body.

PROGRESS 2014 – 2015

Technology (Achieved)

- The School Council has determined that Blanchard Memorial School has achieved its technology goal and recommends revisiting this goal when the District Education Technology Department has concluded the extensive upgrade to the computer lab.
- The Technology Curriculum Committee has now become part of the region and has been very active in providing staff with professional opportunities. We continue to support technology at the building level by purchasing hardware to supplement Innovative Learning Program Proposals, creating a physical environment for a permanent maker space. Teachers have been creating individual webpages; twitter accounts and adding to a district Google calendar in order to inform families.

English Language Arts (Ongoing)

- The development of literacy assessment has been the primary focus of the staff in English Language Arts in 2014-2015. To meet Goal 1, standardizing the administration of a complex comprehension assessment, the Benchmark Assessment System, a consultant, Dr. Condie, was hired to develop conversations and consensus in both the administration of the assessment and the interpretation of results both horizontally, within the grade level, and vertically from kindergarten through sixth grade. The staff used the BAS data during the data day discussions to determine which students met benchmark standards for the grade in comprehension, accuracy, and rate of reading. The sensitivity of the BAS data yielded a refined understanding of students' reading levels within the grades and a comprehensive profile of learning. The BAS assessment texts, as well as the texts from Teachers College, enable staff to monitor the growth and progress of all the students, but the focus is on students in Tier II, who are just below benchmark levels in literacy skills, and Tier III, who are more significantly below. These assessments provide a more robust discussion of progress and the interventions that can be tried to

facilitate growth. Because more data is available about students, the Teacher Assistance Team has incorporated the data into its protocol to discuss student growth.

- The staff has been working on developing a leveled reading library to provide “Just Right” books for the students for individual reading and for use in small group work in the English Language Arts block as well as the Tiered Support time (or Response to Intervention) that will facilitate interventions as well as enrich the reading of students reading at benchmark levels and above. The purchase of books and materials for the library will be completed by July and functional by the start of the 2015-2016 school year. Sharon Ryan, the ELA Coordinator for the district, Karen Tower, the Assistant Principal, and Connie Long, the district Librarian Coordinator have been instrumental in this effort.
- The staff at Blanchard continue to create intervention strategies to aid struggling students, particularly during the Tiered Support time. The program remains strong throughout the grades. In general, the focus is on reading, decoding and comprehension in the first trimester, writing in the second trimester, and mathematics in the third trimester.
- In addition, a school-wide flat file database (not relational) has been developed, with the aim of allowing the teachers to share student data. The standardization of spreadsheets from one grade level to the next has been an on-going project to facilitate the evaluation of progress during a single school year and from kindergarten through sixth grade. Creating visual graphs from the data to allow the faculty to understand grade level and school-wide needs remains a goal.

Mathematics (Ongoing)

2014-2015 was the initial rollout phase of the new Mathematics curriculum; Math In Focus. Much of the year was dedicated to staff familiarizing themselves with the curriculum while creating units and lesson and adjusting as they moved throughout the year. Upon surveying staff in the April 2015, there were significant trends that still needed to be addressed and therefore are the basis for, and outlined within, next year’s Goal 3. Blanchard’s 2014 -2015 progress in Mathematics included:

- As a staff, we began journaling in September in order to facilitate a monthly critical support group during staff meetings as outlined in the 2014-2015 plan. Although this process was helpful in metacognition, we have determined that concentrating on closing curriculum alignment gaps and organizing materials will better utilize this time.
- We have updated the website with videos and links for families and created monthly Community Coffee hours specific to grade level Math Curriculum, as facilitated by Heather Haines, which proved to be popular with parents and we will look to build upon that and include information nights.
- Staff participated in a survey to determine the effective impact on the professional learning:
 - Instead of visiting MIF school based sights or meeting with MIF trainers, teachers felt this time was most effective in building teams.
 - Staff requested more time to prepare and organize the significant supplemental material that they enjoy accessing in order to have a greater lesson impact and support scaffolding for vertical alignment.
- Our April ½ day PD was dedicated to Scope, Pace and Sequence of Math lessons, including reflection data which was collected by grade level teams at the conclusion in order to inform summer work and planning for 2015-2016.
- Heather Haines, Elementary Mathematics Curriculum Specialist and Coach initiated regular meetings with support staff at the request of teachers, in order to provide clarification of pathways and program alignment.
 - Team meetings focused on how to utilize the program to develop and implement a common approach to math instruction that will provide consistency and progressive scaffolding of mathematics skills within the grades and vertically.
 - Increased understanding of Pre and Post MIF assessments as well as creating a new grading system for tests made up of Practice, Computation and Application (Extension) equations.

- In November, classroom teachers (K-6), and related support personnel received a full day PD dedicated to Math In Focus, which was coordinated with the district curriculum office staff. Activities included a Math In Focus Round Robin with the following purpose and expectation: Training & coaching; Best Practices; Scope/Sequence & Pacing.
- Team Representatives from each grade level will be participating in a summer R & D to work on supporting instruction with additional supplemental materials to continue to standardize the instruction of the Houghton Mifflin program for all grade levels.
- We transitioned to Mathematics for Massachusetts Tiered System of Support (RTI) at the conclusion of the ELA MCAS, and some grades are experimenting with flexible MTSS groupings between grade levels as extensions for students.
- We have continued trimester data days to utilize common assessments to inform current instruction, interventions, trends and patterns in student learning, growth and achievement in mathematics. Although we have an understanding of the Math In Focus curriculum and utilize the data cycle to identify targeted student groupings, specific standards and targeted re-teaching and enrichment, we continue to explore new ways to make it visual for staff, students and families.

IMPROVEMENT GOALS 2015 - 2016

Goal 1: School Climate (Social/Emotional Health and Well-being)

To assess and evaluate the Social/Emotional Health (SEH) and Well-Being of students, staff and families in order to understand the needs of our school and greater community and to raise awareness of SEH issues and their impact on learning.

Goal Objectives:

- Assess students, staff and community needs;
- Evaluate our current SEH programs;
- Determine next steps; and,
- Educate students, staff and families on our common vision and desired outcomes.

Strategies:

- Assess:
 - Faculty survey to assess:
 - Concerns they have;
 - Management of expectations and rewards (School, Grade, Class, Individual);
 - School-based response and supports;
 - Differences in terminology and processes (methods of progressive discipline, routines and expectations, reinforcement);
 - Relationship building with staff and students;
 - Current practices (homework policy, lunches, scheduling, testing, events and awards); and,
 - Utilization of student surveys feedback.
 - Two student surveys to address SEH concerns in Primary (K-2) and Intermediate (3-6).
 - Parent survey to address SEH concerns.
- Evaluate current programs being utilized within the school and district:
 - This includes- Building-based programs: Zones of Regulation, Mindfulness and Second Step and district-based programs: Responsive Classroom, Open Circle and Massachusetts Aggression Reduction Center (MARC).
- Next Steps:
 - To be determined in the 2016 – 2017 plan.
- Education:
 - Share current grade-level social curriculum with all teachers.
 - Develop an SEH Team, vertically aligned to coordinate efforts.
 - Provide ongoing support:
 - Faculty:
 - Dedicated faculty meetings;
 - Half-day professional learning workshops; and,
 - Targeted lesson planning and co-teaching.
 - Family:
 - Dedicated community meetings for parents/guardian;
 - Evening lectures; and,
 - Online resources and communication with emphasis on our goal.

How Monitored:

- Participation and involvement in school and community events.
- Teacher reported classroom observations of implementation of strategies and impact on students.

- Survey conducted by School Council and SEH team.

Desired Results/Outcomes:

- Document specific SEH needs as determined by surveys.
- Dedicated and targeted interactions between student and staff that promote social skills.
- Improved life balance and overall health and well being of staff, students and families.
- Define and incorporate common language that is shared by the school community and implemented into daily activities, including digital citizenship.
- Promote cooperative relationships and a respect for differences.
- Encourage balance by scheduling time for conversation, celebration and reflection.
- Increase opportunities for student voices to be heard and shared.
- Open dialogue including protocols and bridging with the Junior High and High School Risk Assessment Teams and Blanchard's place in the pipeline in providing consistency.

Resources Needed:

- Ongoing professional development opportunities.
- A dedicated curriculum.
- Support and collaboration with A/B district and schools.
- Opportunities for flexible scheduling, common planning and release time

Goal 2: Learning Environment (English Language Arts: Literacy)

To continue the implementation of literacy assessment through the Fountas and Pinnel Benchmark Assessment System (BAS) tool and use the data from the BAS to inform our Tiered Instruction (MTSS) instructional model for literacy.

Goal Objectives:

- To standardize the administration of the District Determined Measure (BAS) of assessment that informs current instruction, interventions, trends and patterns in student learning, growth, and achievement, especially for inter-rater reliability.
- To develop conversations and consensus about the interpretation of the BAS results.
- To continue to develop and implement appropriate instructional materials for intervention, evaluate materials to accommodate students' needs, and facilitate a common approach to instruction as an ongoing initiative.

Strategies

- Support professional development that exposes educators to high-impact learning instruction and assessment.
- Use the three components of balanced literacy assessment, including both summative and formative assessments, including running records, to inform instruction, monitor student progress, and evaluate student achievement.
- Develop an effective, systematic method of data collection and distribution.

How Monitored:

- Continue to analyze grade level comprehension assessment data for literacy and evaluate assessments.
- Analyze literacy data for progress monitoring of Tier II and Tier III students.
- Supervision and evaluation process.

Desired Results/Outcomes:

- Develop a consistent and progressive scaffolding of literacy skills across the grades and vertically from one grade to the next. In that outcome, teachers will align the curriculum with the Common Core Standard and develop consistent curriculum and objectives for classroom instruction and intervention programming.
- Continue to develop and facilitate intervention strategies to aid struggling students.
- Continue to develop a data progress monitoring system to assess student achievement.
- Revise Data Day Calendar for monthly team meetings.

Resources Needed:

- Assessment materials for progress monitoring.
- Purchase of intervention materials, possibly Fountas and Pinnel's LLI.
- Purchase of leveled reading materials.

Goal 3: Learning Environment (Mathematics)

To continue year two implementation of the Houghton Mifflin *Math In Focus* program for grades K-12.

Goal Objectives:

- Collect and construct supplemental materials and resources to facilitate differentiation;
- Coordinate program pacing to determine gaps in curriculum;
- Support increased access and reliability for teachers create meaningful beginning, middle and end of year (BOY, MOY, EOY) common assessments as well as a district math assessment; and,
- Develop and implement elements utilizing the Massachusetts Tiered System of Support for Mathematics to inform current instruction, interventions, trends and patterns in student learning, growth and achievement in mathematics.

Strategies:

- Data and Curriculum Collection:
 - Dedicated staff time for gathering resources and determining re-teaching of concept and extensions utilizing Pearson Envisions, Engage New York, TERC, Scott Foresman, and Kathy Richardson Assessing Math Concepts. Research and Development (R & D) will take place this summer (2015).
- Pacing:
 - Dedicated Professional Learning opportunities that allow for vertical teaming and creation of lessons that address language, understanding of confusing steps and concepts, rigor, independence, and that allow time for Teams to prepare and organize materials and online/virtual supplemental resources.
- Assessment:
 - Coordination with the Curriculum department to develop District Determined Measures for Grade 2 and Grade 6. Provide greater technology support for teachers and support staff so they can edit and revise BOY, MOY and EOY assessments that properly reflect Grade level concept and address *real word* numbers, examples and problems.
- MTSS:
 - Develop an effective, systematic method of data collection and distribution. Continue to investigate effective progress monitoring systems.

How Monitored:

- Share-out and review of summer R&D.

- Team pacing guides that address curriculum gaps.
- Pilot document to record the measures and determinations for grades who are ready to report out District Determined Measures (district parameters will be set this summer).
- Ongoing analysis of mathematics benchmark data and formative assessments for progress monitoring for Tier II and Tier III students.


Desired Results/Outcomes:

- Develop an understanding of the strategies used in Singapore Math (MIF) that will provide consistency and progressive scaffolding of mathematics skills within the grades and vertically from one grade to the next.
- Research intervention strategies for each grade level.
- Complete organization and alignment of all mathematics programs to supplement program.
- Create an effective data collection and progress monitoring systems for all students that is accessible to teachers.
- Continue grade level flexible groupings for mathematics instruction, especially Tiered Instruction (MTSS) groupings.
- Improved resources for teachers so time can be utilized more efficiently.
- Continue to build and develop common language that is specific to MIF in order to help students better understand directions, steps and concepts.
- Improve resources for parents and home-school communication and resources.

