



Acton-Boxborough Regional
School Committee

Annual Workshop Meeting

July 22, 2015

5:30 p.m. Dinner, 6:00 p.m. Meeting,
Followed by Executive Session

at the R.J. Grey Junior High Library

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC) WORKSHOP

Library
R.J. Grey Junior High School

July 22, 2015
5:30 p.m. Dinner
6:00 p.m. School Committee Workshop
Followed by Executive Session

AGENDA

1. **Call to Order (6:00)**
2. **Chairman's Introduction** – *Kristina Rychlik*
3. **Statement of Warrants**
4. **Review of Last Year's Workshop**
 - 4.1. FYI: Minutes of School Committee Workshop on 7/24/14
5. **MA Association of School Committees (MASC)'s District Governance Program Kickoff (6:10 – 8:10)**
 - 5.1. Workshop #1 Building the Foundation – Dorothy Presser, MASC
 - 5.1.1. See <http://www.masc.org/field-services-3/district-governance-project>
 - 5.1.2. *Effective Governance Rubric*, Dorothy Presser
 - 5.1.3. *Doing the Right Thing*, Dorothy Presser
 - 5.1.4. ABRSC Policies: School Committee-Superintendent Relationship (BDD), School Committee-Staff Communications (BHC), School Committee Member Authority (BBAA)
 - 5.1.5. *The Essential School Board Book*, Nancy Walser
6. **Discussion of Potential School Committee Areas of Focus for 2015-2016 (8:10 – 8:55)**
7. **2015-2016 Subcommittee Structure and Assignments** – *Kristina Rychlik (vote at next meeting) (8:55 – 9:25)*
 - 7.1. 2014-2015 Subcommittees and Members
 - 7.2. Draft ideas for 2015-2016, *Kristina Rychlik*
8. **ABRSC Executive Session** – *For strategy with respect to litigation*
9. **Adjourn**

Next Meetings:

ABRSC, Monday, August 10, 7:00 p.m. in the Junior High Library

ABRSC, Thursday, September 3, 7:00 p.m. in the Junior High Library

(Last Year)

ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE (ABRSC)
WORKSHOP MINUTES (approved 9/4/14)

Library
R.J. Grey Junior High School

July 24, 2014
6:00 p.m.

6:30 p.m. School Committee Workshop

Members Present: Brigid Bieber, Mary Brolin, Dennis Bruce, Michael Coppolino, Amy Krishnamurthy, Maya Minkin, Paul Murphy, Kathleen Neville, Maria Neyland, Deanne O'Sullivan (6:35 p.m.), Kristina Rychlik

Members Absent: none

Others: Glenn Brand, Beth Petr

Chairperson Kristina Rychlik called the Acton-Boxborough Regional School Committee to order at 6:30 p.m.

She thanked the Acton Water District, Green Acton and the Acton Town Clerk's office for the water bottles for each committee member. Plastic water bottles will no longer be provided at meetings in an effort to be more "green". For more info, see www.ActonWater.com

1. Chairman's Introduction

School Committee members shared their answers to "Why did you join the School Committee? What do you consider your role to be? What is one thing we do not know about you?" Everyone enjoyed getting to know each other a little better as they began the school year as the "new" Acton-Boxborough Regional School Committee for grades PreK-12.

2. Statement of Warrant and Minutes from Last Year's Workshop

The following warrants were signed by the School Committee:

- APS warrant #201427B dated 6/30/14 in the amount of \$291,843.44 and #201502 dated 7/22/14 in the amount of \$982.00.
- ABRSC warrant #14-025 dated 6/12/14 in the amount of \$1,867,536.58, #14-026 dated 6/26/14 in the amount of \$1,960,132.07, #14-026A dated 6/19/14 in the amount of \$2,470,768.00, #14-027 dated 6/30/14 in the amount of \$450,087.07, #14-027A dated 6/26/14 in the amount of \$46,143.40. and #14-028 dated 6/30/14 in the amount of \$54,673.85 for FY14.
- ABRSC warrant #15-001 dated 7/10/14 in the amount of \$611,136.33, #15-001A dated 7/1/14 in the amount of 2,343,405.50 and #15-002 dated 7/24/14 in the amount of \$1,824,967.32 for FY15.

3. Recommendation to approve changes to Acton-Boxborough Regional High School Handbook for FY15 – VOTE

(Handbook is found at <http://ab.mec.edu/abrhs/pdf/files/handbook.pdf>)

Dean Maurin O'Grady returned to the School Committee for a second reading of the handbook changes. A member commented on the two year requirement for math, when the vast majority of students take more math classes. This has been brought up at School Committee before and the reason for having only two years is that these are minimum requirements and for some students with a disability or temporary illness (such as a concussion) this requirement means they are able to graduate without "lowering the bar". Mike Coppolino stated that he is not in favor of in-school suspensions, or deducting points for excessive tardiness, even if they are unexcused.

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

VOTED: to approve the changes as proposed to the ABRHS Handbook for FY15

4. Superintendent's Entry Plan

Mr. Brand reviewed his Entry Plan as posted in the packet. He will present back to School Committee in midwinter. He looks forward to his "Listen and Learn" meetings with many members of the Acton and Boxborough communities. Students are an important part of the mix for him, particularly at the Junior High and High School age. He plans to get into the classrooms often and be visible. Mr. Brand asked if there are any other groups that he should meet with or other feedback that would be valuable. The survey mentioned in his Plan is currently on hold. It may be paired with another effort so people are not bombarded with multiple survey requests.

