

Acton Public and Acton-Boxborough Regional School Committees

Wednesday, April 10, 2013

**7:00 p.m. Joint APS/AB SC Executive Session
followed by 7:30 p.m. APSC Meeting
followed by Joint ABRSC/APSC Meeting**

at the R.J. Grey Junior High Library

**ACTON PUBLIC AND ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MEETING**

**Library
R.J. Grey Junior High School**

**April 10, 2013
7:00 p.m. Joint School Committee Executive Session
(in Superintendent's conference room)
7:30 p.m. Acton Public SC Meeting
7:40 Joint APS/AB SC Meeting**

AGENDA

1.0 **APSC and ABRSC CALL TO ORDER** – Joint School Committee

2.0 **JOINT SCHOOL COMMITTEE EXECUTIVE SESSION**
Strategy with respect to collective bargaining

Acton-Boxborough Regional School Committee is suspended. APSC meeting continues.

- 3.0 **ACTON PUBLIC SCHOOL COMMITTEE BUSINESS** (7:30)
- 3.1 Welcome to new School Committee member from Acton, Kristina Rychlik
 - 3.2 Election of APS SC Officers for 2013-2014 – **VOTE** – *Steve Mills*
 - 3.2.1 Chairperson
 - 3.2.2 Vice Chairperson
 - 3.2.3 Secretary
 - 3.2.4 Policies: School Committee Annual Organizational Meeting (File: BDA) and
School Committee Officers (File: BDB)
 - 3.3 Thank you to Kim McOsker FY13 APSC Chairperson
 - 3.4 Merriam Principal Search Update – *Steve Mills* (oral)

Acton-Boxborough Regional School Committee reconvenes. Joint SC meeting continues.

- 4.0 **CHAIRMEN'S INTRODUCTION**
- 4.1 Acton Town Meeting results
 - 4.2 Thank you to Xuan Kong FY13 ABRSC Chairperson
 - 4.3 Appointment of Interim Principal at ABRHS – *Steve Mills*

- 5.0 **APPROVAL of MINUTES and STATEMENT of WARRANT**
- 5.1 Minutes of 3/7/13 Joint/AB/APS School Committee meeting (*addendum*)

6.0 **PUBLIC PARTICIPATION**

- 7.0 **JOINT SCHOOL COMMITTEE BUSINESS**
- 7.1 Regional School District Study Committee (RSDSC) Report – *Peter Ashton, Mac Reid*
 - 7.1.1 Presentation slides
 - 7.1.2 Latest revised DRAFT Regional Agreement, marked changes/clean copy
 - 7.1.3 Latest revised financial model
 - 7.1.4 Acton Town Meeting slides and handout, 4/1/13
 - 7.1.2 **VOTE** on Proposed PreK-12 Regional Agreement

- 7.2 Safety and Security Within the Acton Public and Acton-Boxborough Schools – *Steve Mills*
 - 7.2.1 Superintendent’s Safety Task Force Report
 - 7.2.2 Parent and Staff Survey Results
- 7.3 School Committee Member Reports (*oral*)
 - 7.3.1 Acton Leadership Group (ALG) Report –*Kim McOsker*
 - 7.3.2 Boxborough Leadership Forum (BLF) Report – *Maria Neyland*
 - 7.3.3 Health Insurance Trust (HIT) Report – *Kim McOsker*
 - 7.3.4 OPEB Task Force Update – *Dennis Bruce*
 - 7.3.5 Acton FinCom Report - *Dennis Bruce*
 - 7.3.6 Acton BOS Report - *Paul Murphy*
- 7.4 Policy Subcommittee Update – *Brigid Bieber*
 - 7.4.1 Technology Policy revision, File: GBEE – **FIRST READING** – *Brigid Bieber* (*addendum*)
- 7.5 FY13 Superintendent’s Evaluation Process – *Kim McOsker, Maria Neyland*
 - 7.5.1 Process and Timetable for 2013
 - 7.5.2 Summative Evaluation Report Form and Rubric
 - 7.5.3 Staff Survey Results, February 2013
 - 7.5.4 Job Description

9.0 **FOR YOUR INFORMATION**

- 9.1 AB Regional High School
 - 9.1.1 Discipline Report – March 2013
 - 9.1.2 Gifts to the High School and ABRSD
- 9.2 RJ Grey Junior High School
 - 9.2.1 Discipline Report – March 2013 (*addendum*)
- 9.3 Pupil Services
 - 9.3.1 ELL Student Population, April 1, 2013
 - 9.3.2 Early Childhood Student Population Report, April 1, 2013
 - 9.3.3 Youth Risk Behavior Survey (YRBS) 2012 Results (*addendum*)
- 9.4 March 1 Enrollment Report (*addendum*)
- 9.5 Boxborough Election is May 20, 2013
- 9.6 Announcement re Carolyn Smiley (*addendum*)
- 9.7 Announcement of Summer Leadership Institute speaker, Dr. Yong Zhao
- 9.8 Excess and Deficiency Notification from MA Dept of Revenue for FY12
- 9.9 Response from Senator James Eldridge re Gun Control Letter
- 9.10 ABRHS/RJGJHS Principals’ Letter to Families – “Responsibilities of Using Modern Technology”

10.0 **NEXT MEETINGS**

- May 2, 7:30 pm, ABRSC Meeting at RJGJHS Library
- May 13, 7:00 pm, Boxborough Town Meeting begins
- May 16, 7:00 pm, APSC Meeting at RJGJHS Library (Education Report – D. Sugrue)
- May 22, 7:00 pm, Youth Risk Behavior Study Presentation, RJGJHS Library
- June 3, 7:00 pm, Acton and Boxborough Special Town Meetings on Regionalization

ADJOURN

NOTE: New email address to contact School Committee members!

For the Acton Public School Committee email apsc@abschools.org

For the Acton-Boxborough Regional School Committee email abrsc@abschools.org

File: BDA

SCHOOL COMMITTEE ANNUAL ORGANIZATIONAL MEETING

The annual organization meeting for the Acton Public School Committee shall be held each year at the first meeting following the completion of the Acton annual town meeting. At this meeting, the Committee shall organize by electing one of its members as chairperson, another as vice-chairperson and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

The annual organization meeting for the Acton-Boxborough Regional District School Committee shall be held each year at the first meeting following the completion of the Acton and Boxborough annual town meetings. At this meeting, the Committee shall organize by electing one of its members as chairpersons, another as vice-chairperson, and a secretary who does not need to be a member. At this meeting, the Committee shall also fix the time for holding its regular meetings.

APPROVED 12/2/10

Acton Public Schools and Acton-Boxborough Regional School District

File: BDB

SCHOOL COMMITTEE OFFICERS

Duties of the Chairperson

The chairperson of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairperson will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairperson will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairperson

The vice-chairperson of the Committee will act in the absence of the chairperson as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

LEGAL REF.:M.G.L. 71:36

Acton Public Schools and Acton-Boxborough Regional School District

Office of the Superintendent
Acton Public Schools/ Acton-Boxborough Regional Schools
978-264-4700, x3206

Statement regarding the Appointment of
JoAnn Campbell
to the position of
Principal – Acton-Boxborough Regional High School
March 26, 2013

=====

Dr. Stephen Mills, Superintendent of Schools, is pleased to announce the appointment of Dr. JoAnn Campbell as the Interim Principal of the Acton-Boxborough Regional High School.

Dr. Campbell is currently serving as Assistant Principal at the High School. For the previous four years, Dr. Campbell was the English Department Head and Dean of Students at Lexington High School. From 2005 – 2008 she was Assistant Principal at ABRHS. Dr. Campbell taught English for several years prior to that. She holds a bachelor's degree from the University of Vermont, a Master's degree from Simmons College, and a doctorate of education from Boston University.

Eight other candidates were interviewed for the position and Dr. Mills stated that Dr. Campbell separated herself above and beyond the competition. Dr. Campbell will succeed Dr. Alixe Callen who will become the head of the Lakeside School's Upper School in Seattle, WA.

Dr. Campbell has all the qualifications that the school district and the Acton Boxborough Community would like to see in a principal. We welcome her in her new role on the Acton-Boxborough Regional Schools' administrative team. Dr. Campbell will assume her official duties on July 1, 2013.

7.1
To: Acton-Boxborough Regional School Committee

Fr: Peter Ashton & Mac Reid, Co-chairs of the Regional School District Study Committee

Re: April 10, 2013 Regional School Committee Presentation

Date: April 4, 2013

Attached you will find:

- PowerPoint presentation
- Latest revised DRAFT Regional Agreement
- Latest revised financial model

We believe that we have made the adjustments related to both community and Regional School Committee feedback. The Regional Study Committee is recommending this Regional Agreement to you for comments and eventual support. It is imperative that the School Committee makes a decision on this soon so that it can be shared with the Boards of Selectmen and Finance Committees in both towns, as well as, members of both communities.

We look forward to discussing this revised DRAFT Regional Agreement with you on Wednesday, April 10, in order to be able to move forward.

Proposed Pre-K-12 Regionalization Between Acton and Boxborough

**Presentation to the Acton-Boxborough Regional
School Committee, Acton Public School Committee
and Boxborough School Committee**

April 10, 2013

Purpose of the Presentation

- Summary of changes from prior draft
- Process
- Proposed new structure for full regionalization
- Benefits/concerns
- Next steps

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Summary of Changes from Prior Draft Agreement

- Hometown guarantee
- 5% discount/premium at existing Region
- Composition of the Regional School Committee
- Sharing of benefits

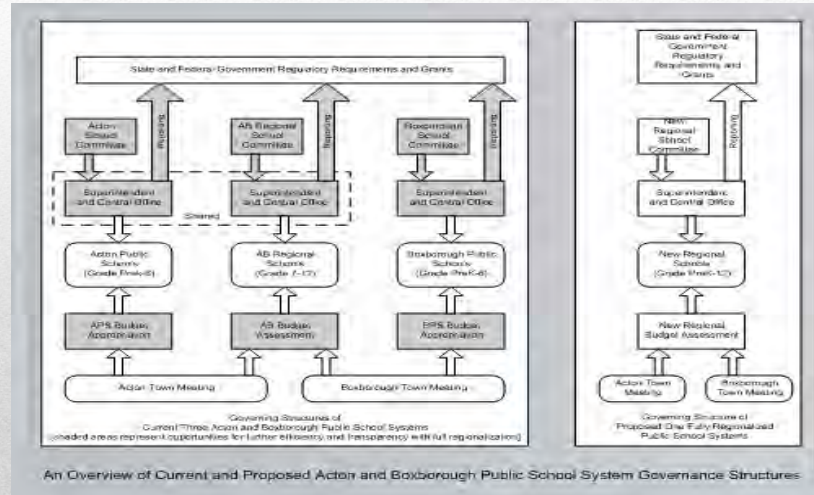
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Process: The Long and Winding Road

- Started working on this in Fall 2011
 - 2012 Town Meetings voted to take to next step to revise Regional Agreement
- Expanded committee identified and explored issues (June 2012-present)
 - Preliminary recommendation of framework for revised agreement accepted by all three school committees
 - Outreach identified issues with draft agreement
 - Process halted - then revised proposals reinvigorated the process
 - RSDSC voted to present revised agreement to RSC and draft “final” agreement for RSC review

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New Organizational Structure



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Under a Pre-K to Grade 12 Region

- Educational philosophy and local site control that has existed within APS and BPS would continue
- As few changes as possible
 - No change to in-district choice
 - No change to fund raising at schools

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Proposed Changes to Agreement

- Changes discussed previously:
 - “Sale” of school buildings with “sale back” provision
 - Current debt payments assumed by Region
 - Guarantee of at least one elementary school in each town
 - Transitional school committee
 - Assessment of transportation costs
- New changes since December:
 - Hometown school guarantee
 - Composition of new Regional School Committee
 - Sharing of the financial benefits

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Focus on Changes Since December

- Hometown Guarantee
 - Previously had “sunset” clause after 5 years
 - Concerns expressed regarding loss of guarantee after 5 years
 - Change now permits continuing hometown guarantee with Regional School Committee/Administration override
 - Sibling preference guaranteed

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Assessment of Construction/ Renovation Costs

- Concern regarding continuation of 5% discount on construction costs at 7-12 Region
- Prior version had no discount for grades K-6 and this continues
- Change would eliminate 5% Boxborough discount on any *future* construction at 7-12 Region
- Retains 5% discount on financing costs of *existing* RSD construction

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Sharing of Financial Benefits

- Prior formula of 65%/35% not considered fair to Acton given enrollment split
- New proposal splits benefits 80%/20% over first 5 years plus gives Acton an additional \$450,000 to ease the transition over next two years (years 6 and 7)
- Consistency with assessment method
- Formula devised to minimize impacts on Acton, especially after year 5

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Formula for Sharing Financial Benefits

- Formula contained in Appendix to revised agreement
- Unfortunately not simple – multi-step process
 - Compute estimated benefits
 - Compute budget projections without regionalization (“base”)
 - Benefits deducted from base budgets
 - Compute percentage split based on prior step
 - Compare to split of costs under full regionalization and the difference reflects shift in the assessment percentage favoring Acton (roughly 2% but will vary based on actual enrollment)

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Composition of New Regional School Committee

- Prior proposal of a single Committee of 8 members considered too small to do the work of three Committees with 11 members
 - Old: 5 Acton (2.4 votes each) & 3 Boxborough (1 vote each)
- New proposal includes 7 Acton members (2.5 votes each) & 4 Boxborough members (1 vote each)
- Two more members to do the work of an expanded district
 - Meets one-person, one-vote law as Acton has 4.39 times Boxborough’s population

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Benefits of Full Regionalization

- Education: More time/resources directed to student education and support, other benefits as identified by Dr. Mills and Dr. Bates
- Administration: Streamlined structure, greater efficiencies
- Finances: Estimated annual benefits of between \$950,000 and \$1.9 million

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Financial Benefits

Additional transportation aid	= +\$535K
Reduced increase in ch. 70 aid	= -\$156K
Personnel cost savings	= +\$466K
Bonus regional aid (declines over time)	= +\$139K
Contract savings	= + \$21K
NET TOTAL BENEFITS	= +\$1 Million
Average over 5 years	= +\$943K
ADDITIONAL POTENTIAL BENEFITS = +\$300K to \$1M	

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Questions Raised about Regionalization

- Question re loss of control
- Question re loss of identity of individual schools
- Question re educational benefits
- Question re assessment method
- Question re 5 year sunset provision on cost sharing
- Question re possible changes in class sizes and number of specialists

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Next Steps

- RSC must vote whether to go forward and finalize the agreement
- Public outreach: community forums meetings with PTSOs, PTF, teachers/staff, other groups
- Stakeholder review
- Submit long-range plan and DESE review
- Concurrent Special Town Meetings scheduled for June 3, 2013
- If approved transitional school committee takes effect after approval of Commissioner of Education
- Final DESE approval by December 2013
- New region operational on July 1, 2014 if approved

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4/2/13 3/18/13 2/26/13 1/14/13
(With Appendix A)

AGREEMENT
FOR A REGIONAL SCHOOL DISTRICT
FOR THE TOWNS OF
ACTON AND BOXBOROUGH, MASSACHUSETTS

(As revised effective _____, 2013)

(As approved March 21, 1955 and
As Amended on: October 10, 1955
October 1, 1956
March 9, 1959
December 27, 1973 and
October 5, 1998)

Certificate of the Secretary

I, the undersigned Secretary of Acton-Boxborough Regional School District having custody of its official records, hereby certify that this document represents the Agreement for a Regional School District for the Towns of Acton and Boxborough, Massachusetts as amended to date.