Resources Needed:

- Ongoing Professional Learning opportunities.
- Ongoing support and collaboration with A/B curriculum department.
- Opportunities for flexible scheduling, common planning and release time.
- Access to individuals who will support our families in providing information on building specific curriculum, assessment and updates to the common core.

Acton-Boxborough Regional School District



School Committee Meeting

**Review/Outcomes of 2014-2015 and
Presentation of 2015-2016 School
Improvement Plan**

Presented By: Blanchard Memorial School Council Sub-Committee June 25, 2015

- **SCHOOL COUNCIL MEMBERS 2014-2015**

| | |
|----------------------|----------------------------|
| • Dana Labb* | Principal |
| • Karen Tower* | Assistant Principal |
| • Susan Kenyon | Parent 2015 (2-year term) |
| • Ted Davis | Parent 2016 (2-year term) |
| • Tracey Sierra | Parent 2018 (3-year term) |
| • Tessa McKinley* | Parent 2016 (2-year term) |
| • Kirsty Kerin | Parent 2017 (3-year term) |
| • Maribeth Higgins* | Faculty 2016 (2-year term) |
| • Connie Long | Faculty 2018 (3-year term) |
| • Patricia Harrison* | Faculty 2016 (2-year term) |
| • Mary Pavlik* | Community Appointed |
| • John Fallon | Community Appointed |
- *Sub-Committee Members

BMS School Council

2

Technology (Achieved)

To continue the integration of instructional technologies that support curriculum goals and help enhance communication between school and community.

- Extensive upgrade to the computer lab will be completed Summer 2015.
- We continue to support technology at the building level by purchasing hardware to supplement Innovative Learning Program Proposals and by creating a physical environment for a permanent maker space. Teachers have been creating individual webpages; twitter accounts and adding to a district Google calendar for better home-school communication.



2014-2015 School Improvement Plan Progress Outcomes

3

English Language Arts (Ongoing)

To continue the implementation of literacy assessment through the F & P BAS tool and use the data from the BAS to inform our tiered instructional model for literacy (MTSS).

- Staff began development of a leveled reading library.
- Data Day discussions continued to utilize on-going assessments.
- Longitudinal student data continued to be systematized for sharing.
- Dr. Cami Condie, hired ELA consultant, facilitated conversations and consensus in the administration of the BAS assessment and the interpretation of results.



Mathematics (Ongoing)

To standardize the instruction of the H.M. Math In Focus program.

To continue the development and implementation of MTSS for Mathematics

- Dedicated Professional Learning time
- Staff surveys, journaling, related articles of interest
- Informational monthly parent coffee hours
- Building and district personnel supported meetings with teachers, support staff and families(including data collection and MTSS)
- Updated website with parent resources

2014-2015 School Improvement Plan Progress Outcomes Cont.

4

Goal 1: School Climate (Social/Emotional Health and Well-being)

- To assess and evaluate the Social/Emotional Health (SEH) and Well-Being of students, staff and families in order to understand the needs of our school and greater community and to raise awareness of SEH issues and their impact on learning.



Assess Needs!



Evaluate Current Programs!



Determine Next Steps

2015-2016 School Improvement Plan Goals

5

Goal 2: Learning Environment (English Language Arts: Literacy)

- To continue the implementation of literacy assessment through the Fountas and Pinnel Benchmark Assessment System (BAS) tool and use the data from the BAS to inform our Tiered Instruction (MTSS) instructional model for literacy.

Consistent Assessment Scoring



Develop Intervention Strategies

Data Sharing

2015-2016 School Improvement Plan Goals Continued

6

Goal 3: Learning Environment (Mathematics)

- To continue year two implementation of the Houghton Mifflin *Math In Focus* program for grades K-12.



Common Assessments and data collection

Find and Fill Gaps

Construct Differentiated Material

2015-2016 School Improvement Plan Goals Continued



Questions?

Conant School Council

School Improvement Plan for the 2015 – 2016 School Year

**Luther B. Conant School
Acton, Massachusetts**

**Principal: Damian Sugrue, M.Ed.
Assistant Principal: Abigail Dressler, M.Ed.**

May 13, 2015

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I. Background and Rationale

A. About the School Council:

The Conant School Council meets regularly to discuss progress on the School Improvement Plan and share ideas about the school in general.

Council meetings are structured so that issues or ideas are presented and discussed, with a group approach to problem solving. If a situation requires additional information, a task force may be formed. Task forces, consisting of at least one school council member and Conant parents and staff, are used to research and make recommendations to the Council on specific school improvement goals that are established each year. The task forces, which are not standing committees, report to the Council. This line of communication helps to provide direction and determines when a task force has completed its assigned task. Subcommittees of Council members meet as needed to accomplish tasks, such as the preparation of the School Improvement Plan. The work of subcommittees, like that of task forces, is submitted to the Council as a whole for approval or review.

Meetings focus on monitoring the progress made toward accomplishing the Council's goals and discussing school policy issues with parents, students, or staff, which are not being addressed elsewhere by other groups in the school. In this latter capacity, the Council acts as a sounding board and advisor to the principal.

The Conant School Council, as a state-mandated body representing parents and staff, views itself, in relation to the School Committee, as the appropriate vehicle for communicating the concerns and opinions of the Conant community. It would like the School Committee to continue to seek input from the Councils in each of the elementary schools.

A. 2014 – 2015 Conant School Council Membership:

| <u>Conant School Council</u> | <u>Length of Term</u> |
|---------------------------------------|-----------------------|
| Principal: Damian Sugrue | |
| Assistant Principal: Abigail Dressler | |
| Parents: Andrea Keenan | 2 years |
| Michelle Brown-Droese | 2 years |
| Ranjini Reddy | 2 Years |
| Christina Pharo | 2 years |

| | | |
|--------|----------------|---------|
| Staff: | Kimberly Macey | 1 Year |
| | Jana Bardsley | 3 Years |

II. Goals for the 2015-2016 School Year

Goal 1: Community: Increase student/adult interactions.

- Create opportunities for students to develop connections with adults in the building other than their homeroom teacher.
- Identify students at high risk for behavioral or social difficulties.
- Assign these students to participating staff members in the beginning of the year to make a connection. These staff members will continue to check in with their assigned students throughout the year to build an additional positive relationship for the children.
- Continue to hold short “community” meetings with students and principal/teachers at each grade level, special lunches and “Bus Community” meetings to address specific issues.
- **Responsible Parties:** Principal, teachers, staff.
- **Cost:** Negligible, supplies for special lunches.
- **Indicator of Success:** A stronger community where more students feel safe enough to seek help with issues that negatively affect them.

Year 1 Goal Review: For the 2014 – 2015 school year, the new administration took the first step in this initiative. Mrs. Dressler and Mr. Sugrue held lunches with small groups of students every Monday. We were able to have lunch with every student in the school. We were able to connect with many more students than we would have without these lunches. This was proven by the increase in the amount of children who chose to seek us out for interactions in sharing good news and seeking help. Meetings were also held with “bus communities” or grade levels to help alleviate disciplinary concerns. These small group meetings about specific issues were highly effective in encouraging appropriate behaviors.

Goal 2: Community: Increase PTO membership, involvement and volunteering.

- Move away from using committee chairs to event planning teams.
- Increase presence on social media to spread their message.
- Increase school/adult interactions, building partnerships, connections, and community.
- Increase the number informational parent evenings with speakers or meetings with administration about topics like K-1 transitions, parenting issues, etc.
- **Responsible Parties:** PTO Board, Principal, and Assistant Principal.
- **Cost:** PTO funds set aside for speakers.

- **Indicator of Success:** An increase in PTO meeting/committee memberships and opportunities for parents to volunteer in the school.

Year 1 Goal Review: The PTO made strong efforts to increase participation and involvement. They held meetings in the evening and in the morning to try to accommodate parents. They offered movie nights as community events, not fundraisers. They began to increase their use of social media. They began the process of moving away from committee chairs to event planning teams to get things done. One excellent example is the fact that due to a great deal of work from a grant writing team, we will be improving our playground for the upcoming school year with a new structure and a variety of apparatus.

Goal 3: Student Growth: Develop anchor papers to go along with our Narrative, Opinion and Information writing rubrics and prompts to further align our school wide writing program with Common Core Standards and have a mechanism for tracking student growth over time in writing. These anchor papers will allow teachers to better calibrate their scoring of writing, ensuring they have the same expectations for students across grade levels.

- Continue to utilize Professional Learning time to collaboratively score writing according to the rubrics.
- Work in grade level teams to select exemplars for each type of writing to be used as anchor papers.
- Share completed work with district.
- **Responsible Parties:** Principal, Assistant Principal, Teachers.
- **Estimated Cost:** \$0

Year 2 Goal Review: Teachers worked with a consultant (Cami Conde) to further develop rubrics for Opinion and Information writing to go along with the rubric for Narrative writing. They worked in teams to practice scoring pieces of student writing to calibrate with grade level team members. Teachers will continue their work in writing by completing this goal in the 2015-2016 school year.

ABRSD School Committee Meeting June 25, 2015 Luther Conant School School Improvement Plan

Damian J. Sugrue, Principal

Abigail C. Dressler, Assistant Principal



School Council Members


- Damian Sugrue
- Abigail Dressler
- Ranjini Reddy
- Michelle Brown-Droese
- Christina Pharo
- Andrea Keenan
- Jana Bardsley
- Kimberly Macey
- Sarah Wilcox



Goal 1: Community: Increase student/adult interactions


2014 – 2015 review

- For the 2014 – 2015 school year, the new administration took the first step in this initiative.
- Mrs. Dressler and Mr. Sugrue held lunches with small groups of students every Monday.
- Eventually had lunch with every student in the school.
- We were able to connect with, and get to know many more students than we would have without these lunches.



Goal 1: Community: Increase student/adult interactions

- Create opportunities for students to develop connections with adults in the building other than their homeroom teacher.
- Identify students at high risk for behavioral or social difficulties.
- Match these students to participating staff members (Smile Buddies) in the beginning of the year to make a connection. These staff members will continue to check in with their assigned students throughout the year to build an additional positive relationship for the children.



Goal 2: Community: Increase PTO membership, involvement and volunteering

2014-2105 Review

- Meetings in the evening and in the morning to try to accommodate parents
- Movie nights planned as community events, not fundraisers
- Increase their use of social media
- Began to move away from committee chairs to event planning teams to get things done - One excellent example is the grant writing team, which had helped move the Playground Project along.



Goal 2: Community: Increase PTO membership, involvement and volunteering

- Continue to move away from using committee chairs to event planning teams.
- Continue to increase presence on social media to spread news and message.
- Increase school/adult interactions, building more partnerships and connections with the community.
- Increase the number of informational parent evenings with speakers.
- Hold meetings with administration about topics like K-1 transitions, upcoming events, etc.



Goal 3: Student Growth: Common Core writing alignment

2014 – 2015 Review

- Teachers worked with a consultant (Cami Conde) to further develop rubrics for Opinion and Information writing to go along with the rubric for Narrative writing.
- They worked in teams to practice scoring pieces of student writing to calibrate with grade level team members during a school based professional learning day.



Goal 3: Student Growth: Common Core writing alignment:
Develop anchor papers to go along with our Narrative, Opinion and Information writing rubrics and prompts to further align our school wide writing program with Common Core Standards

- Continue to utilize Professional Learning time to collaboratively score writing according to the rubrics
- Work in grade level teams to select exemplars for each type of writing to be used as anchor papers
- Utilize anchor papers to better calibrate scoring of writing, ensuring teachers at the same grade level have the same expectations
- Share completed work with district



Thank You!