5. Update on Superintendent's Induction Program on 7/15/14

Mr. Brand outlined the New Superintendent Induction Program (NSIP), that he is participating in. This three year program is sponsored by Mass Association of School Superintendents (MASS) and the DESE.

SCHOOL COMMITTEE ANNUAL WORKSHOP

6. School Committee Policy, Operations, and Organizations

6.1. School Committee self-evaluation discussion – *Kristina Rychlik*

Committee members were sent self-evaluations to consider before coming to the meeting. Topics included: Governance, Operations, Member Relations, Committee/Superintendent Relations, Strategic Planning and Fiscal Management, Community Relations and Conduct of Meetings.

Several members felt community relations was a weak area for the School Committee. It was suggested that a Public Relations Plan (PR Plan) be developed. The Committee wondered if they had a mission statement. One member stated that more facetime from Committee members is needed in the schools. It was suggested that policies could be highlighted in a PR plan to help educate families. Mr. Brand stated that it is his job to be sure his staff knows the policies. Monthly School Committee updates used to be sent to the school newsletters, but it takes someone willing to write them and ensure accuracy.

Self-evaluation sheets were collected for the file if members brought them to the meeting.

6.2. Meeting Management

6.2.1. Public participation

Possible new policy: Public Participation at School Committee Meetings

The Committee discussed Kristina Rychlik's proposed draft policy prior to sending it to the policy subcommittee. Several members felt three to five minutes per person was more appropriate than two. Mike Coppolino stated that it is School Committee's job to be available to the public. Paul Murphy agreed except in situations where there are many people in the audience. Kristina suggested adding "If you have something new to add" to the time limit. It was agreed that a policy should be kept simple and that the Chair should be given a heads up prior to the meeting.

Bill Guthlein spoke from the audience and urged that discretion be given to the Chairperson on how to manage the meeting. Kristina pointed out that the guidelines are for the public commenting on items that are on, and not on, the agenda. Some districts call it public comment, and there is no interaction after the comment (Brookline). AB has not operated that way. Dennis Bruce advocated for speakers being allowed to

question the Committee on a topic at the discretion of the Chair. Mary Brolin did not like the two minute limit and does like the back and forth with a speaker. She questioned if the time should be different for agenda and non-agenda items.

6.2.2. Working together/communications

Mr. Brand read the statement found in the packet. Kristina asked members who miss a meeting to please watch it on tv, then give her a call to catch up if needed.

It was agreed that there should be no surprises from either direction.

6.2.3. Which items are given First and Second Readings before voting?

Policy changes and the School Calendar receive two readings for public input. The Committee also would like two readings on the High School handbook. Often items that require a vote get two readings.

6.2.4. Public email response protocol

When an email is sent to ABRSC@abschools.org, either the Chair, Glenn Brand or Beth Petr will respond. The Committee will be cc'd on a response, unless it is just a "thank you". Maria Neyland pointed out that care is needed for some emails that are sent due to confidentiality or the appearance of "discussing business" outside of an open meeting. A member asked that something be written explaining how emails to the School Committee are handled. Maria will have the policy subcommittee look at this.

6.3. Policy Subcommittee annual review and plan for next year

Maria reported that approximately 50 policies still need to be reviewed from the 200 or so that were approved over the course of last year. Policy subcommittee will meet soon. It was suggested that only a couple of policies be considered at a time.

6.4. Meeting Set Up

The Committee discussed if the meeting set up should be changed given the addition of two more members. It was agreed that the student reps would be asked to sit in the front row, instead of at the table due to how crowded the tables are. Everyone needs to remember to speak directly into the microphones. Most members appreciated having the packet posted on Friday night so they could read it over the weekend.

7. School Operations

7.1. Class Size Overall including Jr High and High School

7.1.1. Acton and Boxborough Class Size Policies IIBA and IK

7.1.2. Background information

Kristina began by stating that she has a broader perspective on the class size issues than she had when it first came up in the spring. Her real issue was not the actual policy but how it was being addressed related to the budget that was being finalized at the same time. She asked if the issue at the High School is a class size issue, or a chair issue, or a chair allocation issue. The Committee was asked if they needed a new policy task force on class size or a HS/JH policy. Current policy applies to elementary schools only. Deanne O'Sullivan stated the PTO co-chairs felt class size at the High School is an issue.

After lengthy discussion, it was agreed that administrators and staff should be asked for input before anything else is done. There was not a need for a new task force to gather information, as that has already been done. Mr. Brand was asked to consult with his staff and make a recommendation to the School Committee at a future meeting. One member stated that the policy guidelines may not "trip" a new class, but they do trigger a discussion. It is a statement of values.