Witness my hand and the official seal of said Acton-Boxborough Regional School District this
6th day of October, 1.998, ____ day of _____, 2013.

Secretary as aforesaid

Acton-Boxborough Regional School District

AGREEMENT

This Agreement is intended to establish a ~~For a pre-school~~ through grade 12 regional school district for the Towns of Acton and Boxborough, in the Commonwealth of Massachusetts, hereinafter referred to as member towns.

SECTION 1. MEMBERSHIP OF THE REGIONAL DISTRICT COMMITTEE

- A. The Regional District School Committee, hereinafter referred to as the "Committee," or "the Regional School Committee," shall consist of eleven (11) members, six- seven (7) from residing in the Town of Acton and three (3)-four (4) residing in from the Town of Boxborough. The weight of voting is as established in paragraph G below.
- B. At the annual town elections in 2014, in addition to electing two members of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Acton, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a third member, whose term of office will begin on July 1, 2014. At the annual town elections in 2014, in addition to electing one member of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Boxborough, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a second member, whose term of office will begin on July 1, 2014.
- CB. At the annual town elections beginning in 2015, the Town of Acton shall elect two (2)-two (2) or three (3) members of the Committee from the Town of Acton (whichever number is necessary to complete Acton's complement of seven committee members), and the Town of Boxborough shall elect one (1) or two (2) member(s) of the Committee from the Town of Boxborough (whichever number is necessary to complete Boxborough's complement of four committee members). Each member so elected shall serve for a term of three (3) years or until a successor is elected and qualified.
- DE. No fewer than four (4) members from Acton and no fewer than two (2) members from Boxborough must be present in order to constitute a quorum for the transaction of business.
- ED. The Committee shall have all the powers and duties conferred and imposed upon school committees by Massachusetts General Law and conferred and imposed upon it by this Agreement and any special laws.

FE. At the first regular meeting of the Committee following the latest town election to be held in each year, the Committee shall organize by choosing a Chairman from its own number, and by appointing a Secretary and a Treasurer who may be the same person, but who need not be members of the Committee. The Committee shall define the duties of all officers. The Committee shall appoint such other officers and agents as it deems advisable.

FG. On all matters coming before the Committee, each member from Boxborough shall cast one vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards. a number of votes determined by dividing the population (as determined by the most recent town census) of Acton by twice the population of Boxborough and rounding the result to the nearest one-tenth.

SECTION 2. TYPE OF REGIONAL DISTRICT SCHOOL

- A. The Regional School District shall consist of school grades pre-school ~~seven~~ through twelve, inclusive.
- B. The Committee may establish and maintain state-aided vocational education, in accordance with the provisions of Chapter 74 of the General Laws, and acts amendatory thereto or dependent thereon by amendment to this agreement.

SECTION 3. SCHOOL ATTENDANCE

- A. Residents of the member towns may attend the Regional District Schools under the same regulations as would apply to a local school system.
- B. Students residing outside the District may attend the Regional District Schools upon approval of the Committee and payment of tuition established in the manner provided by law.
- C. Students wishing to attend vocational schools may do so in the manner provided by law.
- D. During the period July 1, 2014 to June 30, 2019, pre-school to grade 6 students who reside in Acton will have first option for attending an elementary school in Acton while pre-school through grade 6 students who reside in Boxborough will have first option for attending an elementary school in Boxborough. Exceptions to this may be made for special education purposes or for other reasons which the Superintendent finds compelling. As of July 1, 2019, the "first option" described in the preceding two sentences will continue unless the option is altered by the Regional School Committee. In any event, any student who began his or her attendance in a particular elementary school, as well as any younger siblings of

that student, will be given a preference in terms of continuing to attend at that school.

SECTION 4. LOCATION OF THE REGIONAL DISTRICT SCHOOLS

- A. The Regional District's schools shall be located in the towns of Acton and or Boxborough. Each community will be guaranteed at least one school within its borders.
- B. Effective July 1, 2014, the Town of Acton and the Town of Boxborough will sell and convey to the District for the sum of one dollar each, ownership of the elementary school buildings, and the property on which said buildings are located, that are then currently in existence. At any time in the future, if the Regional School Committee votes that any of the Region's buildings and properties that are owned by the Region is/are no longer needed by the Region for school-related purposes, the ownership of said building and property shall be sold and conveyed to the Town in which it is located for the sum of one dollar.

SECTION 5. APPORTIONMENT AND PAYMENT OF COSTS INCURRED BY THE DISTRICT

- A. ~~For the purpose of apportioning assessments levied by the District against Acton and Boxborough, costs shall be divided into three categories: construction costs, capital costs and operating costs.~~
 - 1. ~~"Construction costs" shall include the costs of creating or acquiring new and/or additional educational, administrative or other permanent or temporary District building space and/or substantial renovation of existing permanent or temporary District building space or sites therefore, including but not limited to costs of plans, original equipment and furnishings, architect's fees, consultant's fees, site work, and start up operations, and also the payment of principal of and interest on bonds or other financial obligations issued by the Regional School District to finance construction costs. The intent is to include such costs as would be part of an approved school project which are or would have been eligible for a school building assistance grant for a capital construction project, major reconstruction project and/or emergency reconstruction project as those terms are defined in the School Building Assistance Program established by St. 1987, c. 746, s. 2, as amended (M.G.L. c. 70, App. s. 1-1 through s. 1-21) and the Department of Education, School Construction Regulations, Title 603, Chapter 38 of the Massachusetts Code of Regulations.~~
 - 2. ~~"Capital costs" shall include all costs for equipment and/or extraordinary expenses which are not "construction costs" as defined in the preceding subsection, and are not "operating costs" as defined in the following subsection, whether financed by the~~

~~issuance of bonds, or other financial obligations, or paid for out of a single annual assessment to the member towns. In the event such costs are financed by the issuance of bonds or other financial obligations, the periodic payments of the necessary interest, as well as the repayment of principal, shall be included in "capital costs."~~

3. ~~"Operating costs" shall include salaries and benefits paid to personnel; pension costs; periodic lease payments for building space owned by others which may be used for Regional School District activities; payments for contracted services; costs of ordinary maintenance and repairs of the District's buildings, grounds and equipment; payments for materials and supplies; costs of textbooks and learning materials; utility expenses; costs of recruitment, evaluation, training and administration of personnel; necessary insurances; and other costs related to the provision of organized instruction to students; including interest on temporary notes issued by the District in anticipation of revenue, but excluding transportation expenses as provided in Section 6.~~

- A. The construction, capital, and operating, and transportation costs of the District and payments of principal ~~of~~ and interest on its bonds, notes and other obligations, net of Federal and/or State financial aid and any other income received by the District, shall be apportioned annually between Acton and Boxborough towns as set out in subsections B and C below.
- B. Providing such is not contrary to applicable law, each member town's share of capital, and operating and transportation costs for each fiscal year shall be determined by computing, to the nearest 1/100 of 1%, the ratio which the sum of its pupil enrollments in the Regional School District on October 1 of the three years next preceding the start of such fiscal year bears to the sum of the pupil enrollments in the Regional School District of all member towns on October 1 of the same three years. These ratios shall be known as the base percentages.
- C. Providing such is not contrary to applicable law, Boxborough's share of construction costs incurred prior to July 1, 2014 which are attributable to the Region's grade 7-12 facilities for each fiscal year shall be its base percentage minus five percentage points. This five percentage point "discount" will not be applied to construction costs incurred after July 1, 2014, which are attributable to the Region's grade 7-12 facilities. Acton shall pay the remainder of such construction costs attributable to the Region's grade 7-12 facilities. Each town's respective share of the construction costs attributable to the Region's Pre K through grade 6 facilities will be computed using the same criteria as applied to operating costs.
- D. Because of considerations discussed and agreed to at the time of the expansion of the District from a grade 7 to 12 region to a pre-K to 12 region, the transitional rules appearing in Appendix A regarding the apportionment of costs to the

member towns for fiscal years 2015 through 2021 will apply. Appendix A is incorporated herein by reference. (Note: The percentages and the other figures used in this subsection are currently under discussion.)

- E. In the event that some provision of applicable law requires some different apportionment of the costs of construction or capital or operating the District than is provided in this section of the Agreement, then insofar as is practical and allowed by the applicable law, in good faith the member towns shall apportion those costs, the division of which is not otherwise controlled by the applicable law, so as to exactly or as nearly as practical achieve the same overall apportionment of total costs in each fiscal year as would otherwise have been achieved by the formulas specified in Section 5, subsections ~~C~~ Band D ~~C~~ above.
- F. In the event that (an) additional town(s) is (are) admitted into the Region under the provisions of Section 7~~8~~, the formulas in Section 5 will be renegotiated.

SECTION ~~6~~. TRANSPORTATION

- ~~A. School transportation shall be provided by the Regional School District. Notwithstanding any other provisions of this agreement, the net cost of school transportation for each member town shall be separately determined each year and added to the other expenses and costs apportioned to and paid by the respective member towns under this agreement. As used in this Section 6, the words "net cost of school transportation" shall be deemed to mean the total cost to the district of transporting pupils from a member town to a District School for a calendar year (1) less any moneys or other credits received or to be received by the District in the preceding calendar year for transporting pupils from such member town and whether received or to be received from the Commonwealth of Massachusetts by way of reimbursement or otherwise or from any other source; and (2) adjusted to reflect any overpayment or underpayment by such member town for any preceding calendar year.~~

SECTION ~~7~~6. AMENDMENTS

- A. This agreement may be amended from time to time in the manner hereinafter provided, but no such amendment shall be made which shall materially or adversely affect the rights of the holders of any bonds or notes or other indebtedness of the District then outstanding, or the rights of the District to procure the means for payment thereof, provided that nothing in this section shall prevent the admission of a new town or towns to the District. A proposal for amendment may be initiated by a single petition bearing the signatures of at least 200 registered voters of the District or by a majority of the members of the Committee.
- B. Said petition shall also contain, at the end thereof, a certification by the town clerks of the respective member towns as to the number of signatures on the

petition which appear to be names of registered voters from that town; such certification to be prima facie evidence thereof. Any such proposal for amendment shall be presented to the secretary of the Committee who shall mail or deliver a notice in writing to the Board of Selectmen of each of the member towns that a proposal to amend this agreement has been received and shall enclose a copy of such proposal (without the signatures in the case of a proposal by petition). The selectmen in each member town shall include, in the warrant for the next annual or a special town meeting called for the purpose, an article stating the proposal or the substance thereof. Such amendment shall take effect upon its acceptance by a majority of voters present and voting in each of the member towns. Said vote shall be by ballot.

- C. Recognizing that over time circumstances often change, and intending that this Agreement should continue to serve the best interests of the member Towns, the School Committee should, at five year intervals, review the need to establish an ad hoc study group composed of knowledgeable persons to study this Agreement and report to the Committee as to whether or not any changes to this Agreement might be beneficial, in light of the then prevailing conditions. The Committee shall give any such ad hoc study group's report due consideration, but may exercise its discretion as to whether or not it will implement any of the group's recommendations.

SECTION 87. ADMISSION OF ADDITIONAL TOWNS

- A. By an amendment of this agreement adopted under and in accordance with Section 76 above, any other town or towns may be admitted to the Regional School District upon adoption as therein provided of such amendment and upon acceptance by the town or towns seeking admission of the agreement as so amended and also upon compliance with such provisions of law as may be applicable and such terms as may be set forth in such amendment.
- B. Upon admission of such town or towns, the total construction costs plus the cost of any subsequent capital acquisitions and improvements, reduced by an appropriate depreciation allowance, shall be reapportioned to all towns in the District including the newly admitted town (or towns) in a reasonable manner. The newly admitted town shall then assume liability of its entire share of the cost to be paid to the District over the remaining term of any funded debt issued to pay such construction costs or subsequent capital acquisitions or improvements. If no such funded debt exists, the newly admitted town (or towns) shall finance its share independently of the District and pay the same directly to each member town according to the proportion such towns had originally paid to the District.

SECTION 98. WITHDRAWAL OF MEMBER TOWNS

Any member town may petition to withdraw from the Regional School District under terms stipulated in Section 76 of this agreement provided (1) that the town seeking to withdraw has paid over to the Regional School District any operating costs and non-debt financed capital or construction costs for which it became liable as a member of the District, and (2) that said town shall remain liable to the District for its share of the indebtedness of the District, other than temporary indebtedness incurred in anticipation of revenue, outstanding at the time of such withdrawal, and for interest thereon, to the same extent and in the same manner as though the town had not withdrawn from the District, except that such liability shall be reduced by any amount which such town has paid over at the time of withdrawal and which has been applied to the payment of such indebtedness and interest or which has been deposited for the purpose as provided in the second paragraph below Section 9-C.

Said petitioning town shall cease to be a member town if the proposed amendment is accepted by the petitioning town and each of the other member towns by a two-thirds (2/3) majority vote at an annual or special town meeting.

Money received by the District from a withdrawing town for payment of funded indebtedness and interest thereon shall be used for only such purpose and until so used shall be deposited in trust in the name of the District with a Massachusetts bank or trust company.

SECTION 109. NOTICE OF DEBT AUTHORIZATION

Notice of any debt authorization shall be given to the member towns in accordance with the applicable law, or within ten days of the relevant vote of the Committee, whichever is less. Thereinafter, notwithstanding any provision of applicable law, as has been the Region's practice for many years, such debt shall not actually be incurred until the amount of the proposed debt has been specifically approved by a two-thirds vote at the next annual or special town meeting in each member town.

SECTION 110. BUDGET

- A. The Committee should annually, at least 20 days prior to the date on which the final budget is adopted, prepare a preliminary budget. A preliminary budget shall include the amounts necessary to be raised to maintain and operate the Regional District Schools during the ensuing fiscal period, and include the amount required for payment of debt and interest incurred by the District which will be due in said fiscal period. All non-recurring expenditures shall be itemized. This preliminary budget shall be itemized in such further detail as the Committee may deem advisable. From the total of said budget there shall be deducted any surplus receipts for the preceding fiscal period over the costs and expenses for that fiscal period, excepting those receipts which were reserved for that fiscal period. The preliminary budget shall be approved by a majority of the members of the Committee from each member town.