Memo

9.0

To: Acton-Boxborough Regional School Committee Members

From: Kristina Rychlik, Chairwoman, ABRSC

Date: June 19, 2015

Re: Superintendent Summative Evaluation

Attached you will find Dr. Glenn Brand's Summative Evaluation for your review. A great many thanks to all for your attention to our strict timeline during this process. My sincere appreciation goes out also to SC member Paul Murphy, who did the monumental task of tabulating and organizing all of our ratings and comments to make it easier to prepare the summative evaluation form. **Thank you Paul!**

To review, the evaluation process to date follows:

1. March 19, 2015 School Committee meeting
 - Superintendent Brand presented an interim report on the status of the current year's goals as a part of the Midcycle Review.
2. April 30, 2015 School Committee meeting
 - The following evaluation documents were distributed to Committee members:
 1. MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation
<http://www.doe.mass.edu/eeval/model/PartVI.pdf>
 2. Appendix A: Superintendent Rubric (this is posted online separately from the above document)
<http://www.doe.mass.edu/eeval/model/PartIII AppxA.pdf>
 3. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
 4. Marie Altieri's slides from our 10/16 SC meeting providing a brief overview of the process.
 5. Evaluation Timetable (this document)
 6. Memo dated 3/15/15 from Glenn Brand, Superintendent's Performance Goal – Midcycle Review
 7. Copy of previous year's evaluation (if applicable, n/a for 2015)
 - The chair issued a general public request for input on Superintendent's performance.
3. May 21, 2015 School Committee meeting
 - The Superintendent reported on the status of the current year's goals.
 - The following evaluation document was distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - b. Appendix B: End-of-Cycle Summative Evaluation Report:

Superintendent

- The chair issued another general public request for input on Superintendent's performance, this time including input from town boards and PTOs.
4. June 1, 2015
 - Completed evaluations were returned to outgoing Committee chairperson and the School Committee secretary.
 - Public input deadline, later extended to June 5.
 5. June 14, 2015
 - Draft summary evaluation was returned to School Committee members for their comments and suggestions. Comments were due back to outgoing chairs and secretary no later than Tuesday, June 16th.
 6. June 19, 2015
 - Evaluation summary finalized by the outgoing Committee chairperson based upon comments received. Evaluation circulated in packet for June 25th meeting.

As a reminder, the process moving forward is:

At June 25, 2015 School Committee meeting

- Superintendent's summary evaluation is presented and voted.
- Superintendent's salary is voted, effective July 1 (n/a for FY'16 per contract).

At July School Committee workshop:

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

At first October School Committee meeting:

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

At first January School Committee meeting:

Superintendent presents a progress report and goals update as part of a mid-cycle Review.

End-of-Cycle Summative Evaluation Report

Glenn Brand, Ed.D.

Superintendent

Acton-Boxborough Regional School District

June 25, 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

Dr. Glenn Brand

Evaluator:

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

Kristina Rychlik

Chair, ABRSC

June 25, 2015

Name

Signature

Date

Superintendent's Performance Rating for Standard I: Instructional Leadership



Standard 1: Instructional Leadership

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

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

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

Overall Rating for Standard I
(Circle one.)

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

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

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

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

Examples of evidence superintendent might provide:

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

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



Standard II: Management and Operations

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

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

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

| | |
|--|---|
| Overall Rating for Standard II: | 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):

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

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

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

Examples of evidence superintendent might provide:

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

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

Standard III: Family and Community Engagement

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

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

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

Overall Rating for Standard III
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

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

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

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

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture



Standard IV Professional Culture

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

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

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

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

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

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

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

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

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

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

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

Examples of evidence superintendent might provide:

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

Superintendent's Performance Goals



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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Glenn Brand

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

Kristina Rychlik

Chair, ABRSC

June 25, 2015

Name

Signature

Date

Step 1: Assess Progress Toward Goals

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

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"/> |
| 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:

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

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

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

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

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

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

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



ABRSC Meeting June 25, 2015



Annual Superintendent's Summative Evaluation

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

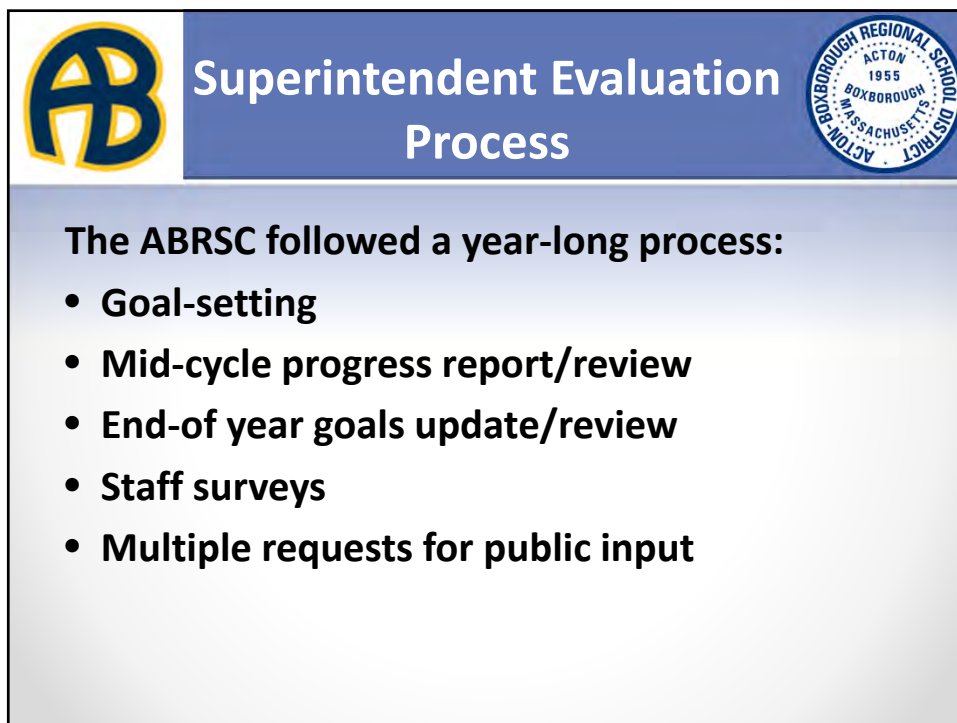
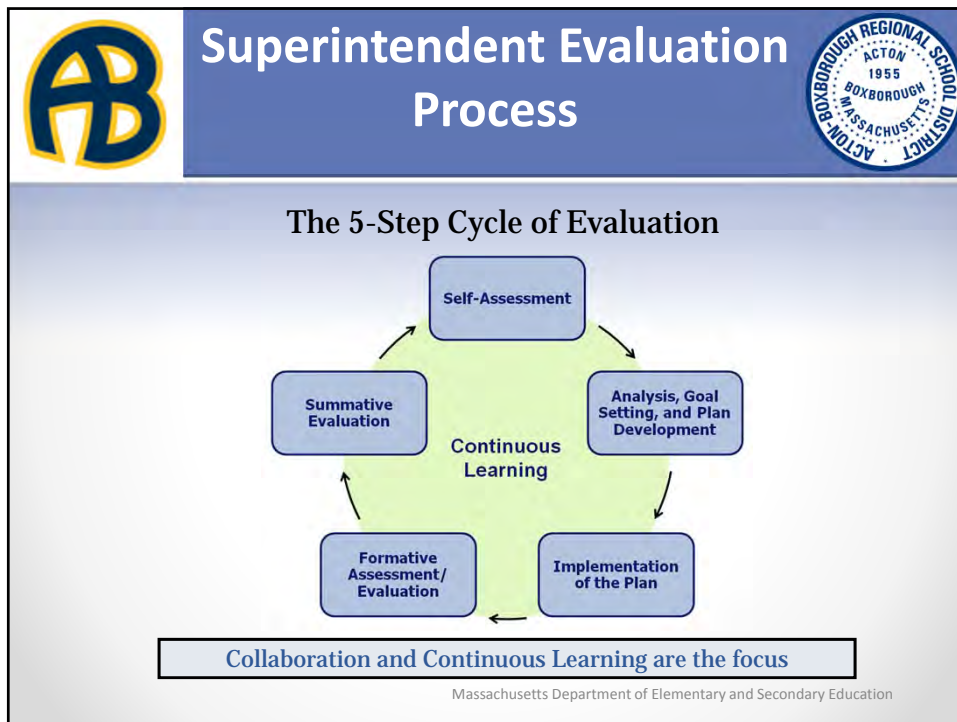




Superintendent Evaluation Process



- **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 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 it could serve as a model for others statewide***




Superintendent Evaluation Process




We used the following to rate the five goals:

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



Superintendent Evaluation Process





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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


- By May of 2015 the district will have broad agreement across stakeholders and constituent groups regarding three critical areas: i) the district's most critical needs; ii) the specific strategies and goals that will address these needs most effectively and; iii) the measures that will be used to measure and assess progress.
- Participate fully and complete the first year in the *New Superintendent Induction Program* while developing skills in strategy development and instructional leadership.
- ***Superintendent's Performance Rating: Met***


Superintendent Evaluation Process

Student Learning Goal

- Ensure that student learning throughout the district is supported and maximized through the successful implementation of a comprehensive leadership model that includes re-modeling the leadership team within the district and the re-design of summer and in-year professional development opportunities for instructional leaders.
- ***Superintendent's Performance Rating: Met***




Superintendent Evaluation Process




District Improvement Goals

- Mental Health and Wellness: Ensure that student well-being is at the center of all of our structures, strategies and procedures while maintaining our academic learning goals.
- Regionalization: Solidify Acton-Boxborough as a unified PreK-12 district in the minds of the community, staff, parents and students.
- *Superintendent's Performance Rating: Significant Progress*



Superintendent Evaluation Process



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

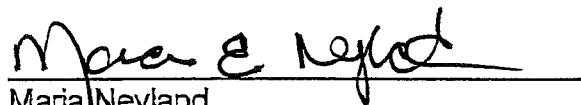
ADDENDUM I

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

=====
Employment & Salary History:

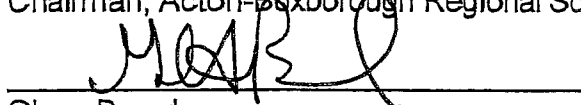
| Period | Salary (annualized) |
|----------------|---|
| 7/1/14 6/30/15 | \$180,000 |
| 7/1/15 6/30/16 | \$185,400 (which equals a 3% increase) if an overall "Proficient" rating is achieved on the first year evaluation, as outlined in Section V. Evaluation |
| 7/1/16 6/30/17 | \$192,816 (which equals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

ABRSD

Financial Update

YTD 6/23/15

Clare Jeannotte
Director of Finance
6/25/15

Brief Update

- Selected items reported on last month
- One new development to discuss

Revenues Update- General Fund

Major variances 6/23/15

| Total general fund revenues | |
|-----------------------------|------------|
| 76,455,123 | rev budget |
| 76,468,029 | projection |
| 12,907 | favorable |

| Net charter payment | |
|---------------------|------------------------|
| (407,723) | rev budget |
| (366,066) | projection DESE 4/2015 |
| 41,657 | favorable |

| Regional Transportation | |
|-------------------------|-------------|
| 1,537,078 | rev budget |
| 1,353,855 | projection |
| (183,223) | unfavorable |

| Unbudgeted Revenues | |
|---------------------|------------|
| - | rev budget |
| 165,861 | projection |
| 165,861 | favorable |

Changes since last month

- Total Forecast now \$13K favorable; was \$112K Unfavorable:
- Regional Transportation now \$183K unfav, was \$280K unfav. (+ \$5 mil statewide)
- Favorable charter payment offset \$41K (DESE April '15) unchanged
- Unbudgeted Revenues now \$166K, was \$138K YTD (Medicaid)
- Keeps E&D at \$300K

Expenditures Update – General Fund

Selected Projections Updated 6/23/15:

| FAVORABLE | | |
|--------------------|-----------------------|-----------------------|
| Category | Prior Report | Current Report |
| Retiree Health | \$120.0 | \$123.3 |
| Worker Comp | 66.5 | 66.5 |
| Medicare | 75.0 | 89.5 |
| Lower Fld Debt | 25.0 | 25.0 |
| Utilities | 225.0 | 273.6 |
| Transportation | <u>220.5</u> | <u>227.5</u> |
| TOTAL ABOVE | <u>\$732.0</u> | <u>\$805.4</u> |
| | | |
| | | |

| UNFAVORABLE | | |
|--------------------|-----------------|----------------|
| Category | Prior Report | Current Report |
| Staff | \$332.0 | \$353.2 |
| Fringe | 10.0 | 8.7 |
| Legal | 134.8 | 136.8 |
| Sped Transport | 186.0 | 187.7 |
| | | |
| | | |
| TOTAL ABOVE | \$ 662.8 | \$686.4 |
| | | |

Health Ins Update –Active employees

- School Year Employees- 20 deductions taken from Sept to June for the insurance period of Sept to August.
- The July and August premiums were paid to Trust in FY14 and recorded partly as prepaid and partly as expense.
- Closer examination this month revealed that the portion prepaid at June 30, 2014 should have been higher.
- As a result, part of the FY15 cost was in FY14.
- Changing to pay premiums based on monthly enrollment for all employees (10 month and 12 month) will eliminate issue.