7.2. Switching the elementary and Jr High/High School start times/one-tier busing

Deanne O'Sullivan spoke to people in Duxbury who have elementary schools on the early schedule and older students on the later schedule, and it has worked well for them. The Committee discussed how this could affect students' mental health and abilities. Amy Krishnamurthy feels strongly about this as well. Kristina pointed out that Marie Altieri did her masters' thesis on this topic and the key is kids getting enough sleep. There are other things that can be done to address this need for sleep. Mike Coppolino felt that it is time to address this issue now that there is data. He stated that the health and safety of the students takes top priority and it should not take years of study. Maya Minkin agreed and urged the Committee to give this their full consideration and then talk about one tier busing with JD Head.

JoAnn Campbell and Andrew Shen will be asked for input and invited to report to School Committee so the Committee can decide how to move forward. Maria Neyland reminded members of the contract implications involved, the need to study it in detail before possible implementation, and the buy in that would be essential from the community.

Mr. Brand noted that a competing issue is one tier busing. He said that it appears that one tier busing would go into effect in September 2015. If so, JD and the administration need to know asap so they can prepare for the FY16 budget plan. The one tier busing is very closely linked to the school start times. The Committee realizes that there is a cost to one tier busing. Kristina concluded that the two immediate tasks are to get a financial estimate from JD and then to hear the High School and Jr High Administrators' opinions so the School Committee can discuss and decide.

7.2.1. Homework Policy, File: IKB

The Administration has been getting complaints about how much homework is being given at the Jr High. Based on school choice, every school has their own policy and the Committee was asked if they think one policy is needed. The Committee had concerns about K-12 homework and this came up when combining the Acton and Boxborough policies. One member stated that you cannot have a policy for everything and that the current policy IKB is general enough. The Committee agreed that the policy subcommittee could propose a general policy and the Administration could do procedures.

7.3. Curriculum Adoption Policy, File: IGD

Some of the members were not familiar with this policy. It appears to state that the Committee needs reports on new courses and major curriculum changes for their review only. Members remembered the discussions about adding the arts requirement, foreign language, and the 990 required hours issues. Mr. Brand suggested that approving the Program of Studies is good practice and beyond approving graduation requirements. He stated that instruction (such as electronic vs paper methods) is different from curriculum (such as a math program). Several members advocated for open communication and not being the last to know about changes going on in the schools.

7.4. Demographic Values Study

7.4.1. Executive Summary (of selected results presented to School Committee 1/28/10)

<http://www.ab.mec.edu/pdf/interest/Educational%20Values%20Exec%20Summary.pdf>

7.4.2. Presentation by Staff <http://www.ab.mec.edu/pdf/interest/Educational%20Values%20and%20Interest%20Presentation.pdf>

7.4.3. Executive Summary of Boston College Analysis, 3/28/14

Boston College has agreed to do another survey for the District if we would like them to.

After much discussion of the pros and cons, and what the goal would be, Kristina concluded that there did not appear to be a compelling reason to do another survey this year. Paul Murphy expressed his concern about some of the issues that the analysis brought out. Maya Minkin has heard from parents with concerns around these issues – that some of our schools’ student demographics do not mirror our community. The Committee questioned whether this is something that they should, or even could, do anything about, particularly with the emphasis on open enrollment. Mr. Brand expects to hear more about this during his community conversations and that could drive how they move forward. His work in Toronto involved similar topics. Kristina confirmed that a survey is not a focus for the School Committee next year.

7.5. School Committee members connecting with the schools

The Committee discussed how members can make better connections. Members can tour the schools and attend the Open Houses. School Committee packets will include any appropriate invitations and members can report back if they attend. The Committee may consider reinstating liaisons to the individual schools. Mr. Brand will ask the Principals if they like this idea. The Committee considered whether to include Education Reports in their meetings again. Having the open invitations to schools’ events could address some of this. The School Improvement Plans will be included in September’s FYI.

8. **Acton and Boxborough Political Relationship Building**

8.1. Acton Finance Committee’s suggestion of joint meetings of all boards for capital and long range planning

The Committee discussed the Acton Finance Committee’s invitation to the School Committee and Acton Board of Selectmen to a joint meeting to get to know each other, and begin talking about long term planning. Mary Brolin stressed that any material that goes to any committee must be seen and discussed by the School Committee first. She reminded the Committee that this was an issue on Budget Saturday. It was also emphasized that the Committee is a regional School Committee and everyone needs to be very careful about including both town officials during budget discussions. It was suggested that Boxborough officials be asked if they would like to do the same type of gathering. Dennis Bruce will let Steve Noone know that the whole ABRSC would like to be invited.

9. **2014-2015 Subcommittee Members**

The Committee discussed the list and will vote on it at their meeting on August 4.

10. **Next Steps and Wrap Up**

Given the late hour, Kristina did a quick wrap up and noted that input is needed from the administration on several different topics before the Committee can proceed.