- B. Copies of said preliminary budget shall be prepared by the Committee, and promptly made available to the Finance Committee of each member town.
- C. The Committee shall hold a budget hearing annually. Thereafter, the Committee shall adopt a final budget not later than forty-five days prior to the earliest date on which the business session of the annual town meeting of any member town is to be held, but in no event later than March 31 (provided that said budget need not be adopted earlier than February 1). The final budget shall be adopted pursuant to applicable provisions of law.
- D. Within ten days, or such lesser period as provided by law from the date on which the final annual budget is adopted by the Committee, the Treasurer of the Committee shall certify to the Treasurer of each member town and inform the Chairmen of the Board of Selectmen and the Finance Committee of each member town of its share of the budget to become due in the ensuing fiscal period, as well as any other information required by law.
- E. Each member town shall seasonably bring the Committee's final budget before an annual or special town meeting and thereafter pay its proportionate share of the annual construction, capital and operating costs to the Regional School District in equal monthly amounts and on the fifteenth of each month, unless the District Treasurer, after due consultation with the member Towns' Treasurers, determines that there is good cause to select a different day of the month for any particular fiscal year. If either Acton or Boxborough should fail to approve any Regional budget submitted to its respective meetings, any further proceedings will be as provided by law.

SECTION ~~12~~11. ANNUAL REPORT

The Committee shall on or before ~~October 1~~July 10 of each year submit an annual report to each of the member towns, containing a detailed financial statement, and a statement showing the method of computing the annual charges assessed against each town, together with such additional information relating to the operation and maintenance of the regional school as may be deemed necessary by the Committee or by the selectmen of any member town, and each member town shall include said report in its annual report.

SECTION 12. TRANSITION PERIOD

- A. Until July 1, 2014, the Acton School Committee and the Boxborough School Committee will continue to oversee and operate the pre-school through grade 6 programs in Acton and Boxborough, respectively, subject to the restrictions spoken to in paragraph D below, and until said date the Acton-Boxborough Regional School Committee will continue to oversee and operate the grades 7-12 programs for the two towns.

- B. Upon the acceptance of this Agreement by the Town Meetings in Acton and Boxborough and the approval of this Agreement by the Commissioner of Education, the Acton-Boxborough Regional School Committee, in addition to its duties to oversee and operate the then existing grade 7 through grade 12 regional school district, shall also become a "transitional school committee," consistent with 603 CMR 41.03(5) with respect to the expanded pre-school through grade 12 region. This transition period will extend from the date of acceptance by the two Town Meetings and the approval by the Commissioner until June 30, 2014. During this transition period, the same criteria regarding quorum, weight of voting, and the service of officers will apply to the Transitional School Committee as apply to the then-current Acton-Boxborough Regional School Committee.
- C. During the transition period, the Regional School Committee, acting as the Transitional School Committee, shall possess all powers, subject to the availability of funds necessary for the exercise of such powers, necessary for the planning and implementation of the expanded regional school district, including but not limited to the following:
1. The power to receive funds from the Commonwealth as well as appropriations, grants, and gifts from other sources. This is not intended to alter the fact that during the transition period other funds from the Commonwealth will continue to flow to the member towns and their individual school departments.
 2. The power to establish and adopt policies for the expanded regional school district.
 3. The power to employ a superintendent, treasurer, chief financial officer, school physician, and director of Special Education, as well as the power to authorize the superintendent to employ other personnel as needed.
 4. The power to contract for and/or purchase goods and services, as well as the power to enter into leases and other agreements with the member towns, collaboratives, vendors, and other agencies and parties, with all the powers being able to be exercised on behalf of the expanded regional school district.
 5. The power to adopt budgets for the expanded regional school district, and to assess the member towns for these budgets.
 6. The power to negotiate and to enter into collective bargaining agreements, which will take effect no sooner than the inception of the expanded regional school district.

7. The power to develop and adopt a strategic plan for the expanded regional school district.

8. The power to appoint subcommittees.

D. During the transition period, the local school committees of the member towns and the Regional School Committee when not acting as the Transitional School Committee may not make decisions that will financially obligate or legally encumber the expanded regional school district without ratification by majority vote of the Regional School Committee acting as the Transitional School Committee. In addition, the local school committees shall comply with the following during the transition period:

1. No construction of new schools will be undertaken and no building closures will occur unless ratified by majority vote of the Regional School Committee acting as the Transitional School Committee.

2. Program offerings will remain substantially the same.

3. No school choice openings will be filled to take effect after June 30, 2014 except with the approval by majority vote of the Regional School Committee acting as the Transitional School Committee.

4. The school administration of the local school districts shall cooperate with the Regional Administration in terms of information sharing and in terms of the transfer control during the transition period.

5. During the period July 1, 2013 to June 30, 2014, the Regional School Committee will assume responsibility for the transportation of the regular education students (i.e., not the special education students or the vocational students) who reside in Acton and Boxborough and who are enrolled in the Acton or Boxborough Public Schools. During 2013-2014 the Acton School Committee and the Boxborough School Committee shall pay an assessment to the Regional School Committee of an amount equal to the cost of said transportation for their respective regular education students.

SECTION 13. LEASE OF BUILDING

~~The District is authorized to lease the Blanchard Auditorium from the town of Acton under the terms substantially as set forth in the attached Exhibit A.~~

This agreement shall take effect on July 1, 2014~~1999~~ and shall continue in effect from year to year thereafter, unless amended or terminated consistent with the terms of this Agreement and with the General Laws and state regulations, either party notifies the other prior to the first day of July in any calendar year of its intention to terminate this agreement at the expiration of the following one-year period.

~~IN WITNESS WHEREOF the parties hereto have caused these presents to be signed, sealed and delivered by the officers of each hereunto duly authorized this day of 6th of October, 1998.~~

IN WITNESS WHEREOF, this agreement has been executed, approved and accepted as of the _____ day of _____, 2013~~6th~~ day of October, 1998.

I hereby certify that the above Regional Agreement as ~~amended~~, was approved by vote of the Town of Acton held on _____, 2013~~October~~ 5, 1998

~~Acton-Boxborough Regional School Committee~~

By _____
Town Clerk, Acton

I hereby certify that the above Regional Agreement as ~~amended~~, was approved by vote of the Town of Boxborough held on _____
2013~~October~~ 5, 1998

By _____
Town Clerk, Boxborough

APPENDIX A

1. The figure of \$934,782 has been established as the “projected benefits” that will be used as a factor in the calculations which will be made under the following paragraphs of this Appendix A.

2. The following projected “base budgets” have been established for Acton and for Boxborough for fiscal year 2015 (i.e., July 1, 2014 to June 30, 2015) through fiscal year 2019 (i.e., July 1, 2018 to June 30, 2019):

FY’15: Acton, \$51,788,675; Boxborough, \$11,097,136

FY’16: Acton, \$53,398,447; Boxborough, \$11,134,949

FY’17: Acton, \$55,056,859; Boxborough, \$11,308,113

FY’18: Acton, \$56,675,977; Boxborough, \$11,426,890

FY’19: Acton, \$58,148,708; Boxborough, \$11,521,994

3. For fiscal year 2015 through fiscal year 2019, the following “percentage shares” of the projected cost savings will be used for purposes of the calculations which will be made under the following paragraphs of this subsection E:

FY’15: Acton, 80%; Boxborough 20%

FY’16: Acton, 87.5%; Boxborough 12.5%

FY’17: Acton, 90%; Boxborough 10%

FY’18: Acton, 82.5%; Boxborough 17.5%

FY’19: Acton, 60%; Boxborough 40%

4. In order to establish the assessments for fiscal year 2015 through fiscal year 2019, the following multi-step process will be followed:

a. The percentage share (see paragraph 3 above) of the projected benefits for the respective town and for the respective fiscal year will be multiplied by the projected benefit figure of \$934,782, yielding an “allocated savings figure” for each of the two towns for that particular fiscal year. For example, for FY’15, Acton’s allocated benefit figure will be \$747,826 (i.e., 80% x \$943,782), while Boxborough’s allocated benefit figure will be \$186,956 (i.e., 20% x \$943,782).

b. The base budget for each of the two towns for the respective fiscal year (see paragraph 2 above) will be reduced by the allocated benefits figure for that year and for that town. For example, for FY’15, Acton’s base budget of \$51,788,675 will be reduced by \$747,826, yielding a recalculated base budget figure of \$51,040,849. Similarly, for FY’15, Boxborough’s base budget of \$11,097,136 will be reduced by \$186,956, yielding a recalculated base budget figure of \$10,910,179.

c. The recalculated base budget figures for each of the two towns resulting from

paragraph 4,b above will be added together, and the respective percentage that each town's base budget figure bears to that total sum will be calculated. For example, for FY'15, the sum of the recalculated base budget figures is \$61,951,029, of which Acton's recalculated base budget figure (i.e., \$51,040,849) represents 82.39%, while Boxborough's recalculated base budget figure (i.e., \$10,910,179) represents 17.61%.

- d. The percentage shares calculated under paragraph 4,c above (which, for example, in FY'15 would be 82.39% for Acton and 17.61% for Boxborough) will then be compared to the percentage shares that would result from the apportionment criteria that appear in Section 5, subsections B and C of this Agreement, and the respective differences in those shares will be identified. These respective differences will then be used to lower the actual assessment of the town by that percentage amount if the percentage share calculated under paragraph 4,c is lower than the percentage share that would result under subsections B and C, or to raise the town's actual assessment if the converse is true. If, for example, Acton would have an assessment percentage of 83.92% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.53% higher than the percentage identified for Acton under paragraph 4,c above. Conversely, if Boxborough would have an assessment percentage of 16.08% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.53% lower than the percentage identified for Boxborough under paragraph 4,c above. Under this example, Acton's actual assessment for FY'15 will be lowered by 1.53% and Boxborough's actual assessment will be raised by 1.53%, as compared to the assessments that would occur using the apportionment criteria that appear in subsections B and C.
- e. During each of the years from fiscal year 2015 to fiscal year 2019, the Region's administration will report to the Regional School Committee and to the Finance Committee and the Board of Selectmen of each member town the per pupil costs of each elementary school. The purpose of this reporting will be to incentivize the convergence of per pupil costs at each elementary school. This reporting shall be made as part of the Annual Report described in Section 11.
- f. For fiscal year 2020 Action will be assessed \$425,000 less, and Boxborough will be assessed \$425,000 more, than would result from the apportionment criteria that appear in subsections B and C. For fiscal year 2021 Acton will be assessed \$25,000 less, and Boxborough will be assessed \$25,000 more, than would result from the apportionment criteria that appear in subsections B and C.
- g. Once the fiscal years addressed by the transitional rules established in this Appendix A have elapsed, the assessment language otherwise appearing in Section 5 of the Agreement will control.

EXHIBIT A.

IN CONSIDERATION OF the mutual promises and agreements contained herein, the Inhabitants of the Town of Acton (licensor), hereinafter referred to as the Town, hereby grant to the Acton-Boxborough Regional School District (licensee), hereinafter referred to as the District, the right, license and privilege of occupying and using for school purposes, including gymnastics, athletic exercise and assembly, ingress, egress and parking of vehicles, all the space, including the area of land surrounding the building constituting the so-called Blanchard Auditorium-Gymnasium in said Acton. In consideration of this, the Region will allow the Town to use appropriate space within Regional facilities for Town Meetings, Town Elections and such other activities as may reasonably be required by the Town.

The District agrees to operate and maintain the premises, and to pay all costs of such operation and maintenance, including water, heat, electricity and gas, and janitorial services. The District will maintain the building and grounds in good order and condition at all times, reasonable wear and tear excepted, and will pay all costs of maintenance and repair, except the costs of capital and construction (as those terms are defined in the Regional Agreement), which will be paid by the Town of Acton. The parties will consult with each other with respect to the need for such capital and construction expenditures.

The District agrees that it will make reasonable provision for sharing the use of the building and surrounding area with the school children of Acton other than those included in the schools of the District.

The District shall have the privilege of allowing such organizations, whether directly or indirectly connected with school activities, to occupy and use the building and its surrounding land area and may make such charge for such use as is reasonable and proper. The District further agrees that it will, if the same does not interfere with the school work of either the District or the Town, allow civic or educational organizations of the Town of Acton or the Town of Boxborough the use of said building and grounds either with reasonable charge or gratuitously as said District may determine. The members of the Regional School District Committee elected or appointed by the Town of Acton shall be responsible for scheduling use of the building and surrounding grounds by all persons and organizations other than the District.

The Town agrees that it will maintain and pay for property insurance on the premises. The District agrees that it will hold the Town harmless against any loss or damage to the premises caused by use of the premises by it or by any group or organization it permits to use the premises and that it will defend and hold harmless the Town against any claims for bodily injuries arising out of the negligence of it or its employees or its failure to maintain the premises in a safe condition.

This agreement shall take effect on July 1, 1999 and shall continue in effect from year to year thereafter, unless either party notifies the other prior to the first day of July in any calendar year of its intention to terminate this agreement at the expiration of the following one-year period.

~~IN WITNESS WHEREOF~~ the parties have caused these presents to be signed, sealed and delivered by the officers of each hereunto duly authorized this 6th day of October, 1998.

~~By the Acton Board of Selectmen~~ — ~~Acton-Boxborough Regional School Committee~~

4/2/13
(With Appendix A)

AGREEMENT
FOR A REGIONAL SCHOOL DISTRICT
FOR THE TOWNS OF
ACTON AND BOXBOROUGH, MASSACHUSETTS

(As revised effective _____, 2013)

(As approved March 21, 1955 and
As Amended on: October 10, 1955
October 1, 1956
March 9, 1959
December 27, 1973 and
October 5, 1998)

Certificate of the Secretary

I, the undersigned Secretary of Acton-Boxborough Regional School District having custody of its official records, hereby certify that this document represents the Agreement for a Regional School District for the Towns of Acton and Boxborough, Massachusetts as amended to date.

Witness my hand and the official seal of said Acton-Boxborough Regional School District this _____ day of _____, 2013.

Secretary as aforesaid

Acton-Boxborough Regional School District

AGREEMENT

This Agreement is intended to establish a pre-school through grade 12 regional school district for the Towns of Acton and Boxborough, in the Commonwealth of Massachusetts, hereinafter referred to as member towns.

SECTION 1. MEMBERSHIP OF THE REGIONAL DISTRICT COMMITTEE

- A. The Regional District School Committee, hereinafter referred to as the "Committee," or "the Regional School Committee," shall consist of eleven (11) members, seven (7) residing in the Town of Acton and four (4) residing in the Town of Boxborough. The weight of voting is as established in paragraph G below.
- B. At the annual town elections in 2014, in addition to electing two members of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Acton, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a third member, whose term of office will begin on July 1, 2014. At the annual town elections in 2014, in addition to electing one member of the Regional School Committee consistent with the Regional Agreement which is expiring on June 30, 2014, the Town of Boxborough, in order to achieve the configuration of Committee members established in paragraph A of this Section, will also elect a second member, whose term of office will begin on July 1, 2014.
- C. At the annual town elections beginning in 2015, the Town of Acton shall elect two (2) or three (3) members of the Committee from the Town of Acton (whichever number is necessary to complete Acton's complement of seven committee members), and the Town of Boxborough shall elect one (1) or two (2) member(s) of the Committee from the Town of Boxborough (whichever number is necessary to complete Boxborough's complement of four committee members). Each member so elected shall serve for a term of three (3) years or until a successor is elected and qualified.
- D. No fewer than four (4) members from Acton and no fewer than two (2) members from Boxborough must be present in order to constitute a quorum for the transaction of business.
- E. The Committee shall have all the powers and duties conferred and imposed upon school committees by Massachusetts General Law and conferred and imposed upon it by this Agreement and any special laws.