Health Ins Update –Active and retired

| | Appropriated only | | |
|-----------------|-------------------|------------|--------------|
| | Active | Retiree | TOTAL |
| FY15 Budget | 7,600,159.00 | 904,093.00 | 8,504,252.00 |
| FY15 Projection | 7,207,844.15 | 780,816.30 | 7,988,660.45 |
| Fav (Unfav) | 392,314.85 | 123,276.70 | 515,591.55 |

- Our actual enrollment supports the total budget for active employees. We budgeted Fy15 appropriately.
- The savings this year is one time, due to the past practice of calculating the expense in prior years not matching the actual premium cost.
- Calculation was done on # of pay periods, not actual premium cost for summer months.
- Opportunity for E&D increase & addressing unmet needs
- Audit review completion expected by early July.

Summary- *Selected areas only*

| SELECTED AREAS ONLY | Prior Report | Current Report |
|--|--------------|-----------------|
| Unfavorable Revenues | \$ (112.0) | \$ 13.0 |
| Unfavorable Expenditures (potential) | \$ (662.8) | (686.4) |
| Favorable Expenditures (potential) | \$ 732.0 | 805.4 |
| Special Revenue Funds outlook - TBD | \$ (156.0) | \$ (156.0) |
| Health insurance (timing) | <u>-0-</u> | <u>\$ 392.3</u> |
| Net risk -unfavorable | \$ (198.8) | \$ 368.3 |
| <i>\$567.1K improvement due primarily to health insurance and regional transportation revenue increase .</i> | | |
| | | |

“We are not closed ‘til we close”

- Encumbrance review and adjustment
- Balance sheet and other account reconciliations
- Student activity funds to reconcile
- Final warrants 7/9 for FY15
- Special Revenue deficits to resolve and/or fund

June 12, 2015

Clare Jeannotte, Interim Director of Finance
Acton-Boxborough Regional School District
16 Charter Road
Acton, MA 01720

Dear Ms. Jeannotte:

We are pleased to confirm our understanding of the services we are to provide the **Acton-Boxborough Regional School District**, Acton, Massachusetts for the year ended June 30, 2015. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of the **Acton-Boxborough Regional School District**, Acton, Massachusetts as of and for the year ended June 30, 2015. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the **Acton-Boxborough Regional School District's** basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the **Acton-Boxborough Regional School District**, Acton, Massachusetts's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Retirement System Schedule of Funding Progress
3. Retirement System Schedule of Employer Contributions

We have also been engaged to report on supplementary information other than RSI that accompanies the **Acton-Boxborough Regional School District**, Acton, Massachusetts's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and will provide an opinion on it in relation to the financial statements as a whole, in a separate written report accompanying our auditor's report on the financial statements:

1. Schedule of expenditures of federal awards (if applicable).

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information:

1. Schedule of Treasurer's Cash

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on-

- Internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organization* (If applicable).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The OMB Circular A-133 report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the School Committee of the **Acton-Boxborough Regional School District**, Acton, Massachusetts.

We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements or the Single Audit compliance opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

Management Responsibilities

Management is responsible for the financial statements, schedule of expenditures of federal awards, and all accompanying information as well as all representations contained therein. Management is also responsible for identifying all federal awards received and understanding and complying with the compliance requirements, and for preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of OMB Circular A-133. As part of the audit, we will assist with preparation of your financial statements, schedule of expenditures of federal awards, and related notes. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Management is responsible for (a) establishing and maintaining effective internal controls, including internal controls over compliance, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (b) following laws and regulations; (c) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (d) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements in conformity with U.S. generally accepted accounting principles~ and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence)

Your responsibilities also include identifying significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan.

You are responsible for preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with OMB Circular A-133. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with OMB Circular A-133; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with OMB Circular A-133; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon.

Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures - General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material-misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention.

We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention.

We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures - Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and OMB Circular A-133.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the **Acton-Boxborough Regional School District**, Acton, Massachusetts's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Town of Westhampton's major programs. The purpose of these procedures will be to express an opinion on the **Acton-Boxborough Regional School District's** compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations and schedules we request and will locate any documents selected by us for testing. We will not undertake any accounting services (including but not limited to reconciliation of accounts and preparation of requested schedules) without obtaining approval through a written change order for such additional work.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form (if applicable) that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse.

We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits.

We will provide copies of our reports to the Massachusetts Department of Revenue; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Borgatti Harrison & Co. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Borgatti Harrison & Co. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Timothy J. Harrison, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will be \$20,500 plus an additional \$1,000 for the Student Activity Accounts and \$3,500 for the End of Year Report. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2015 peer review report accompanies this letter.

We appreciate the opportunity to be of service to the **Acton-Boxborough Regional School District**, Acton, Massachusetts and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Borgatti Harrison & Co,

RESPONSE:

This letter correctly sets forth the understanding of the Acton-Boxborough Regional School District, Acton, Massachusetts.

Management signature: _____

Title: _____

Date: _____

Governance signature: _____

Title: _____

Date: _____

215 Pleasant St. Fl. 4 – PO Box 3634
Fall River, Massachusetts 02722

Tel: (508)679-6079 (508)999-0020
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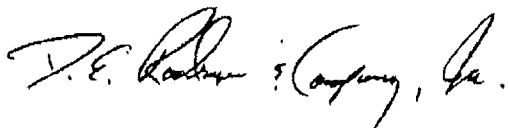
System Review Report

To Borgatti, Harrison & Company and the Peer Review Committee of
The Massachusetts Society of CPAs:

We have reviewed the system of quality control for the accounting and auditing practice of Borgatti, Harrison & Company (the firm) in effect for the year ended December 31, 2014. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under Government Auditing Standards.

In our opinion, the system of quality control for the accounting and auditing practice of Borgatti Harrison & Company in effect for the year ended December 30, 2014, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Borgatti Harrison & Company has received a peer review rating of *pass*.



May 18, 2015



Acton-Boxborough Regional School District

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

11.1.222

Clare L. Jeannotte
Director of Finance

TO: School Committee
Glenn Brand, Superintendent
FROM: Clare Jeannotte, Director of Finance
RE: Special Revenue Funds
DATE: June 21, 2015

Last summer I consulted with counsel on the statutory authority for our special revenue and revolving funds. Generally speaking, MGL Ch. 44, Section 53A requires that all funds be deposited with the treasurer and not spent without appropriation, with specific exception (relative to schools) for funds received for lost books and for insurance recovery, up to \$20,000. However, other statutes make exceptions to this law within them, and permit the maintenance of specific funds.

In connection with the expanded regionalization, the School Committee voted last fall to accept school special funds transferred from Boxborough and Acton. In addition the Committee voted to accept Local Option Statutes for MGL C. 71, Sec. 71E (adult education, continuing education, adult physical fitness, summer school and community school programs); and MGL c. 71, Sec. 71F (education expenses of non-resident and foster care children enrolled in school).

As a result of the review, I have consulted with our auditor and am closing the following accounts which do not appear to have any statutory authority:

| <u>Fund #</u> | <u>Fund Name</u> | <u>6/30/14</u> |
|---------------|----------------------|----------------|
| 3502 | VENDOR RECOVERY | \$ 40,698.79 |
| 3503 | VANDALISM REIMB | 311.09 |
| 3325 | NSTA TOYOTA TAPESTRY | 71.37 |
| 3418 | TRANSPORTATION | 98,365.65 |
| | TOTAL | \$ 139,446.90 |

The effect of this would be to transfer the balances as of 7/1/14 to E&D, and to reallocate activity ("revenues" of \$15,965 and expenses of \$15,451, preliminary year to date) recorded in the Transportation revolving account to the appropriated budget.

We will continue this review of our special funds over the coming year.

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

11.3

Clare L. Jeannotte
 Director of Finance

TO: School Committee
 Glenn Brand, Superintendent
 FROM: Clare Jeannotte, Director of Finance
 RE: OPEB Funding Levels
 DATE: June 21, 2015

In connection with the update to the actuarial valuation of the district OPEB liability currently in progress, Segal has requested information as to the funding levels the District plans for the coming years. This report is being prepared for the Acton Boxborough Regional School District as a single entity based upon data as of December 31, 2014, including the effect of the expanded region.

The District has funded OPEB as follows:

| FYE | | Amount |
|------|----------|-----------|
| 2014 | Actual | \$376,000 |
| 2015 | Actual | \$506,000 |
| 2016 | Budgeted | \$700,000 |

As you are aware, the District has previously participated in an OPEB working group with the Town of Acton. Under the ALG plan, it was anticipated that \$1,400,000 would be funded for the total liability (both Town and School) for FY17 and FY18. Generally, this was anticipated to be 63% Schools (\$882K) and 37% Municipal (\$518K), but excluded the Boxborough employees now part of the district. Given that the K-6 retirees who retired prior to the expanded regionalization remain with the two towns, any increases for Boxborough will be for retirees after 7/1/14. This year 2 teachers retired.

Our contract with Segal includes one conference to discuss the report. If a new appointment is considered for the OPEB working group to replace our prior member, I would suggest they be included in that conference call.

For purposes of the current study only, it is reasonable, in my opinion, to anticipate a funding level of \$900,000 for FY17 and beyond.

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

Elementary Bus Passing Procedures June 25, 2015

What is a bus pass?

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

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

Permanent Bus Passes

- Will be issued to elementary students only for the purpose of attending a location on a pre-existing bus route.
- Bus routes will not be altered to accommodate for non-essential bus stop locations.
- Non-essential bus stop locations are bus stops other than the residential address(s) on file for the student.

3

Permanent Bus Passes

In order for a permanent bus pass to be issued the following applies:

- Permanent bus passes will be accepted provided a parent or guardian has submitted the appropriate form.
- Permanent bus pass forms must be submitted before August 1 to take effect at the beginning of the school year, or December 1 to take effect in January.
- Forms can be accessed online and emailed to the district Transportation Office at permbuspass@abschools.org or dropped off at the school or Transportation Office.
- Changes to a permanent bus pass should be treated as a one-day bus pass.
- A responsible party from the location must be outside waiting to receive the students. If an individual (s) is not present at the stop upon arrival the students will not be allowed to exit the bus and will be returned to the school at the end of the route.
- The first time a location fails to meet students at the bus, a written warning will be given by the ABRSD. If the location fails to meet students a second time, that location will be removed from the bus route.

4

One-Day Bus Passes

Will be issued to students to provide transportation to:

- The student residence(s) on file
- A licensed childcare provider
- To a pre-scheduled bus stop location on the bus route

5

One-Day Bus Passes

One-day bus passes will be issued when:

- The bus pass form is filled out completely including the contact information of an adult who is prepared to take responsibility for the student(s).
- The form is submitted by 2:00 p.m. the day before the one day bus pass is to take place.
- There is sufficient seating on the bus.
- One-day bus passes will not be granted as a substitution to permanent bus passes to private businesses

6

Factors Associated With the Recommended Changes for Bus Passing

Adjustment of Age Eligibility

- Currently, students can access bus passing in first grade.
- Restrict the age of students eligible to daily bus pass to 2nd grade and higher.
- All elementary principals strongly support the change

Deadline for Bus Pass Submission

- Currently no time limit on when pass requests can be submitted & can be right up until just before dismissal.
- Requiring a bus pass form to the school office the day prior increases the time to ensure passes are distributed, rosters adjusted and drivers notified.

7

Recommended Changes for Bus Passing

Alteration of Bus Routes

- Currently routes are often adjusted at parental request at any point through the year
- These adjustments can lead to alterations inconsistency in route timing that can both increase & decrease ride times impacting all students.
- Limiting changes to routes for Permanent Bus Passes twice a year, as well the decision to no longer modify routes for daily-passes will allow for greater route consistency.