The School Committee adjourned at 11:11 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used: See agenda

Next Meetings:

ABRSC, Monday, August 4, 7:00 p.m. in the Junior High Library
ABRSC, Thursday, September 4, 7:30 p.m. in the Junior High Library

District Governance Program

1



THE FOUNDATION: OPERATING PROTOCOLS

Handout: W1-10

District Governance Support Project Foundational Beliefs

2

- The overarching mission of any School Committee is continuous improvement in student achievement.
- School Committee practices are related to student achievement.
- The School Committee and Superintendent are a “governance team” in this mission.
- Effective leadership to support student achievement requires a good working relationship – a model for all others in the schools.
- A team learns to work together by doing the work after establishing norms or protocols

Handout: W1-10

School Committee Practices are Related to Student Achievement

3

- Committees in high achieving districts are “different in their actions and beliefs” than those in low achieving districts. (Lighthouse Study)
- Common practices of “high functioning” committees were identified in *The Essential School Board Book, Better Governance in the Age of Accountability*. (Walser 2009)
- School Committees must be critical partners in systemic, sustained reform. (Panasonic Guide)

Handout: W1-10

District Governance Program

4

- Building the Effective Governance “Schoolhouse”



Handout: W1-10

Building a Governance “Schoolhouse”

5

- **The Foundation: Operating Protocols**
- **Framing: Overarching Goals**
- **Systems: Monitoring Progress**
- **Walls: Effective Meetings**
- **Roof: Sustaining Progress**

Handout: W1-10

Objectives for Today

6

- **To understand the importance of working collaboratively as a School Committee-Superintendent team**
- **To ensure members are “on the same page” about how the team will treat each other and operate**
- **To review and discuss goals for the coming year**

Handout: W1-10

Effective School Committee-Superintendent Teams

7

- Understanding and respect for different, yet complementary roles
- Agreement on how to operate and communicate
- Focus on policy, district goals
- Willingness to devote the time needed to do the job well
- Efficient, business-like meetings
- Frequent informal conversations (i.e., workshops)
- Presence of trust and mutual respect

Handout: W1-10

Respect for Roles Enhances Superintendent/Relationship

8

- Good working relationship engenders confidence of staff and community.
- No progress if in conflict.
- Superintendent changes are costly, disruptive, hinder progress.
- Don't take relationship for granted – nurture it.

Handout: W1-10

Understanding and Respect for Roles

9

The Committee	Superintendent
<ul style="list-style-type: none"> • Leadership/Governance • Communicate community values (“vision”) at goal setting time, approve goals, monitor progress • Deliberate, approve policy • Deliberate, approve budget • The “bridge” between the superintendent and the community • Promote trust and mutual respect 	<ul style="list-style-type: none"> • Leadership/Management • Recommend, implement goals • Recommend, implement policy • Recommend, implement budget aligned to goals • The “bridge” between staff and the school committee • Communicate about what staff needs to get the job done • Promote trust and mutual respect

Handout: W1-10


Understanding and Respect for Roles

10

The Committee	Individual members
<p>“On the balcony”</p> <ul style="list-style-type: none"> • Govern through policy • Vision, goals • Financial resources • Engage the community • Sustain the SC-Supt relationship • Negotiate contracts 	<p>“Team player”</p> <ul style="list-style-type: none"> • No authority outside group • Contribute to & communicate the SC’s vision, goals • Contribute to work of SC • Critical thinking/questions • Supporting SC decisions • Dedication to the job on behalf of all students

Handout: W1-10

What do you notice?



Handout: W1-10

Operating Protocols

12

- If someone new to town (like a parent of a kindergartner) turned on cable and saw one of your meetings, how would you hope that they could describe them?
- What are the obstacles to achieving this vision?
- What agreements about ways of working would help?

Handout: W1-10

What Are Operating Protocols?

13

- **Operating protocols are the foundation of effective School Committees because they are critical for avoiding pitfalls, reinforcing roles, facilitating communication, and building and sustaining an effective Committee-Superintendent team focused on student achievement.**

Handout: W1-10

What Operating Protocols are NOT

14

- **A way to stifle dissent or disagreement**
- **A way to suppress free speech**
- **A way for the majority to control the minority**
- **A way to control information**
- **A way to limit communication beyond the Open Meeting Law**

Handout: W1-10

Why Adopt Protocols

15

- To help Committee members develop a better working relationship among themselves and between members and the Superintendent.
- To articulate and preserve what's going well
- To increase the efficiency of committee meetings
- To help the Committee focus its energy and effort and work as a team

Handout: W1-10

What Protocols Cover

16

- Who the School Committee represents
- How it will conduct business
- How it will communicate
- How it will improve
- What are the limits of power
- What happens when things go wrong

Handout: W1-10

Effective Use of Protocols

17

- **Announce that the Committee has adopted protocols following “best practice” for effective School Committees seeking to raise student achievement.**
- **Post protocols on the School Committee website and have them available for those attending Committee meetings.**
- **Do a protocol “check-in” several times a year. Answer the question, “Are we doing what we said we would?”**
- **Re-examine and re-commit to the protocols after each election. Be sure that new members understand and are included in the commitments.**
- **Remind one another when things get off track.**