- F. At the first regular meeting of the Committee following the latest town election to be held in each year, the Committee shall organize by choosing a Chairman from its own number, and by appointing a Secretary and a Treasurer who may be the same person, but who need not be members of the Committee. The Committee shall define the duties of all officers. The Committee shall appoint such other officers and agents as it deems advisable.
- G. On all matters coming before the Committee, each member from Boxborough shall cast one vote and each member from Acton shall cast 2.5 votes. This weighted voting will be re-examined every ten (10) years, after the publication of the new federal census data to verify that the weighted voting is within DESE standards.

SECTION 2. TYPE OF REGIONAL DISTRICT SCHOOL

- A. The Regional School District shall consist of school grades pre-school through twelve, inclusive.
- B. The Committee may establish and maintain state-aided vocational education, in accordance with the provisions of Chapter 74 of the General Laws, and acts amendatory thereto or dependent thereon by amendment to this agreement.

SECTION 3. SCHOOL ATTENDANCE

- A. Residents of the member towns may attend the Regional District Schools under the same regulations as would apply to a local school system.
- B. Students residing outside the District may attend the Regional District Schools upon approval of the Committee and payment of tuition established in the manner provided by law.
- C. Students wishing to attend vocational schools may do so in the manner provided by law.
- D. During the period July 1, 2014 to June 30, 2019, pre-school to grade 6 students who reside in Acton will have first option for attending an elementary school in Acton while pre-school through grade 6 students who reside in Boxborough will have first option for attending an elementary school in Boxborough. Exceptions to this may be made for special education purposes or for other reasons which the Superintendent finds compelling. As of July 1, 2019, the "first option" described in the preceding two sentences will continue unless the option is altered by the Regional School Committee. In any event, any student who began his or her attendance in a particular elementary school, as well as any younger siblings of that student, will be given a preference in terms of continuing to attend at that school.

SECTION 4. LOCATION OF THE REGIONAL DISTRICT SCHOOLS

- A. The Regional District's schools shall be located in the towns of Acton and Boxborough. Each community will be guaranteed at least one school within its borders.
- B. Effective July 1, 2014, the Town of Acton and the Town of Boxborough will sell and convey to the District for the sum of one dollar each, ownership of the elementary school buildings, and the property on which said buildings are located, that are then currently in existence. At any time in the future, if the Regional School Committee votes that any of the Region's buildings and properties that are owned by the Region is/are no longer needed by the Region for school-related purposes, the ownership of said building and property shall be sold and conveyed to the Town in which it is located for the sum of one dollar.

SECTION 5. APPORTIONMENT AND PAYMENT OF COSTS INCURRED BY THE DISTRICT

- A. The construction, capital, operating, and transportation costs of the District and payments of principal and interest on its bonds, notes and other obligations, net of Federal and/or State financial aid and any other income received by the District, shall be apportioned annually between Acton and Boxborough as set out in subsections B and C below.
- B. Providing such is not contrary to applicable law, each member town's share of capital, operating and transportation costs for each fiscal year shall be determined by computing, to the nearest 1/100 of 1%, the ratio which the sum of its pupil enrollments in the Regional School District on October 1 of the three years next preceding the start of such fiscal year bears to the sum of the pupil enrollments in the Regional School District of all member towns on October 1 of the same three years. These ratios shall be known as the base percentages.
- C. Providing such is not contrary to applicable law, Boxborough's share of construction costs incurred prior to July 1, 2014 which are attributable to the Region's grade 7-12 facilities for each fiscal year shall be its base percentage minus five percentage points. This five percentage point "discount" will not be applied to construction costs incurred after July 1, 2014, which are attributable to the Region's grade 7-12 facilities. Acton shall pay the remainder of such construction costs attributable to the Region's grade 7-12 facilities. Each town's respective share of the construction costs attributable to the Region's Pre K through grade 6 facilities will be computed using the same criteria as applied to operating costs.
- D. Because of considerations discussed and agreed to at the time of the expansion of the District from a grade 7 to 12 region to a pre-K to 12 region, the transitional rules appearing in Appendix A regarding the apportionment of costs to the member towns for fiscal years 2015 through 2021 will apply. Appendix A is

incorporated herein by reference.

- E. In the event that some provision of applicable law requires some different apportionment of the costs of construction or capital or operating the District than is provided in this section of the Agreement, then insofar as is practical and allowed by the applicable law, in good faith the member towns shall apportion those costs, the division of which is not otherwise controlled by the applicable law, so as to exactly or as nearly as practical achieve the same overall apportionment of total costs in each fiscal year as would otherwise have been achieved by the formulas specified in Section 5, subsections B and C above.
- F. In the event that (an) additional town(s) is (are) admitted into the Region under the provisions of Section 7, the formulas in Section 5 will be renegotiated.

SECTION 6. AMENDMENTS

- A. This agreement may be amended from time to time in the manner hereinafter provided, but no such amendment shall be made which shall materially or adversely affect the rights of the holders of any bonds or notes or other indebtedness of the District then outstanding, or the rights of the District to procure the means for payment thereof, provided that nothing in this section shall prevent the admission of a new town or towns to the District. A proposal for amendment may be initiated by a single petition bearing the signatures of at least 200 registered voters of the District or by a majority of the members of the Committee.
- B. Said petition shall also contain, at the end thereof, a certification by the town clerks of the respective member towns as to the number of signatures on the petition which appear to be names of registered voters from that town; such certification to be prima facie evidence thereof. Any such proposal for amendment shall be presented to the secretary of the Committee who shall mail or deliver a notice in writing to the Board of Selectmen of each of the member towns that a proposal to amend this agreement has been received and shall enclose a copy of such proposal (without the signatures in the case of a proposal by petition). The selectmen in each member town shall include, in the warrant for the next annual or a special town meeting called for the purpose, an article stating the proposal or the substance thereof. Such amendment shall take effect upon its acceptance by a majority of voters present and voting in each of the member towns. Said vote shall be by ballot.
- C. Recognizing that over time circumstances often change, and intending that this Agreement should continue to serve the best interests of the member Towns, the School Committee should, at five year intervals, review the need to establish an ad hoc study group composed of knowledgeable persons to study this Agreement and report to the Committee as to whether or not any changes to this Agreement might be beneficial, in light of the then prevailing conditions. The Committee

shall give any such ad hoc study group's report due consideration, but may exercise its discretion as to whether or not it will implement any of the group's recommendations.

SECTION 7. ADMISSION OF ADDITIONAL TOWNS

- A. By an amendment of this agreement adopted under and in accordance with Section 6 above, any other town or towns may be admitted to the Regional School District upon adoption as therein provided of such amendment and upon acceptance by the town or towns seeking admission of the agreement as so amended and also upon compliance with such provisions of law as may be applicable and such terms as may be set forth in such amendment.
- B. Upon admission of such town or towns, the total construction costs plus the cost of any subsequent capital acquisitions and improvements, reduced by an appropriate depreciation allowance, shall be reapportioned to all towns in the District including the newly admitted town (or towns) in a reasonable manner. The newly admitted town shall then assume liability of its entire share of the cost to be paid to the District over the remaining term of any funded debt issued to pay such construction costs or subsequent capital acquisitions or improvements. If no such funded debt exists, the newly admitted town (or towns) shall finance its share independently of the District and pay the same directly to each member town according to the proportion such towns had originally paid to the District.

SECTION 8. WITHDRAWAL OF MEMBER TOWNS

Any member town may petition to withdraw from the Regional School District under terms stipulated in Section 6 of this agreement provided (1) that the town seeking to withdraw has paid over to the Regional School District any operating costs and non-debt financed capital or construction costs for which it became liable as a member of the District, and (2) that said town shall remain liable to the District for its share of the indebtedness of the District, other than temporary indebtedness incurred in anticipation of revenue, outstanding at the time of such withdrawal, and for interest thereon, to the same extent and in the same manner as though the town had not withdrawn from the District, except that such liability shall be reduced by any amount which such town has paid over at the time of withdrawal and which has been applied to the payment of such indebtedness and interest or which has been deposited for the purpose as provided in the second paragraph below.

Said petitioning town shall cease to be a member town if the proposed amendment is accepted by the petitioning town and each of the other member towns by a two-thirds (2/3) majority vote at an annual or special town meeting.

Money received by the District from a withdrawing town for payment of funded indebtedness and interest thereon shall be used for only such purpose and until so used shall be

deposited in trust in the name of the District with a Massachusetts bank or trust company.

SECTION 9. NOTICE OF DEBT AUTHORIZATION

Notice of any debt authorization shall be given to the member towns in accordance with the applicable law, or within ten days of the relevant vote of the Committee, whichever is less. Thereinafter, notwithstanding any provision of applicable law, as has been the Region's practice for many years, such debt shall not actually be incurred until the amount of the proposed debt has been specifically approved by a two-thirds vote at the next annual or special town meeting in each member town.

SECTION 10. BUDGET

- A. The Committee should annually, at least 20 days prior to the date on which the final budget is adopted, prepare a preliminary budget. A preliminary budget shall include the amounts necessary to be raised to maintain and operate the Regional District Schools during the ensuing fiscal period, and include the amount required for payment of debt and interest incurred by the District which will be due in said fiscal period. All non-recurring expenditures shall be itemized. This preliminary budget shall be itemized in such further detail as the Committee may deem advisable. From the total of said budget there shall be deducted any surplus receipts for the preceding fiscal period over the costs and expenses for that fiscal period, excepting those receipts which were reserved for that fiscal period. The preliminary budget shall be approved by a majority of the members of the Committee from each member town.
- B. Copies of said preliminary budget shall be prepared by the Committee, and promptly made available to the Finance Committee of each member town.
- C. The Committee shall hold a budget hearing annually. Thereafter, the Committee shall adopt a final budget not later than forty-five days prior to the earliest date on which the business session of the annual town meeting of any member town is to be held, but in no event later than March 31 (provided that said budget need not be adopted earlier than February 1). The final budget shall be adopted pursuant to applicable provisions of law.
- D. Within ten days, or such lesser period as provided by law from the date on which the final annual budget is adopted by the Committee, the Treasurer of the Committee shall certify to the Treasurer of each member town and inform the Chairmen of the Board of Selectmen and the Finance Committee of each member town of its share of the budget to become due in the ensuing fiscal period, as well as any other information required by law.
- E. Each member town shall seasonably bring the Committee's final budget before an annual or special town meeting and thereafter pay its proportionate share of the annual construction, capital and operating costs to the Regional School District in

equal monthly amounts and on the fifteenth of each month, unless the District Treasurer, after due consultation with the member Towns' Treasurers, determines that there is good cause to select a different day of the month for any particular fiscal year. If either Acton or Boxborough should fail to approve any Regional budget submitted to its respective meetings, any further proceedings will be as provided by law.

SECTION 11. ANNUAL REPORT

The Committee shall on or before October 1 of each year submit an annual report to each of the member towns, containing a detailed financial statement, and a statement showing the method of computing the annual charges assessed against each town, together with such additional information relating to the operation and maintenance of the regional school as may be deemed necessary by the Committee or by the selectmen of any member town, and each member town shall include said report in its annual report.

SECTION 12. TRANSITION PERIOD

- A. Until July 1, 2014, the Acton School Committee and the Boxborough School Committee will continue to oversee and operate the pre-school through grade 6 programs in Acton and Boxborough, respectively, subject to the restrictions spoken to in paragraph D below, and until said date the Acton-Boxborough Regional School Committee will continue to oversee and operate the grades 7-12 programs for the two towns.
- B. Upon the acceptance of this Agreement by the Town Meetings in Acton and Boxborough and the approval of this Agreement by the Commissioner of Education, the Acton-Boxborough Regional School Committee, in addition to its duties to oversee and operate the then existing grade 7 through grade 12 regional school district, shall also become a "transitional school committee," consistent with 603 CMR 41.03(5) with respect to the expanded pre-school through grade 12 region. This transition period will extend from the date of acceptance by the two Town Meetings and the approval by the Commissioner until June 30, 2014. During this transition period, the same criteria regarding quorum, weight of voting, and the service of officers will apply to the Transitional School Committee as apply to the then-current Acton-Boxborough Regional School Committee.
- C. During the transition period, the Regional School Committee, acting as the Transitional School Committee, shall possess all powers, subject to the availability of funds necessary for the exercise of such powers, necessary for the planning and implementation of the expanded regional school district, including but not limited to the following:
 - 1. The power to receive funds from the Commonwealth as well as

appropriations, grants, and gifts from other sources. This is not intended to alter the fact that during the transition period other funds from the Commonwealth will continue to flow to the member towns and their individual school departments.

2. The power to establish and adopt policies for the expanded regional school district.
 3. The power to employ a superintendent, treasurer, chief financial officer, school physician, and director of Special Education, as well as the power to authorize the superintendent to employ other personnel as needed.
 4. The power to contract for and/or purchase goods and services, as well as the power to enter into leases and other agreements with the member towns, collaboratives, vendors, and other agencies and parties, with all the powers being able to be exercised on behalf of the expanded regional school district.
 5. The power to adopt budgets for the expanded regional school district, and to assess the member towns for these budgets.
 6. The power to negotiate and to enter into collective bargaining agreements, which will take effect no sooner than the inception of the expanded regional school district.
 7. The power to develop and adopt a strategic plan for the expanded regional school district.
 8. The power to appoint subcommittees.
- D. During the transition period, the local school committees of the member towns and the Regional School Committee when not acting as the Transitional School Committee may not make decisions that will financially obligate or legally encumber the expanded regional school district without ratification by majority vote of the Regional School Committee acting as the Transitional School Committee. In addition, the local school committees shall comply with the following during the transition period:
1. No construction of new schools will be undertaken and no building closures will occur unless ratified by majority vote of the Regional School Committee acting as the Transitional School Committee.
 2. Program offerings will remain substantially the same.
 3. No school choice openings will be filled to take effect after June 30, 2014 except with the approval by majority vote of the Regional School

Committee acting as the Transitional School Committee.

4. The school administration of the local school districts shall cooperate with the Regional Administration in terms of information sharing and in terms of the transfer control during the transition period.
5. During the period July 1, 2013 to June 30, 2014, the Regional School Committee will assume responsibility for the transportation of the regular education students (i.e., not the special education students or the vocational students) who reside in Acton and Boxborough and who are enrolled in the Acton or Boxborough Public Schools. During 2013-2014 the Acton School Committee and the Boxborough School Committee shall pay an assessment to the Regional School Committee of an amount equal to the cost of said transportation for their respective regular education students.

This agreement shall take effect on July 1, 2014 and shall continue in effect from year to year thereafter, unless amended or terminated consistent with the terms of this Agreement and with the General Laws and state regulations.

IN WITNESS WHEREOF, this agreement has been approved and accepted as of the ____ day of _____, 2013.