8

Recommended Changes for Bus Passing

[Liability Release Form](#)

- School Committee requested that the administration explore legal opinion.
- This opinion identified a number of concerns with the bus pass system from a liability standpoint:
 - Dropping off students at other locations on a day-to-day basis increases risk for human error;
 - If a student exits bus at the wrong stop & student gets hurt or lost this would be a serious problem for the district;
- Legal opinion also suggested a release form given that transportation through a bus pass is beyond what a student is entitled.

9

Recommended Changes for Bus Passing

Expectations for Non-Residential Stops

- Under the current policy there are no expectations for students to be met by a responsible party when dropped off at non-residential stops.
- Introducing this expectation we believe will greatly assist in monitoring students when getting off of a bus in a different setting.

10

Summary

- There are a number of procedural changes that the administration intends to put into place next year.
- These changes represent efforts on the part of the administration to improve a system that currently has many problems in our belief around our ability to safely manage the system.

11

Questions and Comments



12



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

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

June 24, 2015

Dear AB Elementary Families,

I am writing to update you regarding the ongoing discussions around elementary bus passing in the district.

As you are likely aware, the district has had in place a policy allowing elementary aged children to "bus-pass" to bus stops and locations other than their home residential stop. These alternative bus stops have included daycare providers, local businesses and organizations providing a wide-variety of clubs and activities. While bus stops to locations other than a child's home stop exceed the primary obligation of the district in the transportation of our students, it is recognized that allowing this opportunity is a great benefit to many of our families for both enrichment as well as after school care. However, over time, with a rise in requests and students using this system, the ramifications of the overall management of this system have become of growing concern.

Earlier this year the administration raised concerns which were shared with the School Committee regarding this policy and procedures. Central to these concerns were student safety, district liability, the continual growing expectations from community members over adding more and more non-essential bus stops among other issues. The Policy Sub Committee agreed to examine this issue and provided for the School Committee a revised policy at their last meeting. This proposed revision would effectively restrict the issuance of bus passes for only students attending licensed daycare providers and/or residential stops that include signed permission for students to attend ahead of time.

There has been considerable feedback and public comments shared with both the School Committee and myself regarding these proposed changes. While I firmly believe that changes need to be made to this existing system, I share the concerns that making any change at this point for next school year would be very challenging for many families. In response to the feedback we have received, I am writing to provide you with a statement from the Policy Sub Committee which will be shared at the School Committee meeting tomorrow evening:

"After much deliberation and discussion, input from families, local businesses, the Administration and our attorneys, the policy subcommittee members present at their meeting on 6/24/15, agreed to recommend adoption of the proposed Elementary Bus Passes Policy, File: EEAAA found in the packet. While subcommittee members felt strongly this should be effective for this 2015-2016 school year, recognizing the concerns of all of the affected parties, they are recommending the adoption of this revised policy effective for the 2016-2017 school year.

If the School Committee votes to approve this recommendation, the current policy will remain in effect for the 2015-2016 school year.

The policy subcommittee supports the proposed procedures as outlined by the Superintendent and Director of Transportation to be effective immediately."

The actual current and proposed policy revisions are attached to this email, as well as a sample bus pass.

Regardless of any policy change, the administration has also taken steps to revise our procedures that will take effect in the 2015-16 school year. Central to these changes is an effort to focus on our ability to enhance student safety and you will find attached to this email a copy of these revised procedures.

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.

I understand that this proposal will, if approved, bring about a change to the current practices that many of our families have come to rely upon and benefit from over the years. Please know that both the proposed policy and procedural changes have been taken very seriously and include at their core include a commitment to the ability of our district to safely, effectively and efficiently transport our students.

Yours in education,
Glenn A. Brand, Ed. D.
Superintendent of Schools

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.

**ELEMENTARY BUS PASSES
DRAFT for Second Read 6/25/15**

(Recommended by ABRSC Policy Subcommittee, effective 2016-2017 school year)

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

1. **Permanent bus passes** may be issued to elementary students only for the purpose of attending a licensed childcare provider on a regular consistent weekly schedule under the conditions stated in the following procedures.
2. **One-day bus passes** may be issued to elementary students in Grade 2 or above to provide transportation to a licensed childcare provider, or to a pre-scheduled bus stop location on the bus route servicing the elementary school, under the conditions stated in the following procedures.

ELEMENTARY BUS PASSES

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

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

Approved: 1/13/14

ELEMENTARY BUS PASSES – Procedures
(for current policy)

A. Permanent bus passes will be issued to elementary students only for the purpose of attending a location on a pre-existing bus route. Bus routes will not be altered to accommodate for non-essential bus stop locations. Non-essential bus stop locations are bus stops other than the residential address(s) on file for the student.

In order for a permanent bus pass to be issued the following applies:

1. Permanent bus passes will be accepted provided a parent or guardian has submitted the appropriate form.
2. Permanent bus pass forms must be submitted to the school office before August 1 to take effect at the beginning of the school year, or December 1 to take effect in January. Copies of the permanent bus pass form can be accessed from the elementary school websites as well as from the Transportation Office.
3. Permanent bus pass requests can be mailed to the district Transportation Office at permbuspass@abschools.org or can be dropped off in the office as well.
4. The district form must be used in all schools and is available at the elementary school offices or on the school website.
5. Any changes to a permanent bus pass should be treated as a one-day bus pass, per procedures below.
6. A responsible party from the location must be outside waiting to receive the students. If an individual (s) is not present at the stop upon arrival the students will not be allowed to exit the bus and will be returned to the school at the end of the route.
7. The first time a location fails to meet students at the bus, a written warning will be given by the ABRSD. If the location fails to meet students a second time, that location will be removed from the bus route.

B. One-day bus passes will be issued to students to provide transportation to the student residence(s) on file, a licensed childcare provider, or to a pre-scheduled bus stop location on the bus route servicing the child's elementary school. In order for a one-day bus pass to be issued the following must be in place:

1. The bus pass form is filled out completely and correctly, including the contact information of an adult who is prepared to take responsibility for the student(s).
2. The bus pass form is submitted by 2:00 p.m. the day before the one day bus pass is to take place.
3. The person listed on the bus pass to receive students is responsible for those students once they exit the bus.
4. There is sufficient seating on the bus.
5. One-day bus passes will not be granted as a substitution to permanent bus passes to private businesses

C. For All Bus Passing:

Please note the following:

1. Parents or guardians must sign a release of liability waiver at the beginning of the school year to participate in bus passing.
2. Bus routes will not be altered to accommodate for bus passing.
3. Any stop other than the student's home stop requires a bus pass.
4. The elementary school office, in consultation with the Transportation Office, reserves the right to deny the issuance of a daily bus passes or cancel a permanent bus pass.

5. It is understood that the bus stop timing of ABRSD bus routes fluctuates daily based on unexpected traffic delays, weather, or other scenarios outside the control of the bus driver and the transportation office.
6. Information relative to bus numbers, bus routes, and bus stops, may be obtained from the Acton-Boxborough Regional School District website under the Facilities and Transportation Department.
7. Students are responsible for their personal behavior on the bus. If they are written up for disciplinary reasons by the bus driver, the first write up will serve as a warning. If there is a second incident resulting in a write up, that student will have their permanent bus pass revoked and transportation for that student will revert back to the student's residence on file.

Questions about these procedures may be addressed to the Acton-Boxborough Regional School District Transportation Department at 978-264-3328. The Transportation staff will be happy to speak with you.

Sample

Teacher: _____

Room #: _____

ELEMENTARY BUS PASS

McCARTHY-TOWNE SCHOOL

TODAY'S DATE: ____/____/____

This form must be delivered to the school office at the beginning of the school day the change is effective, otherwise the student will be dismissed according to his/her usual dismissal procedure. Bus changes cannot be taken over the phone except in an emergency, determined by the school principal. **Check ONE box and fill out ALL other information.**

PERMANENT CHANGE FOR EVERY _____
(LIST DAYS OF WEEK FOR SCHEDULE CHANGE)

ONE DAY CHANGE FOR _____ /____/____
(DAY OF WEEK) (DATE)

_____ **HAS PERMISSION TO RIDE BUS #** _____ **TO**
(STUDENT'S NAME)

_____ **THE STUDENT WILL BE IN THE CARE OF**
(BUS STOP LOCATION)

_____ **WHO CAN BE REACHED AT** _____
(DAYCARE PROVIDER/GUARDIAN) (PHONE #)

(SIGNATURE OF PARENT/GUARDIAN
REQUESTING BUS PASS)

(PHONE NUMBER WHERE YOU CAN BE REACHED
DURING THE DAY)

(SIGNATURE OF SCHOOL OFFICIAL)

____/____/____
(DATE)

*Office of the Superintendent
Acton-Boxborough Regional School District
Acton and Boxborough, MA
6/18/15*

Statement Regarding the Appointment

of

Marilyn E. Bisbicos, Ed.D.

to the Position of

Interim Director of Pupil Services

for the Acton-Boxborough Regional School District

Superintendent of Schools Dr. Glenn Brand is pleased to announce the appointment of Dr. Marilyn "Bonnie" Bisbicos as the Interim Director of Pupil Services for the Acton-Boxborough Regional Schools, effective July 1, 2015 – June 30, 2016.

Dr. Bisbicos holds a doctorate in Education from the University of Massachusetts, Amherst specializing in Educational Leadership, and a Master's degree in Education from Syracuse University specializing in Special Education. Her Bachelor of Science in Elementary Education is from the University of Massachusetts, Boston.

Dr. Bisbicos has recently served as Interim Director of Pupil-Personnel Services for the Public School Systems in Rockland, MA and Hanover, MA. She also served as Interim Director of Student Support Services for the Webster, MA Public Schools. Prior to her retirement, she was a long time Special Education Administrator in the Nahant, Arlington and Cambridge, MA Public School Systems.

We look forward to welcoming Dr. Bisbicos to the ABRSD.



Acton-Boxborough Regional School District
Facilities Department

16 Charter Road Acton, MA 01720
978-264-4700 fax: 978-264-3340
www.abschools.org

13.0

JD Head

Director of Facilities and Transportation

TO: Acton-Boxborough Regional School Committee
FROM: JD Head, Director of Facilities and Transportation
RE: Recommendation to Award Phase I of the ABRSD Existing Conditions Study
DATE: June 23, 2015

The purpose of this memo is to respectfully request the ABRSC vote to authorize the Superintendent to enter into contract negotiations with Dore and Whittier for the purpose of retaining them to perform the ABRSD Existing Conditions Study.

On 5/20/2015 the District advertised in the Central Register a Request for Qualifications (RFQ) under designer services for qualified architectural firms to submit proposals to perform a comprehensive existing conditions analysis and associated capital plan. Proposals were due 6/10/2015 and site tours were given to interested parties 6/2/2015 and 6/3/2015. Seven complete sealed proposals from qualified firms were received.

On 6/11/2015, the selection committee of Kristina Rychlik, Maria Neyland, Glenn Brand, Clare Jeannotte, and myself met for the first time. All proposals were disseminated to the group, the process and expectations were explained, and next steps were established. On 6/15/2015, the selection committee narrowed the group to four finalists who were contacted and asked to come back for a thirty-minute presentation to elaborate on their firms' proposals. The interviews were conducted on 6/22/2015 and the selection committee identified Dore and Whittier as the preferred firm to recommend to the ABRSC.

Dore and Whittier is a sixty plus person architectural firm, with twenty plus years of experience specializing in public work in New England with expertise in educational facilities. More information about Dore and Whittier can be found at <http://doreandwhittier.com/index.html>.

Thank you for your consideration of this request,


JD Head

Draft for First Reading 6-11-15 + Second Read
6-25-15

File: FF

NAMING SCHOOL FACILITIES, MEMORIALS AND DEDICATIONS

The Acton Boxborough Regional School Committees ~~of Acton and Acton-Boxborough~~ believes naming or renaming a school building, structure, space, property, program or other District asset (hereafter referred to as a "Facility") is a matter of significant importance, one that deserves the most thoughtful attention of the School Committee and the Administration, and one that is ~~indeed~~ an unusual occurrence or event. Further, the Committee believes it should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

Any request to name a Facility must be brought before the School Committee for approval.

If a suggestion or petition to name a Facility or to make a memorial or to dedicate a Facility, is brought forth to the School Committee, the School Committee will first decide whether the naming or renaming of that Facility is necessary and/or appropriate. If the decision to move forward with the naming is made, the School Committee will convene a screening committee pursuant to procedure FF-R.