Handout: W1-10

GOAL SETTING

18



Handout: W1-10

New Landscape and Goal Setting

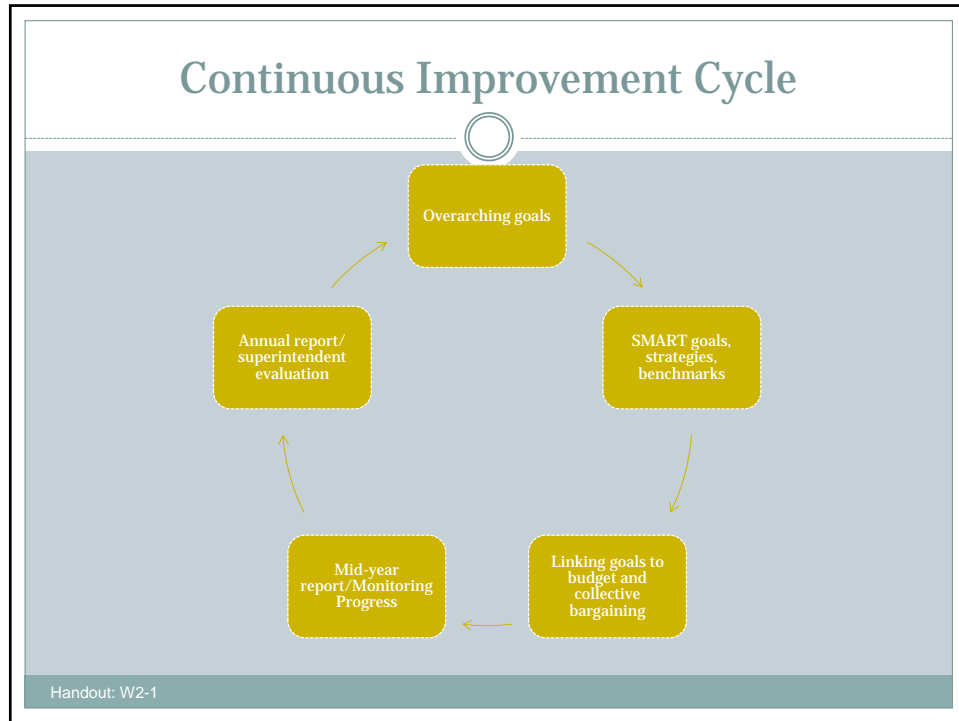
The diagram consists of three yellow downward-pointing chevrons on the left side, each containing text. To the right of each chevron is a rounded rectangular box containing two bullet points. The top chevron is labeled 'Overarching goals' and its box contains two bullet points. The middle chevron is labeled 'SMART goals' and its box contains two bullet points. The bottom chevron is labeled 'Monitoring Progress' and its box contains two bullet points. At the bottom left of the slide, there is a small text label 'Handout: W2-1'.

- Overarching goals**
 - What overall vision do we have for the district and its students?
 - Driver: School committee representing the community
- SMART goals**
 - How do we get closer to this vision every year?
 - Driver: Superintendent with school committee approval and school committee within its purview
- Monitoring Progress**
 - How will we as a school committee/superintendent team work together to realize these goals?
 - Driver: School committee and superintendent team

Handout: W2-1

Goals Frame & Structure SC Work

- Along with Superintendent, ensure alignment of goals throughout district
- Monitor progress toward goals through presentations at School Committee meetings
- Ensure budget supports Strategic Objectives & Strategic Initiatives
- Support progress toward goals through actions within the Committee's purview (SC Goals)

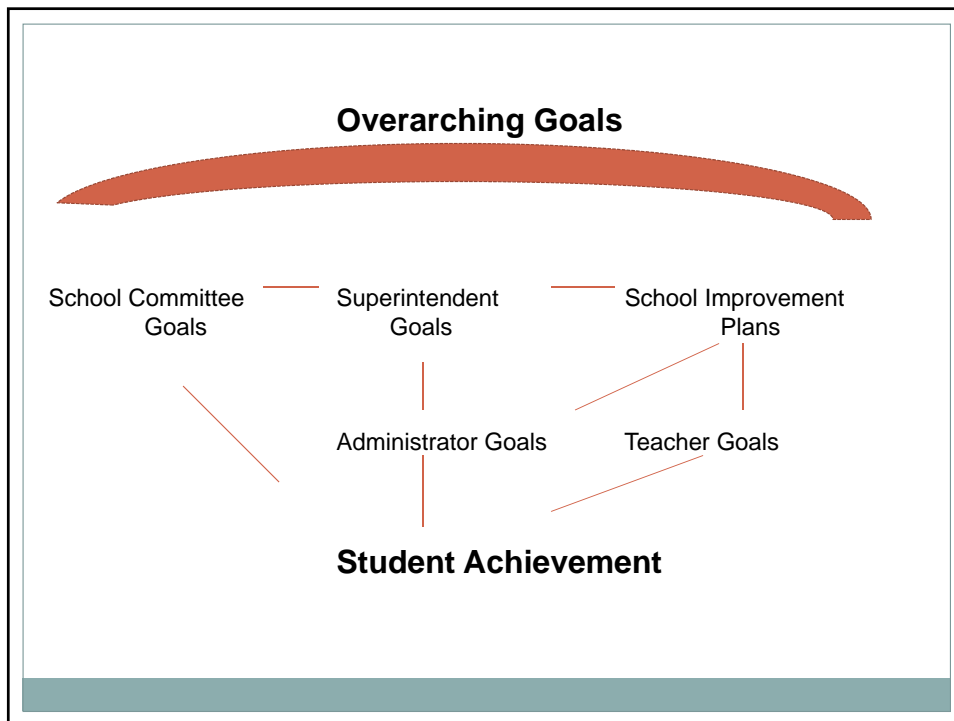


What are “Overarching Goals?”