I hereby certify that the above Regional Agreement was approved by vote of the Town of Acton held on _____, 2013

By _____
Town Clerk, Acton

I hereby certify that the above Regional Agreement as approved by vote of the Town of Boxborough held on _____ 2013

By _____
Town Clerk, Boxborough

APPENDIX A

1. The figure of \$934,782 has been established as the “projected benefits” that will be used as a factor in the calculations which will be made under the following paragraphs of this Appendix A.
2. The following projected “base budgets” have been established for Acton and for Boxborough for fiscal year 2015 (i.e., July 1, 2014 to June 30, 2015) through fiscal year 2019 (i.e., July 1, 2018 to June 30, 2019):

FY’15: Acton, \$51,788,675; Boxborough, \$11,097,136
FY’16: Acton, \$53,398,447; Boxborough, \$11,134,949
FY’17: Acton, \$55,056,859; Boxborough, \$11,308,113
FY’18: Acton, \$56,675,977; Boxborough, \$11,426,890
FY’19: Acton, \$58,148,708; Boxborough, \$11,521,994

3. For fiscal year 2015 through fiscal year 2019, the following “percentage shares” of the projected cost savings will be used for purposes of the calculations which will be made under the following paragraphs of this subsection E:

FY’15: Acton, 80%; Boxborough 20%
FY’16: Acton, 87.5%; Boxborough 12.5%
FY’17: Acton, 90%; Boxborough 10%
FY’18: Acton, 82.5%; Boxborough 17.5%
FY’19: Acton, 60%; Boxborough 40%

4. In order to establish the assessments for fiscal year 2015 through fiscal year 2019, the following multi-step process will be followed:
 - a. The percentage share (see paragraph 3 above) of the projected benefits for the respective town and for the respective fiscal year will be multiplied by the projected benefit figure of \$934,782, yielding an “allocated savings figure” for each of the two towns for that particular fiscal year. For example, for FY’15, Acton’s allocated benefit figure will be \$747,826 (i.e., 80% x \$934,782), while Boxborough’s allocated benefit figure will be \$186,956 (i.e., 20% x \$934,782).
 - b. The base budget for each of the two towns for the respective fiscal year (see paragraph 2 above) will be reduced by the allocated benefits figure for that year and for that town. For example, for FY’15, Acton’s base budget of \$51,788,675 will be reduced by \$747,826, yielding a recalculated base budget figure of \$51,040,849. Similarly, for FY’15, Boxborough’s base budget of \$11,097,136 will be reduced by \$186,956, yielding a recalculated base budget figure of \$10,910,179.
 - c. The recalculated base budget figures for each of the two towns resulting from

paragraph 4,b above will be added together, and the respective percentage that each town's base budget figure bears to that total sum will be calculated. For example, for FY'15, the sum of the recalculated base budget figures is \$61,951,029, of which Acton's recalculated base budget figure (i.e., \$51,040,849) represents 82.39%, while Boxborough's recalculated base budget figure (i.e., \$10,910,179) represents 17.61%.

- d. The percentage shares calculated under paragraph 4,c above (which, for example, in FY'15 would be 82.39% for Acton and 17.61% for Boxborough) will then be compared to the percentage shares that would result from the apportionment criteria that appear in Section 5, subsections B and C of this Agreement, and the respective differences in those shares will be identified. These respective differences will then be used to lower the actual assessment of the town by that percentage amount if the percentage share calculated under paragraph 4,c is lower than the percentage share that would result under subsections B and C, or to raise the town's actual assessment if the converse is true. If, for example, Acton would have an assessment percentage of 83.92% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.53% higher than the percentage identified for Acton under paragraph 4,c above. Conversely, if Boxborough would have an assessment percentage of 16.08% for FY'15 using the apportionment criteria that appear in subsections B and C, this percentage would be 1.53% lower than the percentage identified for Boxborough under paragraph 4,c above. Under this example, Acton's actual assessment for FY'15 will be lowered by 1.53% and Boxborough's actual assessment will be raised by 1.53%, as compared to the assessments that would occur using the apportionment criteria that appear in subsections B and C.
- e. During each of the years from fiscal year 2015 to fiscal year 2019, the Region's administration will report to the Regional School Committee and to the Finance Committee and the Board of Selectmen of each member town the per pupil costs of each elementary school. The purpose of this reporting will be to incentivize the convergence of per pupil costs at each elementary school. This reporting shall be made as part of the Annual Report described in Section 11.
- f. For fiscal year 2020 Action will be assessed \$425,000 less, and Boxborough will be assessed \$425,000 more, than would result from the apportionment criteria that appear in subsections B and C. For fiscal year 2021 Acton will be assessed \$25,000 less, and Boxborough will be assessed \$25,000 more, than would result from the apportionment criteria that appear in subsections B and C.
- g. Once the fiscal years addressed by the transitional rules established in this Appendix A have elapsed, the assessment language otherwise appearing in Section 5 of the Agreement will control.

Analysis of Different Options re Regionalization

	<u>FY15*</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>Total</u>
<u>Base Case - No Expanded Region</u>									
Acton Costs	\$51,788,675	\$53,398,447	\$55,056,859	\$56,675,977	\$58,148,708	\$59,872,383	\$61,653,774	\$63,495,566	\$ 460,090,389
Boxborough Costs	\$11,057,230	\$11,093,365	\$11,264,805	\$11,381,746	\$11,474,961	\$11,634,410	\$11,794,193	\$11,953,049	\$ 91,653,758
TOTAL	\$62,845,904	\$64,491,812	\$66,321,664	\$68,057,723	\$69,623,669	\$71,506,793	\$73,447,967	\$75,448,615	\$ 551,744,147
<u>New Expansion Proposal 80/20 3 yr</u>									
Acton Costs	\$51,040,849	\$52,580,513	\$54,215,555	\$55,904,782	\$57,587,839	\$60,269,352	\$62,372,292	\$64,022,619	\$ 457,993,800
Boxborough Costs	\$10,910,179	\$11,018,101	\$11,214,635	\$11,263,303	\$11,148,081	\$10,419,247	\$10,233,405	\$10,559,018	\$ 86,765,968
TOTAL	\$61,951,029	\$63,598,614	\$65,430,190	\$67,168,085	\$68,735,920	\$70,688,598	\$72,605,696	\$74,581,637	\$ 544,759,769
<u>New Expansion Proposal 80/20 3 yr w/ Boxborough Efficiencies</u>									
Acton Costs	\$50,290,179	\$51,759,468	\$53,371,052	\$55,130,653	\$57,024,836	\$59,146,895	\$61,248,715	\$62,900,204	\$ 450,872,002
Boxborough Costs	\$10,722,512	\$10,900,809	\$11,120,801	\$11,099,094	\$10,772,746	\$10,247,859	\$10,063,006	\$10,387,480	\$ 85,314,308
TOTAL	\$61,012,691	\$62,660,277	\$64,491,853	\$66,229,747	\$67,797,582	\$69,394,754	\$71,311,721	\$73,287,684	\$ 536,186,310

REGIONALIZATION COST SAVINGS ANALYSIS

* Assumed 1st year of regionalization = FY15

	FY15*	FY16	FY17	FY18	Projected				Total
					FY19	FY20	FY21	FY22	
Base Case									
Net Costs									
Acton	\$51,788,675	\$53,398,447	\$55,056,859	\$56,675,977	\$58,148,708	\$59,872,383	\$61,653,774	\$63,495,566	
Boxborough	\$11,097,136	\$11,134,949	\$11,308,113	\$11,426,890	\$11,521,994	\$11,683,387	\$11,845,170	\$12,006,084	
Total	\$62,885,811	\$64,533,396	\$66,364,972	\$68,102,867	\$69,670,702	\$71,555,770	\$73,498,944	\$75,501,651	
Net Cost Allocation %									
Acton	82.4%	82.7%	83.0%	83.2%	83.5%	83.7%	83.9%	84.1%	
Boxborough	17.6%	17.3%	17.0%	16.8%	16.5%	16.3%	16.1%	15.9%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Regionalization Case (Incl Impact of Chapter 70)

Net Costs Based on Enrollment %									
Acton	\$51,695,935	\$53,213,767	\$54,796,784	\$56,273,674	\$57,814,129	\$59,571,895	\$61,273,715	\$62,900,204	
Boxborough	\$9,902,175	\$9,656,638	\$9,583,435	\$9,580,403	\$9,675,211	\$9,822,859	\$10,038,006	\$10,387,480	
Total	\$61,598,110	\$62,870,406	\$64,380,219	\$65,854,076	\$67,489,340	\$69,394,754	\$71,311,721	\$73,287,684	
Net Cost Allocation %									
Acton	83.9%	84.6%	85.1%	85.5%	85.7%	85.8%	85.9%	85.8%	
Boxborough	16.1%	15.4%	14.9%	14.5%	14.3%	14.2%	14.1%	14.2%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Variance vs Base Case

Acton	(\$92,740)	(\$184,680)	(\$260,075)	(\$402,303)	(\$334,579)				(\$1,274,376)
Boxborough	(\$1,194,961)	(\$1,478,310)	(\$1,724,678)	(\$1,846,487)	(\$1,846,783)				(\$8,091,220)
Total	(\$1,287,701)	(\$1,662,990)	(\$1,984,753)	(\$2,248,790)	(\$2,181,362)				(\$9,365,596)
Average initial cost savings:	-\$1,873,119								

Initial Cost Savings (Average over 5 years)

Cost Savings % Split									
Acton	80.0%	87.5%	90.0%	82.5%	60.0%	\$ 425,000	\$ 25,000		80.0%
Boxborough	20.0%	12.5%	10.0%	17.5%	40.0%				20.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%				100.0%
Cost Savings \$ Split									
Acton	(\$1,498,495)	(\$1,638,979)	(\$1,685,807)	(\$1,545,323)	(\$1,123,871)				(\$7,492,477)
Boxborough	(\$374,624)	(\$234,140)	(\$187,312)	(\$327,796)	(\$749,248)				(\$1,873,119)
Total	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)				(\$9,365,596)

Revised Assessment with Initial Savings Deducted from Base Case

Revised Base Case (w/Savings)									
Acton	\$50,290,179	\$51,759,468	\$53,371,052	\$55,130,653	\$57,024,836	\$59,146,895	\$61,248,715	\$62,900,204	
Boxborough	\$10,722,512	\$10,900,809	\$11,120,801	\$11,099,094	\$10,772,746	\$10,247,859	\$10,063,006	\$10,387,480	
Total	\$61,012,691	\$62,660,277	\$64,491,853	\$66,229,747	\$67,797,582	\$69,394,754	\$71,311,721	\$73,287,684	

Variance vs Base Case

Acton	(\$1,498,495)	(\$1,638,979)	(\$1,685,807)	(\$1,545,323)	(\$1,123,871)	(\$725,488)	(\$405,059)	(\$595,363)	(\$9,218,387)
Boxborough	(\$374,624)	(\$234,140)	(\$187,312)	(\$327,796)	(\$749,248)	(\$1,435,528)	(\$1,782,163)	(\$1,618,604)	(\$6,709,414)
Total	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)	(\$1,873,119)	(\$2,161,016)	(\$2,187,223)	(\$2,213,967)	(\$15,927,802)

New Acton Assessment Percentage	82.43%	82.60%	82.76%	83.24%	84.11%	85.23%	85.89%	85.83%	
New Boxborough Assessment Percentage	17.57%	17.40%	17.24%	16.76%	15.89%	14.77%	14.11%	14.17%	
Change in Assessment Percentage	-1.50%	-2.04%	-2.36%	-2.21%	-1.55%				-1.93%

Cost Transfer

Variance vs Regionalization Case									
Acton	(\$1,405,756)	(\$1,454,299)	(\$1,425,732)	(\$1,143,020)	(\$789,293)	(\$425,000)	(\$25,000)	\$0	(\$6,218,101)
Boxborough	\$820,337	\$1,244,170	\$1,537,366	\$1,518,691	\$1,097,535	\$425,000	\$25,000	\$0	\$6,218,101
Total	(\$585,419)	(\$210,129)	\$111,634	\$375,671	\$308,243	(\$0)	\$0	\$0	\$0

	FY15	FY16	FY17	FY18	Projected				Total
					FY19	FY20	FY21	FY22	
Without Regionalization:									
APS	\$ 24,484,710	\$ 25,158,469	\$ 25,835,541	\$ 26,565,871	\$ 27,151,371	\$ 27,939,158	\$ 28,749,673	\$ 29,592,394	
Acton Share of Region	\$ 27,303,965	\$ 28,239,978	\$ 29,221,318	\$ 30,110,106	\$ 30,997,337	\$ 31,933,225	\$ 32,904,102	\$ 33,903,173	
Acton Total	\$ 51,788,675	\$ 53,398,447	\$ 55,056,859	\$ 56,675,977	\$ 58,148,708	\$ 59,872,383	\$ 61,653,774	\$ 63,495,566	
With Regionalization:									
Acton Net Cost with Full Regionalization	\$50,290,179	\$51,759,468	\$53,371,052	\$55,130,653	\$57,024,836	\$59,146,895	\$61,248,715	\$62,900,204	
Acton Savings	\$1,498,495	\$1,638,979	\$1,685,807	\$1,545,323	\$1,123,871	\$725,488	\$405,059	\$595,363	\$9,218,387

	FY15	FY16	FY17	FY18	Projected				Total
					FY19	FY20	FY21	FY22	
Without Regionalization:									
BPS	\$ 5,452,035	\$ 5,616,033	\$ 5,818,335	\$ 5,960,443	\$ 6,051,977	\$ 6,244,089	\$ 6,441,937	\$ 6,645,691	
Boxborough Share of Region	\$ 5,645,101	\$ 5,518,915	\$ 5,489,778	\$ 5,466,447	\$ 5,470,017	\$ 5,439,298	\$ 5,403,232	\$ 5,360,393	
Boxborough Total	\$ 11,097,136	\$ 11,134,949	\$ 11,308,113	\$ 11,426,890	\$ 11,521,994	\$ 11,683,387	\$ 11,845,170	\$ 12,006,084	
With Regionalization:									
Boxborough Net Cost with Full Regionalization	\$10,722,512	\$10,900,809	\$11,120,801	\$11,099,094	\$10,772,746	\$10,247,859	\$10,063,006	\$10,387,480	
Boxborough Savings	\$374,624	\$234,140	\$187,312	\$327,796	\$749,248	\$1,435,528	\$1,782,163	\$1,618,604	\$6,709,414

Update on Expansion of AB Regional School District

Xuan Kong

Regionalization Is Progressing Well

- ☐ Last year, town meetings recommended the Study Committee to draft a new Regional Agreement for a preK-12 region.
- ☐ Study Committee membership expanded to include (from each town)
 - *BOS Representative (1)*
 - *Finance Committee Representative (1)*
 - *School Committee Representative (1)*
 - *Community Members (2)*
 - *Superintendent (1)*
- ☐ Study Committee to present draft Agreement to School Committee April 10th.

What Are the Important Issues?