In the naming of a Facility ~~public school facilities~~, if the name of a person is to be used, the following criteria will be applied in the selection of a person(s) to be so honored.

1. A person, living or dead, for whom a public school facility may be named must have made significant contributions to education of the youth of the ~~Acton or Acton-Boxborough~~ Regional Schools. Evidence of such contributions may include, but are not limited to the following:
 - Unusually effective and dedicated service to or on behalf of the youth in the ~~Acton or Acton-Boxborough~~ Regional Schools
 - Persistent efforts to sustain a high quality system of public education for all youth and to improve programs and services for these young people.
 - Demonstrated understanding of the essential nature of public education in the furthering of our democratic form of government and the free enterprise system.
2. Said person should be one who is retired, deceased or has provided service to the community in excess of 15 years. A request may not be submitted sooner than three years following the death or retirement of the individual to be so honored. This requirement may be waived by a unanimous vote of the School Committee.
3. The nominee must otherwise be worthy of the honor of having a school facility named for her/him. Evidence of such attributes could include, but may not be limited to the following:
 - Superior levels of performance in strengthening and supporting ~~Acton and Acton-Boxborough~~ Regional Schools
 - Community service
 - Effective citizenship
 - Seminal ideas or research
 - Excellent character and general reputation

4. The School Committee recognizes that staff members, parents and other members of the community may wish to establish memorials or tributes in accordance with this policy. The School Committee encourages such community members to consider establishing scholarships in honor of persons who have special significance to the students, the school district or the community as an alternative to a memorial. In the case of establishing scholarships, the three year waiting period in paragraph 2 of this policy will be waived.

5. Any requests for a memorial or dedication to be installed on District Facility must be approved by the District Superintendent.

The Superintendent shall prepare procedures for the naming of Facilities~~school~~ ~~which~~~~schools~~ that are consistent with this policy.

The School Committee may revoke the name of a Facility if necessary.

Approved:

Draft for First Reading 6-11-15 + Second Reading
6-25-15

File: FF

NAMING SCHOOL FACILITIES, MEMORIALS AND DEDICATIONS

The Acton Boxborough Regional School Committee believes naming or renaming a school building, structure, space, property, program or other District asset (hereafter referred to as a "Facility") is a matter of significant importance, one that deserves the most thoughtful attention of the School Committee and the Administration, and one that is an unusual occurrence or event. Further, the Committee believes it should not be influenced in its decision by personal prejudice, favoritism, political pressure or temporary popularity.

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5. Any requests for a memorial or dedication to be installed on District Facility must be approved by the District Superintendent.

The Superintendent shall prepare procedures for the naming of Facilities that are consistent with this policy.

The School Committee may revoke the name of a Facility if necessary.

Approved:

Draft for First Reading 6-11-15 +
Second Reading 6-25-15

File: FF-R

NAMING SCHOOL FACILITIES

1. ~~The appropriate School Committee will announce the process to be used for naming a school facility (new or existing).~~
2. ~~The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility ssion to the Screening Committee, of nominations of names of a new or existing facility.~~
3. ~~The process will include the acceptance of nominations from the following groups:~~
 - a. ~~the community at large~~
 - b. ~~officials of the towns~~
 - c. ~~the staff of the school to be named or renamed~~
 - d. ~~other interested staff~~
 - e. ~~the current and former students in the school system~~
- 2.4. ~~In the case of an unusual building, e.g. a building which houses two school programs, or a section of a larger facility, the School Committee will determine how many names are needed. Nominations will be accepted from the list in #3 above. Nominations must be submitted in writing, as may come in the form of email or letters to the Superintendent or School Committee.~~
5. ~~The School Committee may set aside some time during selected meetings to accept nominations.~~
36. ~~Nominations should~~will be submitted with answers to the following questions:
 - a. What is the reason you are suggesting the person/name? (See the criteria in the policy statement.)
 - b. Why is this a good name for the facility?
 - c. What is the biographical/other information about this person which will assist in making a decision?
 - d. Are the relevant timeframes from Paragraph 2 of policy FF met?
74. ~~The School Committee will establish a Screening Committee consisting of of nine representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate all the suggested names and make a recommendation to the recommend three for the School Committee, to choose from.~~

Draft for First Reading 6-11-15 +
Second Reading 6-25-15

File: FF-R

NAMING SCHOOL FACILITIES

1. The School Committee will announce the convening of the Screening Committee and the reason therefore. It will then announce the deadline for submitting proposed names of the relevant Facility to the Screening Committee.
2. Nominations must be submitted in writing.
3. Nominations should be submitted with answers to the following questions:
 - a. What is the reason you are suggesting the person/name? (See the criteria in the policy statement.)
 - b. Why is this a good name for the facility?
 - c. What is the biographical/other information about this person which will assist in making a decision?
 - d. Are the relevant timeframes from Paragraph 2 of policy FF met?
4. The School Committee will establish a Screening Committee consisting of representatives of the various interest groups in the community. The role of the Screening Committee is to review and evaluate the suggested names and make a recommendation to the School Committee..

Approved:

14.1.12
(consent)

File: BEDJA

① REMOTE PARTICIPATION – Draft First Read 6/11/15 + Second Read 6/25/15

The School Committees recognizes the need for members occasionally to be physically absent from School Committee Meetings and therefore adopt the following policy to govern remote member's remote participation in School Committee Meetings.

Minimum Requirements for Remote Participation

- (a) A quorum of the School Committee, including the chair or, in the chair's absence, the person authorized to chair the meeting, shall be physically present at the meeting location.
- (b) Members who participate remotely and all persons present at the meeting location shall be clearly audible to each other;
- (c) Members who participate remotely may vote and shall not be deemed absent for the purposes of M.G.L. c. 39, sec. 23D.

Permissible Reasons for Remote Participation

The School Committee Chair, or in the chair's absence, the person chairing the meeting, must determine that one or more of the following factors makes the School Committee member's physical attendance unreasonably difficult:

- (a) Personal illness;
- (b) Personal disability;
- (c) Emergency;
- (d) Military service; or
- (e) Geographic distance.

Technology

- (a) The following media are acceptable methods for remote participation. Remote participation by any other means is not permitted. Accommodations shall be made for any public body member who requires TTY service, video relay service, or other form of adaptive telecommunications.
 - (i) telephone, internet, or satellite enabled audio or video conferencing,
 - (ii) any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.
- (b) When video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.
- (c) The School Committee Member who is absent from the Meeting will notify the District Administration with as much advance notice as possible and will work with the District Administration to establish the appropriate technology to effect the School Committee Member's remote participation.
- (d) The chair or, in the chair's absence, the person chairing the meeting, may decide how to address technical difficulties that arise as a result of utilizing remote participation, but is encouraged, wherever possible, to suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at

the meeting location. If technical difficulties result in a remote participant being disconnected from the meeting, that fact and the time at which the disconnection occurred shall be noted in the meeting minutes.

(e) The costs attributable to equipment or service relating to the District's ability to communicate with the remote participant will be born by the District. The personal costs of the participant attributable to equipment or service relating to the remote participant's ability to communicate with the District will be born by the participant. If the costs associated with remote participation become prohibitive, the School Committee will reevaluate its policy on remote participation.

Procedures for Remote Participation-

(a) Any member of ~~the School Committee~~ ~~a public body~~ who wishes to participate remotely shall, as soon as reasonably possible prior to a meeting, notify the chair or, in the chair's absence, the person chairing the meeting, of his or her desire to do so and the reason for and facts supporting his or her request.

(b) At the start of the meeting, the chair shall announce the name of any member who will be participating remotely and the reason under 940 CMR 29.10(5) for his or her remote participation. This information shall also be recorded in the meeting minutes.

(c) All votes taken during any meeting in which a member participates remotely shall be by roll call vote.

(d) A member participating remotely may participate in an executive session, but shall state at the start of any such session that no other person is present and/or able to hear the discussion at the remote location, unless presence of that person is approved by a simple majority vote of the public body.

(e) When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting, and shall be listed in the meeting minutes and retained in accordance with M.G.L. c. 30A, sec. 22.

LEGAL REFERENCES: M.G.L. c. 30A, sec. 25 (a) and (b), MASS 940 CMR 29.00

| Approved 3/22/12 and

(Consent)

Draft for First Reading 6-11-15 + Second Read 6-25-15

File: BEC

(2)

EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chairperson (or, in his/her absence, the presiding member) will state the purpose for the executive session.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chairperson or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate pursuant to the Open Meeting Law (M.G.L. Chapter 30A, 18-25):

← LINK to be added here

- ~~1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual.~~
- ~~2. The discipline or dismissal, including the hearing of charges against a member of the Committee, a school department employee or student, or other individual.~~
- ~~3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.~~
- ~~4. The deployment of security personnel or devices.~~
- ~~5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.~~
- ~~6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the Committee or another party.~~
- ~~7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.~~
- ~~8. To consider and interview applicants for employment (The only position that the School Committees would be involved in that might qualify would be for the position of Superintendent). This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants.~~
- ~~9. To meet or confer with a mediator with respect to any litigation or public business.~~

(In the first two cases listed, an open meeting will be held if the individual involved so requests.)

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Accurate records of the proceedings conducted in executive session will be kept but need not be disclosed if the disclosure of the minutes, notes or other materials used in the executive session may defeat the lawful purpose of the executive session and may remain secret only so long as their publication would defeat the purpose of the session. The Committee will review executive session minutes for possible declassification at least once each year. Once disclosure would no longer defeat the purposes of the executive session, however, minutes and other records from that executive session will be disclosed unless they fall within an exemption to the Public Records Law, G.L. c. 4, § 7, cl. 26, or the attorney-client privilege applies. The Committee will review executive session minutes for possible declassification at least once each year.

~~All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.~~

Established by law and Committee policy

LEGAL REFS.: OPEN MEETING LAW, G.L. c. 30A, §§ 18-25
M.G.L. 39:23A; 39:23B

CROSS REFS.: BDE, Subcommittees of the School Committee
BE, School Committee Meetings
KEB, Public Complaints about School Personnel

Draft for First Reading 6-11-15 + Second Read 6-25-15
File: BEC

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(link to be added)

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LEGAL REFS.: OPEN MEETING LAW, G.L. c. 30A, §§ 18-25

CROSS REFS.: BE, School Committee Meetings

Draft for First Reading 6-11-15 + Second Read 6-25-15

File: BEDF

③

VOTING METHOD

~~Except on procedural matters, all votes of the School Committee will be taken by a call of the roll and the ayes and nays will be recorded in the minutes; if the vote is unanimous only that fact need be recorded.~~

On all matters coming before the Regional School Committee, each member from Boxborough shall cast 1 vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

Comment [MB1]: Edits reflect new regional agreement.

All actions will require a weighted majority vote of all members present and voting except as state law, **Robert's Rules of Order, Newly Revised**, or policies of this Committee require a larger majority. A majority of the members of the Acton-Boxborough Regional School Committee, which majority shall include at least four members from Acton and two members from Boxborough, shall constitute a quorum.

~~Except on procedural matters, all votes of the School Committee will be taken by a call of the roll and the ayes and nays will be recorded in the minutes; if the vote is unanimous only that fact need be recorded.~~

A two-thirds vote will be required to suspend parliamentary rules of order.

LEGAL REFS.: M.G.L. 30A, Section 19 (a)39:23B; 71:42; 71:50
Regional Agreement between the towns of Acton and Boxborough, MA.

Draft for First Reading 6-11-15 + Second Read 6-25-15
File: BEDF

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A two-thirds vote will be required to suspend parliamentary rules of order.

LEGAL REFS.: M.G.L. 30A, Section 19 (a)
Regional Agreement between the towns of Acton and Boxborough, MA.

**Superintendent's Wellness Advisory Committee 2014-2015
Summary of Accomplishments:**

Goal #1: To review the current AB elementary health objectives, updating as necessary and designating school personnel responsible for implementation.

- The subcommittee reviewed the current elementary health objectives, arranging them into a format that allows educators to view the progressions from grade to grade.
- Members of the subcommittee, along with Deborah Bookis, Director of Curriculum and Assessment, designated elementary school personnel (Classroom Teacher/PE Teacher/Nurse/Counselor/Principal/Youth Officer) responsible for implementation of each of the current health objectives.
- They drafted a document for classroom teachers listing and clarifying the current health objectives.
- They designed and implemented a needs assessment of various staff members to examine what health education needs were being addressed on the elementary level.
- Through the subcommittee's work, it became apparent that revising the elementary health objectives is a sizable task that will require a substantial amount of time. They began the initial work by completing a needs assessment. The hope is that the needs assessment will drive a complete revision of the elementary health objectives in the future.