- **Part of the school committee’s role as defined in MA law is to provide a broad, big picture vision for the district.**
- **Targeted vision statements**
- **Used to develop “SMART” goals.**
- **Externally, answer the big questions, i.e. “What are the district’s hopes and dreams for its children?”**
- **Internally, answer the question: “What does the school committee really care about?”**

Handout: W2-1

Development of Overarching Goals	
Superintendent	School Committee
<ul style="list-style-type: none">• Provide data on student and staff needs and challenges• Recommend goals• Seek continuous improvement in student achievement on behalf of all students	<ul style="list-style-type: none">• Represent vision and values of community• Deliberate and approve goals• Seek continuous improvement in student achievement on behalf of all students



School Committee Goals

25



Handout: W1-10

The illustration shows four stylized human figures in red, orange, blue, and green, each holding a piece of a globe. The globe is composed of four interlocking puzzle pieces in the same colors. The figures are positioned around the globe, suggesting teamwork and collaboration in achieving a common goal.

School Committee Goals

- **What actions, within your purview, would support progress toward Strategic Objectives & current year Action Steps?**
- **How would you articulate the actions as SMART goals?**

SMART Goals

27

- **S**pecific and Strategic
- **M**easurable
- **A**chievable, Action-oriented
- **R**igorous, Realistic and Results-oriented (3 Rs)
- **T**rackable, Timed

Handout: W3-3

28

**I will lose weight
and get in
condition.**

Handout: W3-3

SMART GOAL

29

Benchmarks:

(process) maintain a daily record of calorie intake and exercise.

(outcome) biweekly targets for weight lose and running distance –

2 weeks lose 2 lbs run 0 miles

4 weeks lose 4 lbs run 0 miles

6 weeks lose 6 lbs run .2 miles

8 weeks lose 8 lbs run .4 miles

Handout: W3-3

Discussion

30

- **Some questions to consider:**
 - How are they aligned with the Overarching Goals?
 - Are they rigorous enough?
 - Do the key actions for getting to the goals make sense?
 - Are the benchmarks for monitoring progress appropriate?
 - Is any important element of the Overarching Goals missing?
 - Is the number of goals reasonable and appropriate?

Handout: W3-3

Evidence Exercise

31

- If the committee were to adopt these SMART goals, what would be the key actions and benchmarks you would have in place to monitor progress?
- How would this be reflected in your meeting agendas?

Handout: W3-3

Looking Forward

32

- Questions?
- Next steps?

Handout: W1-10



massachusetts association of school committees

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District Governance Program

The District Governance Program is designed to focus on continuous improvement and to help school committees and superintendents develop new strategies for teamwork and collaboration that will enhance student achievement. The program helps build a better understanding of the roles and responsibilities of the school committee and those of the superintendent.

Participating school district cohorts, consisting of school committee members and the superintendent, are coached by a highly skilled and trained team of MASC consultants. There are five two-hour workshops available in the program; districts can avail themselves of all five workshops or choose only those that are relevant to their needs at a particular time. In either case, the curriculum is tailored to meet the specific goals and challenges of each district.

THE PROGRAM

Building an effective governance team is not unlike building a schoolhouse. And, like any building, regular maintenance is necessary to stay in good condition and running smoothly. In the District Governance Program, participating committees can be coached through the process of "constructing" their governance "schoolhouse." This can be particularly beneficial when a new superintendent or new members come on board. Or, districts can choose the particular workshop where "maintenance" or an "upgrade" is needed.

The Five Basic Workshops are:

- **Building the Foundation:** (Operating Protocols) This workshop is designed to help the school committee and superintendent work together collaboratively as a high-functioning governance team. It's a great workshop for when a new superintendent or new committee members come on board or as a periodic tune-up.
- **Raising the Frame:** (Vision & Goals) This workshop covers alignment between the district's mission, vision and long-range planning. It provides the opportunity to discuss the district's academic needs and to ensure that the superintendent and school committee have a shared vision of goals and direction for the district.
- **Installing the Infrastructure:** (Monitoring Progress) This workshop helps ensure the tools are in place to monitor progress toward achieving district goals. It covers aligning SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals in the superintendent evaluation to district goals and demonstrates the use of data to monitor progress.
- **Setting the Walls:** (Effective Meetings) This workshop is designed to help committees "work smarter, not harder" at meeting-time, making sure time is spent effectively and focuses on student achievement and the district's goals. Committees will learn about specific tools that can be adopted to ensure smooth and effective meetings focused on student progress.
- **Laying the Roof:** (Sustaining Progress) The final workshop provides committees with the tools to sustain effective governance practices into the future, through changes on the governance team, and to ensure continued focus on improvement in student achievement.

(Additional workshops on Collective Bargaining for Student Achievement, Budget and Finance and Superintendent Evaluation are extensions of the District Governance Program.)

Contact the MASC office or your school district's Field Director for more information.



MASC on Twitter

Tweets Follow

Michael Gilbert @masc_gilbert
 Boston's New Superintendent of Schools Focused on Boosting Quality of Education | South End ... - goo.gl/alerts/Cmuw #GoogleAlerts

Michael Gilbert @masc_gilbert
 Wayland Superintendent Responds to Allegations Surrounding Athletics Department patch.com/massachusetts/...