- ☐ Education Benefits
- ☐ Financial Benefits
- ☐ Operational Issues
- ☐ Governance

04/01/2013

Regionalization Update

3

What Are the Next Steps?

- ☐ Present draft Regional Agreement to School Committee [April 10th]
- ☐ Finalize Regional Agreement by Regional School Committee
- ☐ Public outreach on new Regional Agreement
- ☐ Review of new Regional Agreement by state
- ☐ Affirmative votes by Special Town Meetings [June 3rd]
- ☐ Final approval by state
- ☐ Transition period [July 2013 – June 2014]
- ☐ New PreK-12 Region operational on July 1st, 2014

04/01/2013

Regionalization Update

4

Regionalization Affects Everyone

- ☐ Be Informed: www.ab.mec.edu
- ☐ Be Heard:
 rsd_study_comm@mail.ab.mec.edu
- ☐ Be There
 - School Committee Meeting
 - ☐ April 10th (Wed), 7:30PM, RJ Grey Library
 - Public Forums
 - ☐ TBA
 - Special Town Meeting
 - ☐ June 3rd (Mon), 7:00PM, AB High School

Update on pre-K through Grade 12 Regionalization

Special Town Meeting Vote, June 3, 2013

Last spring, both towns directed the Regional School District Study Committee to work on drafting a new regional agreement between Acton and Boxborough to include grades pre-kindergarten through 12. The Study Committee has been working on the terms of a new agreement to be presented to the Acton-Boxborough Regional School Committee (ABRSC) on April 10th. The major elements of the proposed new agreement include:

Educational Benefits

- No change to academic environments
- Increased choice to both towns of different academic environments and schools
- Class sizes in Acton elementary schools will be reduced gradually
- More space available in Acton schools for art, music, other programs
- More opportunities available for those who desire all-day kindergarten
- Greater access to special needs programs and other curriculum and instructional advantages

Financial Benefits

- Identified \$1 million or more in potential benefits through cost savings and increased state education aid revenues
- Split of benefits 80% to Acton and 20% to Boxborough over first five years

Operational Issues

- Hometown school choice guaranteed
- Fundraising programs will continue as before

Governance

- Buildings to be owned by the Region but can be transferred back to town if not needed
- Region assumes payment of debt and responsibility for buildings' maintenance
- A single school committee with 7 Acton members and 4 Boxborough members

Next Steps:

- Revised agreement for Pre-K through grade 12 region will be presented to Regional School Committee on April 10, 2013, 7:30 pm at R.J. Grey JH Library
- Regional School Committee will finalize the agreement
- Public outreach and forums on the new agreement during April and May
- Initial review of new agreement by the state
- Vote on new agreement at Special Town Meeting on June 3, 2013 and final state approval thereafter
- If approved new region becomes operational effective July 1, 2014.

Learn more at www.ab.mec.edu

For questions or comments:

Email: abrsc@abschools.org or

Call: School Superintendent's office 978-264-4700 x 3206

Information Compiled by Acton Public School Superintendent's Office

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional School District
(978) 264-4700 x 3211
<http://ab.mec.edu>

TO: Acton Public and Acton-Boxborough Regional School Committees
FROM: Steve Mills
DATE: 4/5/13
RE: Superintendent's Safety Task Force Report

As you know, I convened a Safety and Security Task Force in the weeks following the tragedy at the Sandy Hook Elementary School in CT. Fourteen people served on this committee including four parents. I want to publicly thank the members of this Task Force for their extensive and quality work. This group met nine times for an hour and a half, held two public forums and completed two surveys. Survey results are attached. The Task Force will present its findings and recommendations for your information and support at your April 10th meeting. The Task Force recommends:

1. The Task Force reviewed, evaluated and reaffirmed the vast array of policies, procedures and protocols already in place and recommends that many continue as is.
2. All schools will have the following emergency drills: 4 fire drills, 2 lock down drills and one evacuation drill annually.
3. All schools will have 3 ongoing crisis teams as described in the report.
4. The use and presence of school resource officers in all schools will continue.
5. All building floor plans including ventilation, air flow and natural gas lines will be reviewed annually and shared with police and fire departments.
6. The comprehensive mental health services currently in place for students will continue.
7. Electronic communications including iphones, walkie talkies, PA systems, Connect Ed and panic buttons will be used to communicate with staff, parents and guardians.
8. All 8 buildings will have video monitoring and surveillance systems during the school day for front entrances. All schools will have the capability to completely lock down electronically instantly.
9. All external doors (K-8) will remain locked. All internal doors K-12 will have the capability to lock instantly.
10. All staff, including paraprofessionals, will receive training annually including proper supervision of cafeterias, recess and campuses.
11. All staff will wear lanyards with ID cards that will also serve as keys to external building doors. All parents and visitors are required to sign in and wear visitor badges.

Safety and Security Within The Acton Public and Acton-Boxborough Schools

April 2013

The Acton and Acton-Boxborough Schools work diligently to maintain and sustain a school climate of mutual respect and support. We encourage students, faculty and parents/guardians to feel comfortable asking questions and requesting assistance.

The Acton-Boxborough Regional School District is committed to the safety and security of students, faculty, staff and visitors on its campus. In order to support that commitment, the Superintendent initiated a Task Force for a thorough review of current emergency procedures, including: mitigation/prevention, preparedness, response, and recovery related to emergency planning, school security and safety.

In examining school safety and security, we recognize that there is no single cause or single solution for school violence. Safety threats facing schools are broad-based and multi-faceted, so efforts to address them must be equally comprehensive. Schools must be prepared to respond to a complex variety of potential hazards such as flood, fire, earthquake, winter storms, and structural/utility failures. They must also be ready to deal effectively with medical emergencies, public health emergencies, accidents involving chemicals or hazardous materials, arson, report of a weapon in school, bomb threats/suspicious packages, an armed intruder or active shooter, a hostage situation, sexual assault, civil disorder, motor vehicle or bus accidents, inadvertent release of a student to an unauthorized individual, or a death on campus. To properly address to any of these situations schools must be vigilant and proactively identify concerns, intervening as needed to diffuse/manage situations before they affect the school community at large.

After a diligent process and careful review, the Task Force is confident that current school district policies and practices are quite effective. Of note is the wonderful working relationship with local law enforcement, primarily our two school resource officers. The work that is done on a daily basis in the areas of emergency preparedness, mental health services, bullying prevention, and staff training and resources minimizes risks to our children and personnel. However, our review has identified areas where additional resources and training will address identified concerns and augment the good work already being done. We are recommending that the school district: 1) increase and standardize training of all members of our school communities (students, personnel, and parents); make modest but critical physical improvements; and 3) invest in a web-based surveillance/security system. These actions will significantly improve the schools' ability to minimize potential threats and respond to active events. We know that it is impossible to eradicate every threat, but we can do more to increase security in our schools.

This report is a blueprint that relies on the commitment and expertise of each individual within and outside of the school community. Everyone must be actively committed to implementing the policies and practices created by the schools to ensure safety. We must

all work together to identify potential threats and be actively committed to implementing the policies and practices created by the school to address them before they impact our school communities. A critical component is ongoing, clear communication with emergency management officials which is already a very positive

Discussion and Recommendations

The objective of school emergency preparedness is to protect the lives and well-being of students and staff through the prompt and timely actions of trained school personnel should an emergency affect a school. As noted previously, schools must be prepared for a wide array of potential threats. In light of the tragedy in Newtown, CT, the Task Force gave particular focus to preparedness in the event of:

- Report of a Weapon on Campus
- Presence of an Armed Intruder/Active Shooter
- Intruder/Hostage situation

Following is a summary of the main recommendations that the Task Force is advancing to School Committee for consideration. To provide context we are highlighting current practices that exist at some or all of the APS/AB schools, recommended changes to those practices, anticipated costs for any recommended changes, and suggested responsible parties whose job it will be to ensure that items are completed.

In many instances, the Task Force identified current practices that are important to preserve. Additionally, there are a number of recommendations that focus on enhancing and expanding the capacity of the staff and/or physical plant to expand upon current practices and protocols.

The Task Force discussed at length the various issues, concerns, merits, and approaches related to the practice of locking the doors of our schools (most specifically, the five elementary schools). Surveys were done of each building's staff and parents to gain a clearer sense of the community's reaction to locking front doors. While the Task Force is not recommending that doors be locked during the school day, our proposal will absolutely increase each school's ability to secure the physical space and respond quickly and effectively to possible threats. The Task Force believes that there is security and surveillance technology that can and should be installed at each school that provides schools the ability to properly monitor the main areas of entry as well as key areas around each school. The proposed system allows instantaneous locking of all doors throughout the district. With multiple cameras and a dedicated staffer monitoring the video feeds, the system allows for identification of potential threats on school grounds, not just at the front doors, and provides the ability to immediately lock the buildings and alert school personnel as well as law enforcement. If we install this technology, we do not feel it is necessary to require any of the schools to have the front entrance locked or implement a "buzzer entry" system. That said, nothing in our proposal would prevent doors from being locked if the current or a future school committee made the decision to do so.

Current Practices	Recommended Practices	Anticipated Additional Costs	Responsible Party
Emergency Procedures			
All schools do annual emergency preparedness training in key areas of: Fire, Lockdown, Evacuation Emergencies	<p>All schools to implement standard protocol of "4-2-1" Annual Drills: Fire (4) Lockdown (2) Evacuation (1)</p> <p>All schools to implement staff-only training (i.e. when students are not present)</p> <p>All schools provide training to substitutes, recess aides and lunch monitors.</p>	\$0	School Principal & Safety Committee
<p>All schools have Crisis Teams represented by assigned administrators, clinicians, specialists, and teachers</p> <p>All schools have Restraint Teams</p> <p>ABRHS operates a Safety Committee</p>	<p>All schools to have three (3) viable, on-going committees:</p> <ul style="list-style-type: none"> • Continue DESE required Behavioral Intervention Team (previously known as a Restraint Team) • Continue implementation of Crisis Team • Following the successful model at the high school, all schools to establish Safety Committees; to include representatives determined by each school principal, and would most often include school staff, support staff, public safety officials and members of the parent community 	\$0	School Principal
Memorandum of Understanding (MOU) re School Resource Officers FTE: 2.0	Continue this successful practice; unresolved question is whether officers should always wear uniforms when at elementary schools.	N/A	Central Office

Current Practices	Recommended Practices	Anticipated Additional Costs	Responsible Party
Emergency Response Plan for district includes the following for each school: map of building; protocols for evacuation, lockdown & sheltering in place; contact numbers for responders & local support	<ul style="list-style-type: none"> Develop common language to be used by all schools (this includes committees and emergency response language) Establish a district-wide group that will meet bi-annually as an extension of the work completed by the Task Force and will include representatives from all Safety Committees Update communication flowcharts annually 	\$0	JD Head and School Resource Officer
Building systems (floor plans, air flow systems, etc) are updated annually to provide accurate info to first responders.	Continue this practice.	\$0	JD Head
Mental Health Services			
Child Study Teams and Student Assistance Teams Child centered initiative in regular education to screen & recommend strategies for student academic, behavior, and social progress	Continue current practices.	\$0	School Principals and Liza Huber
Building-based teams receive DESE required Restraint Training	Rename Restraint Teams to Behavior Intervention Teams to reflect new procedures, as well as an emphasis on tiered behavior intervention and safety.	\$0	Liza Huber
Emergency Communication/Surveillance			
Many/varied methods of communication currently in place: Cellular phones Two-way radios Emergency call lists Connect-Ed	<ul style="list-style-type: none"> Using new system, add panic buttons (directly connected to police department) in all schools. Panic buttons to have unique automatic alerts. Panic buttons <i>should not</i> replace 911 calling (part of annual training protocol) At elementary schools: review current procedures and technology pertaining to recess and lunch time to ensure best practices are followed. 	\$ Cost of panic buttons included in \$150K technology cost below. \$TBD	JD Head School Safety Committees

Current Practices	Recommended Practices	Anticipated Additional Costs	Responsible Party
Video monitoring in place on school buses, at exterior of the High School, and at exterior of the Douglas School	Add front door and exterior surveillance at all schools.	\$ Cost of video monitoring included in \$150K technology cost below.	JD Head
Building systems (floor plans, air flow systems, etc) are updated annually to provide accurate info to first responders.	Continue this practice.	\$0	JD Head
Visitor Management Systems			
All exterior front doors are unlocked; Sign-in/sign-out practices vary by school.	<ul style="list-style-type: none"> Invest in a comprehensive, web-based system that provides each school enhanced surveillance and control over exterior entrances. This would include above-referenced surveillance cameras, as well as technology that allows for schools to instantly lock all exterior doors. This system would also enable schools to expand and customize their visitor management systems through the distribution of keyless entry cards. Add audible entrance signals in all schools. Require strict adherence to sign in/sign out procedures; add roping to lobbies as needed. Require all staff and visitors to wear ID badges; lanyards, clips to be provided as needed. Consider varying the color of these ID badges (to be consistent district-wide) to help students identify personnel. 	<p>\$150,000 (K12 inclusive)</p> <p><i>Important Note: Cost is approx. 50% LESS than it would be if we did not have certain infrastructure already in place at ABRHS</i></p>	<p>JD Head</p> <p>JD Head School Principals/Safety Committees School Principals/Safety Committees</p>
End of day student release/pick up procedures vary by elementary school.	Practices to be reviewed by Safety Committees to ensure that no child is ever dismissed to anyone other than designated adult.	\$0	Principals/ Safety Committees

Current Practices	Recommended Practices	Anticipated Additional Costs	Responsible Party
<i>Training & Resources for Staff</i>			
Staff participate in annual training/drills.	As noted above, recommend that additional staff-only training be added.	\$0	School Principal/Safety Committee
Safety Committee at ABRHS meets quarterly to review policies/procedures, discuss concerns, and disseminate updates to entire school.	As noted above, each building will establish a Safety Committee to provide steady, consistent attention to safety issues.	\$0	School Principal
<i>Physical/Capital Improvements</i>			
Ability to easily lock interior/classroom doors varies by building.	Review all interior doors to determine what is needed to ensure that they can be swiftly locked in the event of a threat.	\$TBD	School Principal/JD Head
Unique architecture of Gates and Conant Schools presents certain vulnerabilities	Evaluate alternatives for addressing sliding glass window-doors.	\$TBD	JD Head
Elementary lobbies not ideal for ease of visitor management.	No capital improvements recommended at this time. Expectation is that changes in training/surveillance will dramatically improve visitor management.	N/A	N/A
<i>Communications Within School Buildings</i>			
Schools have building-specific PA systems with varying capabilities.	Review communications needs to ensure that PA systems provide all necessary forms of communication.	?TBD	School Principals Safety Committees JD Head
The vast majority of high school and junior high students, and a growing number of elementary students, carry cell phones to school.	Anticipate the effects of widespread cell phone use during emergency situations and how communications could be affected.	\$0	School Principals

Current Practices	Recommended Practices	Anticipated Additional Costs	Responsible Party
<i>Outreach Strategies to Parents & Broader Community</i>			
Connect-Ed used for broad messaging to parents/staff.	Explore feasibility of adding local "amber alert" through connected text?	\$TBD	Amy Bisiewicz
Parents update contact info annually in Powerschool; database includes home, work and cell numbers/email addresses	Continue to require Powerschool update as part of back to school process; remind parents of how valuable Powerschool information is and the importance of updating the system any time changes occur	N/A	School Principals
Each building has a staff member identified as the media spokesperson should such action be necessary; statements are written in advance and approved by the Superintendent, and updated as events unfold.	Review existing, or create if needed, protocol for communication with parents during or after a crisis. Consider creating a communications command center.	\$0	Superintendent/ School Principals
<i>Additional Items:</i>			
Before & After School Childcare programs run at all Elementary Schools.	A-B Community Ed/Douglas/Merriam to continue surveillance program during afternoon hours when schools are closed.	\$TBD	Community Ed. Douglas School Merriam School

Summary:

The schools have integrated a core set of values in the curriculum and daily practice. These create an atmosphere where children and personnel feel safe.