Work Yet to Be Accomplished:

A full revision of the Acton-Boxborough Elementary Health Education objectives is recommended for the future.

- To better align the elementary AB health education objective with the State framework, or with the more recent National Health Education Standards (released 2007)
- To consider including topics that are not currently addressed in the AB Health Education objectives raised by the subcommittee/survey
- Appointment of an individual responsible for the oversight of the entire elementary health education curriculum
- Communication with all the stakeholders about which health standards individuals are responsible for teaching
- Time must be allotted within the school day, week and year dedicated to health education.

- There must be research and development of resources to support the health education objectives.

Goal #2 : To increase the Health Education awareness and opportunities for students in grades 11-12.

- Check it Out program came back to Acton Boxborough High School on March 19, 2015.
Hadassah, in conjunction with Emerson Hospital, provide this program to 11th and 12th grade students in many schools in our community. This year they came to our school and successfully ran a program for females students and one for male students. The main emphasis of the teaching centered on breast and testicular cancer with representatives from the medical profession and cancer survivors among the speakers. The medical staff also touched upon other timely issues for adolescents including nutrition, stress, tattooing and piercings, to name a few.
- Began discussions regarding providing female students with self defense training in the upper grades
- Curriculum pilot-course in handbook for 2015/2016 --Health / Physical Education 998 (Semester Course)
Grades: 11, 12 Integrated Health/Physical Education Curriculum

Work Yet to be Accomplished:

- Continued advocacy for health education programming for junior and senior level students
- Further discussions and explorations about self defense courses/trainings and ways to work that into students schedules as well as finding funding sources
- Ways to continue to provide CPR training and possibly making this a graduation requirement for seniors. This year American Heart Association presented the CPR Smart School Program to all Physical / Health Education students in grades 9 students and Semester 2, Physical Education students in grades 10, 11, 12. The Physical and Health Education Department hopes to expand it to all students in Semester 1 and 2 Physical Education receive the presentation.
- Researching an online student health magazine subscription called Student Health 101.

Goal #3:

To review the district's current Wellness Policy and Procedures to determine how they align with the current practices in our schools and to create a list of

recommendations, as needed, which the committee will bring to the Superintendent for review.

- The subcommittee met and reviewed the District Guidelines/Procedures on foods and food practices during school hours. During the review of the policy it became clear that a survey was needed to determine how food was used during school hours.
- The subcommittee surveyed principals and/or administrator(s) from all six elementary schools, the preschool, the junior high school and high school. The survey was limited to 10 initial questions. The survey was anonymous.
- The findings of this preliminary survey revealed that an awareness of the guidelines is limited.
- It needs to be highlighted that the guidelines are a wellness issue, not just a food allergy issue.

Work Yet to Be Accomplished:

- Help increase familiarity of the Wellness Policy/Procedures with administration, staff and parents.
- Staff meeting review of the Wellness Policy
- Parents should receive a copy of the Wellness Policy in either their back-to-school packet and/or have copies available at Back-to-School Open Houses.
- Ask that all fundraising activities that are served on the school premises, during school hours, will only include items approved by the Food Service Director, in accordance with the current guidelines.
- Reiterate that soda and candy will not be provided to students during school hours (with the exception of an IEP), in accordance with the current guidelines.

Goal #4: To gather information on the current practices surrounding cleaning our schools and to make recommendations based on our findings with the goal of reducing toxic chemical usage in our schools.”

Background: Our initiative was inspired by a CT law that establishes that no one may bring into the school any consumer product to clean, deodorize or disinfect in an effort to reduce the amounts and types of chemicals people are exposed to every day. No such law exists in MA, but a similar proposed legislation has been afloat for years.

- We reached out to JD Head, Facilities Director, and learned that our District custodians have already converted to greener cleaning solutions approved by the MA Operational Services Division as well as having implemented a variety of greener practices, including non-chemical methods of stripping the floors. He

offered that our teaching/specialist staff could use the greener chemicals that the custodians use in the classroom/specialist spaces.

- We developed and implemented an online survey that was circulated to all our schools inquiring about the current cleaning practices in classrooms/specialist spaces; See **survey summary under separate cover**, which pointed to concerns with the types, amounts and safe usage of chemicals in classroom/specialist spaces.
- We researched the concerns with using many of the available commercial cleaners and found other greener options such as those CT is using and have a few recommendations for staff to use; ie. reusable “E-cloths”, donated for Kindergarten classrooms, the greener chemical used by the custodians, some green wipe recommendations for those needing the ease of “ready -to-go” cleaning.
- Created an overview explanatory sheet for staff offering a statement of concern and greener cleaning options. (**see under separate cover**)

Work Yet to be Accomplished:

- Distribute statement of concern including survey results to inform and educate staff
- Propose piloting of donated “E-Cloths” in all kindergarten classes
- Propose one school (? Blanchard) to pilot classroom/specialist space greener cleaning options
- Find funding or donations of plastic spray bottles /other supplies needed
- Explore other cleaning products in learning spaces other than surface cleaning for germ control such as hand sanitizer , cleaners for dry erase boards
- By the end of ‘15-’16, we hope to have developed a procedure/policy on green cleaning that will be recommended to the Superintendent and School Committee.

Goal # 5:

To promote health and wellness in different formats for families and students to use as part of everyday living.

- Student’s in the 8th grade health class put together Tabata videos and shared them with the elementary school principals to use in the schools. The intent is to

use these for quick breaks throughout the day and especially before MCAS testing.

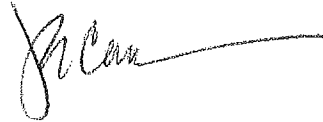
- Student's in the 7th grade health class researched the importance of sleep after a classroom visit from Dr. Kirsy Kerin, sleep specialist from Boxborough. They put together a variety of videos to share with the upcoming 6th grade class on the importance of sleep. The hope is that the students will view these videos in their 6th grade class before starting the early schedule at the Junior High School next year.

Work yet to be accomplished:

- Review of staff survey to determine if any staff is currently incorporating any Mindfulness techniques in their classrooms
- To create a program for the district for "Mindfulness" and to raise awareness at all levels throughout the district

Memorandum

To: Glenn Brand
 From: JoAnn Campbell
 Date: 6/9/2015
 Re: 2014-2015 Gifts to ABRHS




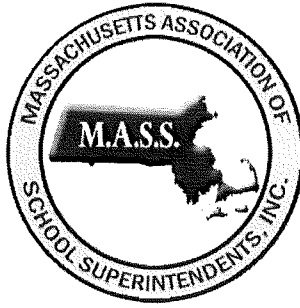
Please present this list of donations received by ABRHS during the course of the 2014-2015 school year to the ABRSD School Committee for acceptance.

| ABRHS Recipient | Donor | Amount |
|-----------------------|--|-------------|
| ABRHS – General Gifts | PTSO (Q1 & Q2, 2014-2015) | \$5,000.00 |
| ABRHS – General Gifts | PTSO (2nd half, 2014-2015) | \$4,000.00 |
| ABRHS – General Gifts | Biogen, Inc. (matching donation Wang/Yang) | \$800.00 |
| ABRHS – General Gifts | Wang/Yang | \$800.00 |
| Academic Decathlon | Sangreal Foundation | \$10,500.00 |
| Community Service | PTSO | \$1,500.00 |
| Window Seat | Petersen | \$500.00 |
| Science Team | Yang/Tu | \$1,777.84 |



to be
voted





Massachusetts Association of School Superintendents

Position Paper

Conditions and Considerations for a New Generation of Student Assessment* in Massachusetts

Introduction

As the Board of Education reviews its options for the next generation of standards-based assessment, the Commonwealth's district leaders wish to share our thinking about the salient features of a quality assessment system and the implementation considerations that will ensure its success. As district leaders we respect the value and the complexity of student assessment and we welcome a new generation of student assessment that measures students' higher order thinking skills and the application of these skills. However, we believe that the choice of an assessment system and its implementation timelines must be grounded in a clear understanding both of the purpose of standardized assessment and of its impact on teaching and learning. This appears to be the missing element in the debate over PARCC vs. MCAS. As the state's educational leaders, we are less concerned with which specific system the state adopts, and more concerned that whichever system is chosen meets the criteria that we elaborate below. We urge you to include us as a key partner in the impactful implementation of this new system, and we strongly suggest that the implementation process be regarded as ongoing in nature with frequent opportunities for feedback regarding the success of our efforts.

****The authors of this paper used the word assessment in the title for consistency with the Massachusetts Comprehensive Assessment System. We do however acknowledge that the term assessment is more commonly applied to the broad range of measures including state wide tests, other standardized measures, common assessments and district determined measures.***

PARCC Position Paper (2)

Purpose of Assessment

It is our professional position that high quality assessment measures student achievement first and foremost in order to inform instruction and improve learning. The new generation of the

Massachusetts Assessment should enhance our work by providing timely data that can be used by teams of teachers to identify learning gaps, modify curriculum and adjust instruction. The feedback that we give to teachers and students and the progress that we report to parents and the community help to ensure that all districts and all populations are equitably served. Improved teaching and learning should be the primary “drivers” for this assessment system with district and school accountability, an important but a secondary factor.

Secondly, the next generation assessment should be a lever for curriculum change with an increased emphasis on the development of higher order thinking skills that allow students to transfer their learning to new situations and problems. This assessment should complement the formative, common, and standardized and performance based assessments that are administered in districts each year. Furthermore, it should help districts align their own common assessments with the more complex learning expectations that characterize the current Massachusetts Curriculum Frameworks. The content of the assessments should have predictive value with respect to college and career readiness. Ultimately this assessment should ensure that all children in Massachusetts have the benefit of an equitable educational experience setting a bar that is consistent across the State.

The construction of the test items is critical as student responses to these items should provide districts with rich, diagnostic feedback that effectively measures student growth. Frequent discussions among district leaders and teachers and the test authors will be vital if we are to have assessments that are both authentic and well aligned with Massachusetts Curriculum Frameworks.

Given these key assessment system purposes, there are important criteria to consider relative to assessment structure and content: frequency and timing, school-based implementation, and state-wide roll-out and a clear understanding by staff, parents and students of the real meaning of these assessments.

Characteristics of a High-Quality Assessment

Research supports that any high quality assessment system has the following characteristics: Assessment of Higher-Order Cognitive Skills; High-Fidelity Assessments of Critical Abilities;

PARCC Position Paper (3)

Standards that Are Internationally Benchmarked; Use of Items that Are Instructionally Sensitive and Educationally Valuable; and Assessments that are Valid, Reliable, and Fair.

Measuring higher-order cognitive skills provides an indication of a student's ability to transfer knowledge and skills to new contexts within a discipline. New assessment systems should target critical abilities such as research, analysis and synthesis of information, experimentation and evaluation, communication in multiple formats, collaboration and interpersonal interaction, modeling, design, and complex problem solving through authentic, performance-based tasks. The assessment should mirror international trends: several examples of current international assessments such as the Program for International Student Assessment (PISA) and The Trends in International Math and Science Study (TIMSS) include the assessment of higher-order cognitive skills. Scores on a high-quality assessment should represent the impact of curriculum content and instruction, rather than reflecting out-of-school experiences or test-taking skills. Additionally, the assessment should provide a good model with which to influence curriculum and instruction. The assessment needs to measure the content and skills that are intended. The assessment should be designed so that it is broadly accessible for all students.

The previous state assessment did not meet all of these criteria and the new generation of assessments shows promise. In this initial time period of test development and implementation, the new generation of assessments and student results should be weighed against these criteria, in order to ensure that the standardized assessment provides the intended value and meets our defined purpose of assessment.

The following questions are offered as a guide:

- To what extent does the new assessment measure higher order cognitive skills through authentic, complex, performance-based tasks such as drawing evidence from multiple sources?
- Is the assessment instructionally sensitive where daily classroom instruction prepares students to demonstrate their knowledge and skills?
- Are the assessment items fair and free from bias?
- Can the assessment be adaptive, where students are able to show a full range of what they know and are able to do whether they are performing above or below grade level?
- Does the assessment system provide a mechanism to capture student growth over time?
- Do assessment results correlate with similarly valid measures?
- Does the assessment provide a good model for classroom practice?