Governance Rubric for Continuous Improvement

	1	2	3	4
Goals	The district has no annual goals for improving student outcomes.	The SUP and the SC have agreed on goals for the district but they are not discussed that often. The goals may not have been voted on by the full board.	The SC and SUP have agreed, and voted on goals and they are posted on the website. Once a year they are used by the SC to evaluate the SUP	The SC and SUP have agreed on goals and the SUP has used them in creating an improvement strategy for the district. The goals are a frequent topic of discussion in the school community, and at SC meetings, where they often drive budget decisions and other policies.
Operating Protocols	Individual members and the SUP communicate separately based on personal relationships and prior traditions. Some members may feel left out; or speak negatively in public about each member and the board's decisions.	Because of some tension on the board, the superintendent and some members of the SC have talked about making some rules for working together, but they may not be written down and have not come to a vote.	The SUP and the SC Chair have developed some guidelines for how the SC and SUP will work and communicate with each other and with the public. Not all members follow them, however, and this sometimes causes problems.	The SC and the SUP have agreed to, and put in writing, operating protocols for the board and they are followed most of the time. Periodically, the SC and SUP come together to talk about how they are working and to make adjustments. Problems are addressed in private conversations or in informal workshops or retreats. The level of trust between members and the superintendent is high.
Meetings	Meetings are not well planned, are long and sometimes contentious. Very little time is spent talking about student achievement. Members feel free to bring up new proposals at meetings, surprising other members and the SUP. Some members dominate and meetings often get "stuck" due to personal agendas.	In general, the SUP and SC Chair set the agenda and surprises are kept to a minimum. However, when there is a major improvement initiative, meetings can be long and contentious. Engaging the community in the decision, while desired, is not typical.	The SUP and SC have an agreement on how the agenda will be set, and student outcomes are often discussed. The SUP will schedule a special meeting if he/she needs to discuss a major initiative in advance of a major decision.	Meeting agendas are set well in advance and often feature a presentation related to the school district's improvement agenda. Difficult decisions are often discussed in informal meetings well before votes. The SC and SUP work together to include the community in major decisions, and make use of task forces and other joint committees to explore options.
Monitoring	The SC is only aware of the district's progress in student outcomes when the SUP informs them. The data that is presented is limited or random and there is no clarity about which data or measures should be a priority.	The SC and the SUP review state test scores once a year as well as data that individual members may be interested in, but there is little sense how these numbers connect to district improvement initiatives and the SC has few means for holding the SUP accountable for student outcomes.	The SC and SUP periodically review student outcome data when working on the budget or at evaluation time. There is general agreement on what data is important to track.	The SC and SUP have agreed on a set of measures to judge the success of the superintendent's strategy and other goals the community has for its students. These are made easily assessable in a "data dashboard" or similar means, and meeting agendas are planned to periodically review data and to discuss progress. When the time comes to evaluate the SUP, the SC has a clear sense on what has been accomplished and what has not; and why.
Community Engagement	Decisions are made in a vacuum. There is no public comment period, public engagement or other opportunity for the community members and stakeholders to engage the SC. There is little or no interest in feedback from others.	The SC has authorized strategies for feedback, including public forums, public comment periods and district climate surveys. Policies on public input are clear and accessible.	The SC uses feedback to inform budget, policy and planning. Regularly avenues for communication are scheduled, promoted and conducted in a way to encourage public input and follow-up, especially around big decisions.	The community expects and appreciates that the SC will engage stakeholders and other citizens in discussion and in search of feedback to make important decisions. There is a communication plan or policy and the district enjoys a positive image in the community.

Source: District Governance Support Project, Massachusetts Association of School Committee

Doing the Right Thing: The Panasonic Foundation's Guide for Effective School Boards

By Patricia Mitchell, Andrew Gelber, Sophie Sa, and Scott Thompson

Background

Over the past 25 years, the Panasonic Foundation has focused on improving student achievement through partnerships with dozens of urban school systems. We work directly with our partnership districts, providing leadership and organizational development so that system leaders are better able to educate all students to high levels. The partnership includes all four key supports of district leadership: the school board, the superintendent/central administration, the teachers' union/association and the principals' association.

This paper captures our experiences and offers guidance to school boards on what they should do and avoid doing to effectively lead their district's improvement. Some suggestions have been influenced by others' thinking and writing about effective school boards such as: the National School Boards Association, the Institute for Educational Leadership and John Carver. We appreciate what these sources have contributed to our broader thinking but wish to make it clear that "the school of hard knocks" has been our primary educator on effective boardsmanship.

We have worked in districts where schools' improvements were slowed, even stopped, by the spin-off effects of board conflict and misbehavior. We have also seen school boards commit to improving student achievement, use all of their "tools" effectively and turn around years of low-performance among schools. What follows should help school boards think about what they do and how they do it, since both dimensions of their work have a profound impact on everyone else in the system.