However, through national tragedies we are reminded that schools need to be vigilant and attentive in their approach to school safety.

Consequently, a Task Force was initiated to examine current practices for safety and security and to suggest recommendations.

The Task Force has essentially completed the scope of its investigation. Detailed costs and further exploration of other considerations are on-going projects for the school administration, in line with the long range strategic planning in which decisions will be based upon knowledge, research, solid information and data. Feedback and advice from any interested parties is not only welcomed but encouraged.

We respectfully request that wherever possible, recommended actions be adopted and put into place by September 1, 2013. Work required of building staffs returning to school in August 2013 will obviously begin once school is in session and continue thereafter. The Superintendent of Schools and Director of Pupil Services extend their heartfelt gratitude to the Task Force members who devoted many hours of their time to this effort. We do believe the work of the Task Force will result in safer school environments.

Task Force Committee Members:

Stephen Mills	Superintendent
Liza Huber	Director of Pupil Services
JD Head	Director of Facilities & Transportation
Andrew Shen	RJG Principal
Damian Sugrue	Conant Principal
Susan Atwater-Rhodes	ABRHS Assistant Principal
Matt McDowell	APS Assistant Principal
Erin Bettez	Community Ed Director
Keith Campbell	ABRSD School Resource Officer
Deanne O'Sullivan	School Committee
Cassie Stewart	Parent/PTSO
Claudine Sahagian	Parent
Jeff Poulton	Parent
Christine Phillips	Parent/PTSO
Louisa Latham	RJG Librarian

Elementary School Parent/Guardian Survey
Locking Doors Survey Results – March 2013

7.2.2

MERRIAM:

Yes 63.7% 128

No 36.3% 73

MCT:

Yes 49.5% 102

No 50.5% 104

GATES:

Yes 66.7% 152

No 33.3% 76

DOUGLAS:

Yes 65.7% 134

No 34.3% 70

CONANT:

Yes 78.4% 189

No 21.6% 52

1091 responses received in total

705 said YES, lock the front door

373 said NO, do not lock the front door

13 did not answer the question

692 people wrote responses

STAFF SURVEY - March 2013

School Name	Negative effect of Lock?	Yes	No
Conant		4	8
Gates			
Douglas		7	5
Merriam		5	3
McT		3	8
RJ Grey		13	31
ABRHS		7	7

School Name	In Favor of Lock?	Yes	No
Conant		10	2
Gates			
Douglas		4	8
Merriam		2	7
McT		6	4
RJ Grey		21	20
ABRHS		5	7

School Name	Procedure and Protocol	Yes	No
Conant		6	4
Gates			
Douglas		4	8
Merriam		3	4
McT		7	4
RJ Grey		24	19
ABRHS		9	6

School Name	Uniform on Resource Officers?	Yes	No
Conant		7	3
Gates			
Douglas		8	3
Merriam		3	5
McT		5	4
RJ Grey		19	25
ABRHS		5	7

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

SUPERINTENDENT EVALUATION PROCESS - April 5, 2013

The Administrative Contract of Employment between the Superintendent of Schools and the School Committees states that the Superintendent will be evaluated on an annual basis. A written summary evaluation report will be distributed to all 2012-13 Committee members and the Superintendent. The Committees and Superintendent will meet within 30 days after the completion of the written report to discuss the evaluation.

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

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

To meet the School Committees' contractual obligation to evaluate the Superintendent annually, an evaluation timetable will be promulgated jointly by the then current chairs of the Acton Public and Acton-Boxborough Regional Committee and distributed at the February/March meeting of the Regional Committee. Attachment 1 is the draft schedule for 2013.

The evaluation process will be managed by the chairs then current as of the February meeting of the Regional Committee. Participants will include Committee members as of that meeting.

At June Joint School Committee meeting:

School Committees vote summary evaluation and annual salary, effective July 1.

At July Joint School Committee workshop:

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

At October School Committee meetings:

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

At February School Committee meetings:

Superintendent presents an interim report on the status of the current year's goals

**Attachment 1- Draft Schedule -
Superintendent's Evaluation Timetable for 2013**

1. February 2013 School Committee meetings
 - Superintendent presents an interim report on the status of the current year's goals.
2. April 10, 2013 Joint School Committee meeting
 - The following evaluation documents are distributed to Committee members:
 - a. Superintendent Evaluation Process document (including evaluation timetable)
 - b. Form to be used for the annual evaluation of the Superintendent of Schools
 - c. Superintendent's job description
 - d. Status report on the current year's goals and objectives
 - e. Copy of previous year's evaluation (if applicable)
 - The chairs issue a general public request for input on Superintendent's performance
3. May 2, 2013 Regional School Committee meeting
 - The Superintendent reports on the status of the current year's goals.
 - The following evaluation document is distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - The chairs issue another general public request for input on Superintendent's performance
4. May 10, 2013
 - Completed evaluations are returned to outgoing Committee chairpersons and the School Committee secretary. Outgoing chairs will then draft a summary evaluation report.
 - Public input received.
5. May 17, 2013
 - Draft summary evaluation is returned to School Committee members for their comments and suggestions. Comments due back to outgoing chairs and secretary no later than Sunday, May 26th.
6. May 30, 2013
 - Evaluation summary is finalized by the outgoing Committee chairpersons based upon comments received. Evaluation circulated in packet for June 6th meeting.
7. June 6, 2013 Regional/Local/Joint School Committee meeting
 - Superintendent's summary evaluation is presented and voted.
 - Superintendent's salary is voted.

4/4/13

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

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Stephen Mills

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

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

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

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

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

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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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:

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	Pilot new Massachusetts evaluation system with >50% of AB/APS teachers. Prepare for full implementation September 2013. Survey all staff for feedback about School Based and Central Office leadership to help administrators grow and to inform evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Refine learning goals and continue identification of common assessments to gauge student learning. Closely examine elementary school's academic performance with multiple measures of student learning. All five school principals will present varied assessment methods to the community at School Committee Meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Continue to enhance special education programs and service delivery through program review and analysis that will inform both short and long term strategic improvement planning and achieve efficiency and transparency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Support the regionalization planning process to provide efficiencies and flexibility in educational programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

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

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

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

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

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



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

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

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

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

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

Exemplary

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

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

Superintendent's Performance Rating for Standard IV: Professional Culture



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

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

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

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

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

Appendix A. Superintendent Rubric



Standards and Indicators of Effective Teaching Practice: Rubric

Standard I: 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.*

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessments that are common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i> .	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

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*

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator 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.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

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.*

Indicator 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.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

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.*

Indicator 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.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

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Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.			
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.
			Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator 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 the administrator's own practice.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E. Shared Vision: 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.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

Standards and Indicators of Effective Teaching Practice: Rubric

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "is able to model."

Staff Survey Results February 2013															
Superintendent															
Question		Stongly Agree		Agree		Do not agree or disagree		Disagree		Strongly Disagree		N/A		Rating Average	Response Count
		Totals	%	Totals	%	Totals	%	Totals	%	Totals	%	Totals	%		
Is an effective instructional leader		46	16.85%	96	35.16%	66	24.18%	22	8.06%	8	2.93%	35	12.82%	3.76	273
Is effective in his role in the districts		60	22.39%	115	42.91%	53	19.78%	19	7.09%	9	3.36%	12	4.48%	3.91	268
District goals are well developed and focus on improving teaching and learning		69	25.56%	136	50.37%	37	13.70%	11	4.07%	6	2.22%	11	4.07%	4.05	270
Is visible throughout the school district		47	17.15%	114	41.61%	43	15.69%	44	16.06%	16	5.84%	10	3.65%	3.71	274
Represents the districts well in the community		69	25.37%	106	38.97%	51	18.75%	13	4.78%	9	3.31%	24	8.82%	4.01	272
Represents the districts well to the School Committee		70	25.74%	102	37.50%	50	18.38%	14	5.15%	4	1.47%	32	11.76%	4.06	272
Develops strong and effective relationships with staff		40	14.76%	77	28.41%	69	25.46%	45	16.61%	26	9.59%	14	5.17%	3.46	271
Is a clear and effective presenter		57	20.88%	100	36.63%	53	19.41%	40	14.65%	19	6.96%	4	1.47%	3.58	273
Gets back to staff and parents in a timely manner		41	15.13%	71	26.20%	73	26.94%	5	1.85%	5	1.85%	76	28.04%	3.82	271
Inspires confidence as a leader		63	23.08%	91	33.33%	60	21.98%	34	12.45%	19	6.96%	6	2.20%	3.72	273
Actively pursues ways to improve the district		84	30.77%	119	43.59%	39	14.29%	12	4.40%	11	4.03%	8	2.93%	4.10	273
Maintains students as the center of work and goals		80	29.41%	116	42.65%	43	15.81%	11	4.04%	10	3.68%	12	4.41%	4.10	272
Fosters trust and mutual respect		58	21.25%	88	32.23%	49	17.95%	44	16.12%	25	9.16%	9	3.30%	3.61	273
Inspires others to learn and grow and to improve their practice as educators		66	24.26%	102	37.50%	57	20.96%	25	9.19%	12	4.41%	10	3.68%	3.83	272

Is approachable	68	24.82%	101	36.86%	53	19.34%	28	10.22%	12	4.38%	12	4.38%	3.88	274
Is organized	55	20.37%	88	32.59%	70	25.93%	0	0.00%	2	0.74%	55	20.37%	4.06	270
Has a strong work ethic	92	33.82%	114	41.91%	36	13.24%	2	0.74%	6	2.21%	22	8.09%	4.20	272
Successfully engages all stakeholders in a shared educational vision	52	19.33%	98	36.43%	65	24.16%	22	8.18%	9	3.35%	23	8.55%	3.80	269
Reviews all options and effectively solves problems	46	17.10%	81	30.11%	75	27.88%	24	8.92%	7	2.60%	36	13.38%	3.75	269
Is willing to engage in difficult conversations	72	26.77%	107	39.78%	43	15.99%	17	6.32%	5	1.86%	25	9.29%	4.09	269
Makes difficult decisions	90	33.33%	120	44.44%	39	14.44%	6	2.22%	2	0.74%	13	4.81%	4.27	270
works well with union leadership and helps resolve concerns	58	21.40%	94	34.69%	60	22.14%	7	2.58%	3	1.11%	49	18.08%	4.01	271
Surrounds himself with a strong leadership team	115	42.28%	113	41.54%	29	10.66%	6	2.21%	1	0.37%	8	2.94%	4.35	272
Plans and leads well-run and engaging meetings	47	17.54%	79	29.48%	68	25.37%	19	7.09%	7	2.61%	48	17.91%	3.71	268
Has strong written and verbal communications skills	57	21.03%	100	36.90%	54	19.93%	39	14.39%	14	5.17%	7	2.58%	3.65	271
Develops a budget that uses available resources to support instruction	69	25.37%	115	42.28%	43	15.81%	17	6.25%	7	2.57%	21	7.72%	4.02	272
Is a role model for others throughout the district	59	21.77%	89	32.84%	68	25.09%	34	12.55%	13	4.80%	8	2.95%	3.70	271

Overall Average

3.90

Staff Survey Results February 2013

School	Total Responses	Supt. Responses	Certified Staff
ABRHS	101	84	80
R. J. Grey	65	56	48
All Elementary	200	145	140
Totals	366	285	268
Individual Elementar Schools:			
Conant	35	28	26
Douglas	25	16	20
Gates	45	30	28
McCarthy-Towne	48	35	40
Merriam	38	28	30
Other	9	9	3

Certified Staff Response Rate	Total Certified Staff	Total Certified Staff Responses	Response Rate
	401	268	66.83%

Acton Public Schools
Acton Boxborough Regional School District
Job Description

Job Title:

Superintendent of Schools

Qualifications:

Reviewed and adjusted by the School Committees as needed.

Responsible to:

School Committees

Representation Status: (check one)

☐ AEA ☐ OSA ☐ AFSCME ☒ Administrator ☐ Support Staff
☐ Transportation ☐ Unrepresented ☐ Salaried Employee

Work Status:

☒ Full Time (12 months) ☐ Full Time/School Year (180 days)
☐ Full Time/School Year + 5 weeks ☐ Part Time ☐ Other

Primary Functions:

Over sight and administration of all school district operations.

Major Responsibilities:

- 1.0 Establishment of mission, vision, goals and objectives for the school system.
- 2.0 Overall operation of the school systems including personnel, organization, budget, curriculum, instructional and support programs and buildings and grounds.
- 3.0 Identification and recommendation of school systems' policies.
- 4.0 Supervision and evaluation of personnel
- 5.0 School/Community relations
- 6.0 Special Projects
- 7.0 Other

Details:

- 1.0 Establishment of mission, vision, goals and objectives for the school system.
 - Develops in cooperation with the School Committees and schools' staff the mission, vision, short and long term goals and objectives of the school systems.
- 2.0 Overall operation of the school systems including personnel, organization, budget, curriculum, instructional and support programs and buildings and grounds.
 - Manages all departments of the school systems consistent with the School Committees' policies and state and federal law.
 - Takes such action as is necessary to carry out the daily operation of the schools which in the judgment of the Superintendent is in the best interest of the school systems.
 - Participates in personnel negotiations or delegates same, while maintaining strong oversight capacity as the representative of the School Committees.
 - Participates in personnel grievance and arbitration procedures as needed.

**Acton Public Schools
Acton Boxborough Regional School District
Job Description**

- Directs studies of site and building needs and makes recommendations to the School Committees for meeting these needs.
- Directs the preparation of an annual budget showing the estimated needs for the ensuing fiscal year and then recommends appropriations for approval by the School Committees.
- Develops a five-year budget projection of needs which accounts for changes in student population.
- Selects certain teachers for special assignments in connection with the production of curriculum materials, professional development, studies of school systems needs or any other work of a special nature which contributes to the improvement of the school systems.
- Hires personnel consistent with program and budget guidelines.
- Prepares, in cooperation with the School Committees chairpersons, the agendas for the School Committee meetings.