PARCC Position Paper (4)

Ensuring that the New Generation of Assessment Supports Teaching and Learning Frequency and Timing

The value derived from standardized assessments should be weighed against the amount of time that it takes away from instruction, both in terms of actual days and hours and in terms of the inevitable disruption to teaching and learning that it creates. The assessment also needs to be administered after the expected learning takes place. Finally, the diagnostic results should be available in time to impact student placement decisions and future instruction. Without question, this presents a complex set of challenges, not the least of which are cost related.

By way of illustration, the present PARCC administration configuration provides for shorter testing sessions but does not adequately address these concerns:

- The time taken from instruction is excessive.
- The amount of time devoted to summative assessment runs counter to the principles underlying Massachusetts Time and Learning Regulations and to the research supported prioritization of formative assessment.
- The proximity of the Performance Based Assessments (PBA) and the End of Year Assessment (EOY) for both English Language Arts and Math disrupts teaching and learning for much of the third and fourth academic quarters. ***We greatly appreciate the vote taken by the Governing Board of PARCC to have one testing window with the goal of reducing the testing time by 90 minutes.***
- During this same testing period students in grades 5, 8 and 9th graders in high school are required to take the MCAS Science Assessment.
- The turn-around of test results does not allow for informed student placement decisions, or timely adjustment of instruction, student support interventions or appropriate professional development.

We recommend that the Board make every effort to minimize the amount of time and frequency of any statewide assessment system. We need to recognize that a number of districts find the statewide assessment as an important lever to address achievement gaps while other districts may rely more heavily on locally developed common assessments to address their needs for measuring student growth. Any decision on a new statewide system needs to recognize this variability as we seek to reduce the amount of testing time and maximize instructional time.

PARCC Position Paper (5)

Necessary Conditions

For the next generation of assessment to authentically measure students' learning the content and skills outlined by the Massachusetts State Frameworks, certain key conditions must be in place:

- Teachers will have had a reasonable amount of time to make the curricular and instructional shifts to the Massachusetts State Frameworks:
 - Teams will have aligned existing curricula and learning outcomes with the Massachusetts Curriculum Frameworks.
 - Teachers will have integrated those new learning outcomes.
 - Districts will have identified resources, instructional programs and materials that support the State Frameworks.
 - School districts will have time to receive the funding for the purchase of instructional resources and materials that meet the increased rigor and demands State Frameworks and PARCC Assessments.
 - Districts will have planned for, the funding and implemented appropriate professional development to support teachers' mastery of the State Frameworks curricula and instruction and of the instructional math and ELA programs that will be used to help to implement the State Frameworks and Plan for College and Career Readiness.

- Districts will have made the instructional shift from an emphasis on recognition and memorization to analysis, problem solving, synthesis and transfer.
- Students will have had practice through classwork, homework and formative assessments to solve complex problems and to apply their learning in new situations.
- Appropriate accommodations such as extended time will have been identified to support equitable access for all students including students in special education and ELL students.
- An ongoing process should be outlined (to include the regularly scheduled release of test items and technology tools) and the opportunities for practitioner feedback identified to ensure the selection of authentic, accessible, rigorous, fair, valid and reliable test questions.
- Classroom technology, in the hands of students, should be familiar, used to promote higher order thinking, and equitably distributed. Additionally, the following factors must be addressed by each school district to ensure that we achieve equity across the State as we implement the new assessment:
 - the availability of the hardware
 - the integrity of the school district technology infrastructure

PARCC Position Paper (6)

- the availability of required technology support personnel
- the provision of the necessary professional development
- the integration of technology within the daily classroom practice including the technology based tools associated with the new generation of assessment
- the effective use of technology to support higher order thinking skills
- the successful transition from the paper assessment to the technology assessment.

Logistical Considerations

The successful implementation of this high quality assessment must additionally consider:

- Clearly defined criteria for the selection of test items
- Provide a transparent explanation that demonstrates the correlation between the paper test version and the technology test version of any new generation assessment as well as the correlation between these new assessments and the existing MCAS.
- Develop a process that integrates the internal district determined measures with the new assessment.
- Educate our school community that the initial results may reflect the challenges that are inherent with any new assessment.

Critical Roll Out Concerns

If a new generation assessment system, either some form of PARCC or MCAS version 2, is to accomplish the purposes initially identified in this document, how and when it is rolled out are factors almost as important as the character of the test system itself.

Realistically, it will take years of concerted district effort, with an adequate fiscal commitment from the Commonwealth, to achieve all of the preconditions for a successful and equitable implementation of a technology-based system. There must be, accordingly, a phasing in of the new assessment system.

- During the initial years of implementation, while the *afore-mentioned* conditions are being met, the proposed assessment results will not be used to calculate the accountability rating, rather they should be regarded as pilot results. It is both unfair and counterproductive to publicize test results when the implementation issues have not been resolved; when the questions have not been vetted by practitioners; and when many districts are only part way into the full implementation of the *State Frameworks* (see above). To publish results prematurely will cause children to feel like failures

PARCC Position Paper (7)

because they will have been tested on content or in a manner in which they have not had practice.

- During this initial period, DESE can compare and analyze the results from paper and pencil and computer-based tests and devise a plan for addressing the issues that emerge.

Resources

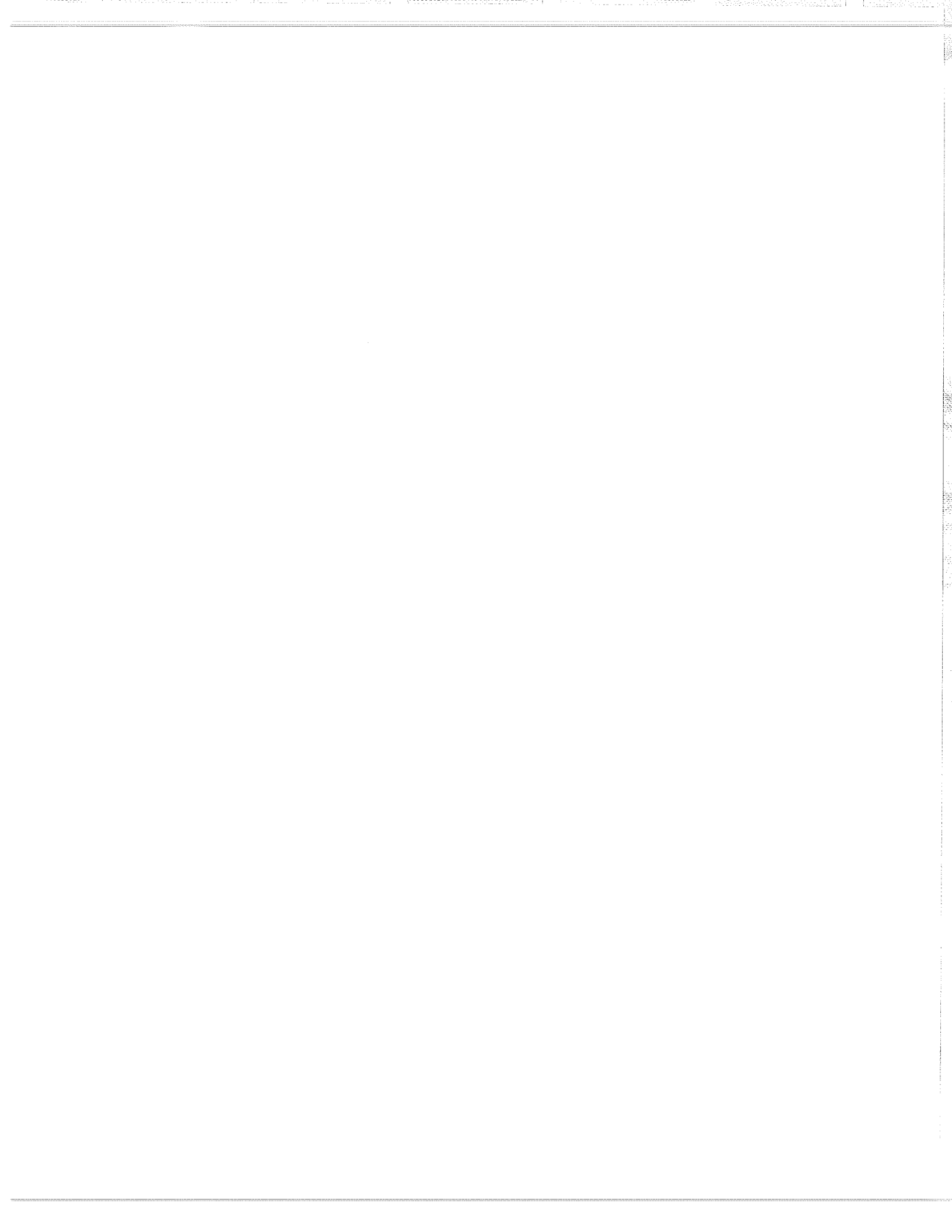
A Comparison of the MCAS and PARCC Assessments as Indicators of College and Career Readiness, The Massachusetts Business Alliance for Education Center for Assessment, February 2015

Laura Slover, CEO, Parcc Inc., Presentation "***PARCC District Superintendents Meeting***" May 7, 2015, Washington DC

Linda Darling-Hammond, et.al. "***Criteria for High Quality Assessment***", Opportunity Policy in Education, Stanford University; Center for Research on Student Standards and Testing, University of California at Los Angeles, and Learning Science Research Institute, University of Chicago, June 2013

"Testing the Test: A Study of PARCC Field Trials in Two Districts", the Rennie Center for Education Policy and Research, March 2015

The M.A.S.S. Executive Committee endorsed the work of the M.A.S.S PARCC Task Force and approved this Position Paper at its meeting on Thursday June 4, 2015.





Massachusetts Association of School Superintendents

Position Paper- Executive Summary

Conditions and Considerations for a New Generation of Student Assessment in Massachusetts

Introduction

- As district leaders we respect the value and the complexity of a statewide assessment and we are less concerned with which state system is used and more concerned that a new system meets the criteria that we define within this position paper.
- We strongly suggest that the implementation process be regarded as ongoing in nature with frequent opportunities for feedback from the field regarding the success of our efforts.

Purpose

- A high quality assessment measures student achievement first and foremost to inform instruction in order to improve learning. The next generation of assessment should increase emphasis on the development of higher order thinking skills that allow students to transfer knowledge to new situations and problems and should ensure that developing these skills is a core expectation for all students. Accountability is a secondary purpose.
- The primacy of instructional improvement should influence critical decisions regarding frequency and timing, school based implementation, and state-wide roll out.

Characteristics

- A high quality assessment system must be valid, reliable and fair.
- It must assess higher-order cognitive skill and critical abilities, must be aligned to internationally benchmarked standards, and must use items that are both instructionally sensitive and educationally valuable.

PARCC Position Paper Executive Summary (2)

Frequency and Timing

- Any new assessment system should consume enough time to sufficiently diagnose gaps in students' understanding and achievement but only that much time in order to minimize the interruption to instruction.
- M.A.S.S. recommends that the Board make every effort to minimize the amount of time and frequency of the statewide assessment system. The argument to do so has been made more compelling by the substantial investments many districts have made in developing meaningful common assessments as part of the educator evaluation system.
- Statewide assessment should occur after learning takes place and results should be available in time to impact student placement decisions and future instruction.

Necessary Conditions

- For the next generation of assessments to authentically measure students' learning and skills outlined by the Massachusetts State Frameworks, certain key conditions must be in place.
- Teachers must have a reasonable amount of time to make curricular and instructional shifts to the new Massachusetts State Frameworks
- Appropriate accommodations such as extended time must be identified to support equitable access for all students including those with special needs and English Language Learners.
- Classroom technology including hardware, technology infrastructure, support personnel and professional development must be in place and equally distributed to enable students to be familiar with the use of technology to promote, and be assessed on, higher order thinking skills.

Logistics and Roll Out

- Realistically if the new assessment is to fully realize the purpose of assessment and the characteristics of high quality assessment as outlined in this paper, then we must provide an initial pilot period to meet the challenges that are inherent in any new assessment system.
- We would recommend that these results be characterized by the DESE as provisional, and not be used to calculate the district accountability rating until the initial implementation issues have been resolved.