3.0 Identification and recommendation of school systems' policies.

- With the School Committees, initiates and guides the development of policies for approval by the School Committees.
- Develops and implements through associates and staff administrative procedures necessary to accomplish the School Committees' policies.
- Promptly completes and files all reports as required by laws with the appropriate state agencies with the assistance of the staff.
- Develops and coordinates a process of continuous review of existing policies/procedures and makes appropriate recommendations.

4.0 Supervision and evaluation of personnel

- Supervises and evaluates the personnel reporting directly to her/him.
- Oversees the implementation of the staff evaluation process for the district.
- Oversees the evaluation of school programs.

5.0 School/Community relations

- Plans and implements a school-community relations program.
- Meets regularly with parent groups.
- Supplies information to the media.
- Produces newsletters, uses Internet and other communications vehicles as needed.
- Directs the preparation of an annual report to be completed for the annual Town Meetings.
- Participates in the activities of collaborative (CASE, EDCO, etc.) which enhance school program.

6.0 Special Projects

- Oversees the progress of the school building and other projects.
- Reports regularly on the status of these projects to the School Committee.

7.0 Other

- Completes any other appropriate responsibilities assigned by the School Committees.

To: Stephen Mills
 From: Larry Dorey
 Re: Discipline Report for March, 2013
 Date: March 29, 2013

There were 24 discipline referrals to the administration during the month of March, 2013. This total is down from 35 last year. 6 students were suspended this month, while 7 students were suspended during March, 2012.

Suspensions for the Month of March, 2013

Referral	2009	2010	2011	2012	2013
Abusive Language				1	
Abusive/Obscene Language	1		2	1	
Alcohol Use		1	5		
Drug Use					1
Disrespectful		2			
Disruptive Behavior				1	
Fighting	2	1	2	2	1
Leaving School Grounds					
Marijuana Use			4	1	
Physical Aggression		1		1	
Possession of a Weapon	1	1			
Stealing					2
Truancy Issues					2
Weapons			2		
Total	4	6	15	7	6

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

c: Alixe Callen

Other Infractions for the Month of March, 2013

Infraction	2009	2010	2011	2012	2013
Abusive/Obscene Language	2		2	1	
Academic Intg.	6	5	1	3	
Alcohol use		1	5		
Bus Discipline Issue				1	
C.H. Alcohol	5				
CH Drugs	1			4	
CH Smoking					1
Computer use Violation			3		1
Disrespectful	2			1	3
Disruptive/Uncoop Behav.	5	10	1	2	
Drug Related		1			
Drug Use					1
Fighting	2		2	2	1
Forgery/Cheating				1	1
Harassment	4	6			
Leaving School Grounds	4	7	12	4	
Marijuana Use			4	1	
Non Compliance w/school rules	2		1		
Other	3	3	1	1	3
Out of school issue	8		2	1	1
Physical Aggression		5		1	
Parking Violations		2	2		1
Possession of a weapon		1			
Smoking on School Grounds	2				
Stealing					2
Tardy			1	1	4
Teasing			1		
Truancy	2		12	11	5
Weapons	1	1	2		
Total	48	42	52	35	24

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

9.1.2

To: Stephen Mills
From: Alixe Callen
cc: Melissa Dempsey
Date: April 2, 2013

Please accept a donation of \$50.00 from Nagarajan Swaminathan and Kalyanaraman Vidhya which will support our Community Service Program.

The funds will be deposited into Fund 3328, SHS Community Service Gifts.

Thank you.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

To: Stephen Mills
From: Alixe Callen
cc: Andrew Crick
Date: April 2, 2013

Please accept a donation of \$50.00 from James Gado and Janet Adachi which will support our Academic Decathlon Team.

The funds will be deposited into Student Activities, Academic Decathlon account.

Thank you.

ACTON-BOXBOROUGH REGIONAL HIGH SCHOOL
36 Charter Rd.
Acton, MA 01720

To: Stephen Mills
From: Alixe Callen
cc: Andrew Crick
Date: April 2, 2013

Please accept a donation of \$100.00 from John Fallon which will support our Academic Decathlon Team.

The funds will be deposited into Student Activities, Academic Decathlon account.

Thank you.

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional School District
(978) 264-4700 x 3211
<http://ab.mec.edu>

TO: Acton-Boxborough Regional School Committee
FROM: Steve Mills
DATE: 4/5/13
RE: Gift to the Acton-Boxborough Regional School District

Please accept a gift of \$215.29 from a parent who wishes to remain anonymous. There are no special requests for this funding.

Thank you.

ELL STUDENT POPULATION
Acton-Boxborough Regional School District
April 1, 2013

Category	Total as of 3/1/2013	Additions	Subtractions	Current Total as of 4/1/2013
RJG JHS	9	0	0	9
ABRHS	9	0	0	9
ABRSD TOTALS	18	0	0	18

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

Acton Public Schools

April 1, 2013

	February 1, 2013	Additions February 2013	Final Total As of February 28, 2013	March 1, 2012	Additions March 2013	Final Total As of March 1, 2013	April 1, 2012	Additions/ Subtractions April 2013	Final Total As of April 1, 2013	End of Year Projection**
<i>SPED</i> 3-Year Olds (In-District)	20	+1	21	21	+2	23	23	+1/-1	23	28
<i>SPED</i> 4-Year Old (In-District)	16	0	16	16	0	16	16	0	16	18
<i>SPED</i> 3-Year Old <i>Tuition in From</i> <i>Boxborough</i>	1	0	1	1	0	1	1	0	1	1
<i>SPED</i> 4-Year Old <i>Tuition in From</i> <i>Boxborough</i>	1	0	1	1	0	1	1	0	1	1
SPED Student In Class TOTAL	38	+1	39	39	+2	41	41	+1/-1	41	48
Itinerant	9	0	9	9	+3	12	12	+1	13	10
OOD Preschool	3	0	3	3	0	3	3	0	3	3
SPED TOTAL	50	+1	51	51	+5	56	56	+2/-1	57	61
<i>*TYPICAL</i> 3-year old (In-District)	21	0	21	21	0	21	21	-1	20	24
<i>*TYPICAL</i> 4-Year Olds (In-District)	27	0	27	27	0	27	27	-1	26	27
TOTAL	98	+1	99	99	+5	104	104	-1	103	112

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

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

4/3/13

9.3.2

An Evening with Dr. Yong Zhao

The Acton Public Schools and the Acton-Boxborough Regional School District, along with the Acton Chinese Language School, welcomes Dr. Yong Zhao on July 23rd at 7:00 pm to the High School auditorium. Please join our school administration and staff as we hear Dr. Zhao's presentation on the complexities of today's American education system and where it stands within global education. An internationally known scholar, author, and speaker, Dr. Zhao has established himself as one of the most compelling voices in education today with an emphasis on developing students to be creative, resourceful thinkers with an entrepreneurial spirit. He argues that our country's current focus on standardized learning and testing is counterproductive to developing the skills, strategies, levels of engagement, and attitudes students will need for our ever-changing world. Currently a Presidential Chair and Associate Dean for Global Education at the College of Education at the University of Oregon, Dr. Zhao is also a full professor in the Department of Educational Measurement, Policy, and Leadership and a fellow of the International Academy of Education. Author of *"World Class Learners: Educating Creative and Entrepreneurial Students"* and *"Catching Up or Leading the Way: American Education in the Age of Globalization,"* Dr. Zhao's books are available online at the Amazon bookstore. These two books will also be made available at the Acton Memorial Library for the public to borrow.

Please join us as Dr. Zhao shares his research and perspectives on developing the skills and strategies necessary for students to be successful in meeting the demands of a global society. If you plan on joining us, please let us know so that we can better accommodate the general public. Admission is free and seating is first come, first serve. However, overflow spaces will be made available based on these attendance predictions. Visit the district website at <http://ab.mec.edu> and click on the "General Admission" link under "News and Events."



Donald Aicardi <daicardi@abeboroughs.org>

Excess and Deficiency Notification for Acton Boxborough

1 message

recapdata@dor.state.ma.us <recapdata@dor.state.ma.us>

Mon, Mar 18, 2013 at 8:50 AM

To: daicardi@mail.ab.mec.edu, bos@acton-ma.gov, smills@mail.ab.mec.edu, rbergeron@boxboroughschool.org, cbates@boxboroughschool.org, selectmen@town.boxborough.ma.us, dkelly@mail.ab.mec.edu, tsummers@mail.ab.mec.edu, recapdata@dor.state.ma.us

Massachusetts Department of Revenue Division of Local Services

Amy Pitter, Commissioner

Robert G. Nunes, Deputy Commissioner & Director of Municipal Affairs

Monday, March 18, 2013

Acton Boxborough

Re: **EXCESS AND DEFICIENCY - Acton Boxborough**

Based upon the unaudited balance sheet submitted, I hereby certify that the amount of excess and deficiency or "E & D" as of July 1, 2012 for Acton Boxborough is:

General Fund	\$ 1,892,727
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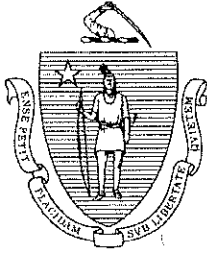
This certification is in accordance with the provisions of G. L. Chapter 71, §16B½, as amended. The unencumbered funds certified above in excess of five percent of the operating budget and budgeted capital costs for the succeeding fiscal year, must be applied to reduce the current fiscal year's assessment. For your district, this excess amount equals \$ 0.

This certification letter will also be e-mailed to the school superintendent, the board of selectmen in each member town and the city council in each member city immediately upon approval, provided an e-mail address is reported in DLS' Local Officials Directory. Please forward to other officials that you deem appropriate.

Sincerely,
Gerard D. Perry
Director of Accounts

cc: daicardi@mail.ab.mec.edu; bos@acton-ma.gov; smills@mail.ab.mec.edu; rbergeron@boxboroughschool.org; cbates@boxboroughschool.org; selectmen@town.boxborough.ma.us; dkelly@mail.ab.mec.edu; tsummers@mail.ab.mec.edu; recapdata@dor.state.ma.us

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The Commonwealth of Massachusetts
MASSACHUSETTS SENATE

SENATOR JAMES B. ELDRIDGE
Middlesex and Worcester District

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Chairman
COMMITTEE ON HOUSING
Vice Chairman
COMMITTEE ON ENVIRONMENT,
NATURAL RESOURCES AND CLIMATE CHANGE
Vice Chairman
SENATE COMMITTEE ON GLOBAL WARMING
AND CLIMATE CHANGE

DISTRICT OFFICE
225 MAIN STREET, ROOM 106
MARLBOROUGH, MA 01752
TEL. (508) 786-3040

March 18, 2013

Kim McOsker
Chairperson, Acton Public School Committee
Xuan Kong
Chairperson, Acton-Boxborough Regional School Committee
16 Charter Road
Acton, MA 01720

Dear Chairperson McOsker and Chairperson Kong,

Thank you for your email about the important issue of gun control, and your thoughtful ideas for measures to improve the safety of Massachusetts students.

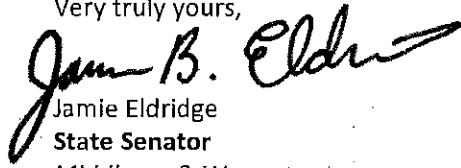
Never is the need to reevaluate our gun laws more apparent or urgent than in the wake of events like the school shooting at Sandy Hook Elementary School in Connecticut. Every day in the U.S., 150 people are shot and 83 people are killed from gun violence. Many are related to domestic violence, accidental shootings, and gang violence. Low standards for legally owning a gun and loopholes in preventing illegal access to guns are key contributors to the more than 31,000 annual gun-related deaths in the United States.

I agree that in addition to stronger gun control laws, we must recognize the importance of access to mental health services, so that those individuals with mental illnesses who may have violent tendencies have access to proper treatment. We also need to examine our society's current culture of violence, which often leads to a greater likelihood that young men will commit an act of violence. These factors must be a part of the discussion in order for our state and nation to adequately address the issue of gun violence.

On January 3rd I attended a gun safety meeting at the State House with other state legislators, aides, and advocates to discuss meaningful steps to reducing gun violence in our communities. I was pleased to see over two-hundred people in attendance. I plan on co-sponsoring legislation this session calling for substantive changes to prevent tragedies like the one in Newtown, Connecticut. I am currently reviewing the various proposals.

Thank you again for contacting my office about this important issue. Please do not hesitate to contact me with any questions or concerns you may have in the future, about this or any other issue affecting the district or the Commonwealth, at James.Eldridge@masenate.gov or 617.722.1120.

Very truly yours,


Jamie Eldridge
State Senator
Middlesex & Worcester

March 14, 2013

9.10.

Dear Acton-Boxborough Families,

As you all know, dealing with the ever-burgeoning world of teenagers and technology is a thorny issue at best, and as a community we are not immune to issues and challenges that are common amongst adolescents. In the interest of working together, we wanted to reach out to parents and guardians about a particular problem we have recently seen both in our school community and beyond.

In the past few years, and continuing this year, we have seen more and more examples of students using phones and other digital devices in harmful ways, ranging from ill-advised text messages, to questionable posts on social networking sites, to the sharing of inappropriate photos and images. This is obviously troubling, and our greatest concern is about the well-being of the students involved. We also want to help all students realize the potential ramifications that could come from engaging in these behaviors which, beyond the obvious personal risks and costs, could sometimes carry larger legal consequences.

It is obviously difficult for the schools to police matters that happen outside of our walls. Accordingly, we are hoping that we can work together to help everyone be more mindful of the responsibilities that come with possessing and using modern technology that is available to many, if not most, of our students. To be sure, impulsive behavior is not a new phenomenon amongst teenagers, but they (and we) now live in a world where technology can amplify one's actions and missteps, and where those missteps could potentially exist in perpetuity. That's a tough concept for adolescents to always fully comprehend and appreciate, but something that the adults in their lives need to emphasize given the capabilities of the technology that most have in their pockets. Smart phone technology allows information to be shared, and indeed go viral, almost instantaneously. We want to help kids understand that technology makes actions that you might later regret almost impossible to erase.

At the junior high, we will continue to identify opportunities to help students think about responsible use of technology. As many of you may recall, we recently included a series of activities and presentations to students about cyberbullying and other technology-based activities, which have emphasized the importance of being aware and vigilant about one's digital presence. As the landscape changes, and new technologies emerge (almost daily), we will work on thoughtful ways to engage students in self-reflection about this topic, and support families in their understanding of the challenges that exist. To that end, we are also beginning to work on identifying some options for providing an evening forum about this subject specifically for parents and guardians, and led by individuals whose expertise may be of use to our parent community.

We need you to help us with these messages and take the time to speak with your kids about this issue. In some cases, you might need to think about having an initial conversation, and then perhaps a follow up that looks more closely at how your kids utilizes the technology available to him/her. We've found that it's useful for parents to first establish for themselves the degree to which they want to make certain technologies available to their kids, and then to let their kids know, in very clear terms, what their expectations are in terms of how those tools can and should be used. Research shows that ongoing conversation between parents and kids about tough topics like this one is the most effective deterrent.

Thank you for your continued support and cooperation.

Sincerely,

Alix Callen, Principal of Acton-Boxborough Regional High School
Andrew Shen, Principal of RJ Grey Junior High School

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