The Mission and Duties of School Boards

School systems exist to educate all students to high levels through high-quality instruction. The essential mission of a school board is to govern the school system on behalf of its community as a whole. As the guardian of its community's schools, the board serves as a trustee acting on behalf of current citizens and future citizens. Christa McAuliffe, the Teacher-in-Space who died in the Challenger Space Shuttle explosion, once said, "I touch the future, I teach." School boards shape the future. Their actions affect the quality of education for all of their community's children, and hence those children's capacities for productive citizenship in the decades to come.

There are four "sacred" duties that a school board must fulfill. If a board does not perform these duties, no one else can. No other entity and no single person, not even a talented superintendent, can discharge the board's duties as effectively as a school board. The board's duties are:

1. Establish and promulgate ownership of the district's vision and values.
2. Articulate expected district results and monitor progress.
3. Create the conditions for achievement of the district's vision, values and expected results through effective use of the five areas of board authority - "board tools:"
 - Promulgation of policies;
 - Governing the use of their community's fiscal resources for education;
 - Engaging the community in its schools;
 - Sustaining an effective board-executive relationship; a Negotiating and approving union contracts.
4. Ensure a community-wide climate of commitment, respect and trust.

The Panasonic Foundation has found that effective boards operate at a "higher level" -- the board level. They govern a school district. Their time is limited and valuable, so they don't waste it doing what staff members do. The other characteristic of effective boards is their willingness to take on tough challenges. They will "chew on the big bones" - issues that

feel overwhelming but are critical to students' success. Other boards avoid the big bones and go for the little ones, chomping through details and staff-level decisions with relish. Such boards may feel productive. They are making decisions at every meeting and telling staff what they must do. Such boards are not governing, they are supervising, which means that they are not fulfilling their board duties.

The Board's First Duty: Establish and promulgate ownership of the district's vision and values.

Many school boards believe that their number one responsibility is to hire a good superintendent and let him/her do whatever needs to be done. They think that the superintendent should set the vision and board should adopt it. Morally, the board must determine the vision and values of the district because they, not the "hired help" are ultimately responsible to the community.

The Panasonic Foundation has found that the best context for real school improvement occurs when the school board and superintendent are attracted to each other because both are unwavering in their vision of a better district and are conscious that they are mutually dependent for making that vision a reality.

The board must develop a clear, compelling, and energizing vision, not hollow platitudes that often get passed off as "vision statements." If the vision is mundane or muddled, then all of the aligning and guiding that follow based on those vision/values will be tied to a flawed point of reference. A board must also articulate what it believes in and stands for - its fundamental values. The board cannot be silent on values or "values neutral." Values exist, whether articulated or not, and will drive board actions. Board members represent their community, which is likely to have competing, even

conflicting values. In the boardroom, the community's different perspectives and values should be discussed and consensus reached on what this board believes in and stands for. Then, the board must make explicit pronouncements on what it values - what it sees as right and wrong, acceptable and unacceptable, worthwhile and worthless. These values will form the framework for actions by the board and the staff. Articulating the board's values makes it possible for everyone in the district to use the same "compass" for the countless, daily decisions that push (or pull) a district toward its vision.

The Board's Second Duty: Articulate expected district results and monitor progress.

Expected Results: The board's visions and values create vertical and horizontal parameters for an action framework. The vision focuses the district on what it should see as it looks "up", the values tell the district staff about the "outer walls," what must be within them - the right, acceptable and worthwhile things to do- and what must be outside of them because such actions would be wrong, unacceptable, and/or worthless.

With the parameters in place, the board and superintendent can then decide what are the most important objectives to reach over the next few years and how they will determine if the objectives have been met. Many boards set objectives; few boards are clear about what will constitute satisfaction of their objectives. Boards need to decide, at the outset, how they will assess progress and what criteria will be used to decide if objectives were fully met, partially met, or not met. These objectives and criteria become the "expected district results," for which the superintendent will be held accountable.

Staff Work Plans: Using the set objectives and criteria for assessing progress, the superintendent and his/her staff should create long- and short-term plans for achieving the expected district results. The board may wish to clarify criteria - what will make the chief executive's plan acceptable or unacceptable to the board. They can also, if desired, provide guidance on the process (who to involve, review processes before bringing it to the board for approval). But, the board needs to

recognize that their chief executive is developing a staff work plan. and should be given the authority to create a plan that he/she thinks can move the district from "current reality" to the expected district results.

Staying out of the development of a staff work plan will be a challenge for most boards and their members. Most love debating the details of a work plan. But, an effective board guides the staff work plan by doing what the board must do first -- setting the vision, values and objectives - the "what" that needs to be done. The board can also provide guidance in the form of criteria they will use to determine if the plan is or is not acceptable. These pre-set criteria will be invaluable in keeping the board "in role" as it reviews, discusses and approves the plan.

Board Work Plans: The staff work plan is essential, but not sufficient to have a system plan for a district. The board has work to do as well; work that the staff cannot do. The board, with advice from its chief executive, must determine what it has to do to make the district plan succeed and develop a board work plan. This plan should focus on how the board will use its areas of authority (see 3rd Duty below for details). As with the staff work plan, the board should establish pre-set criteria for assessing its own progress and deciding if its objectives were fully met, partially met, or not met. The board holds itself accountable for completing its "part of the bargain" - the board work plan - in achieving overall district objectives.

Monitoring Progress: AH boards know that It is their duty to watch what is happening in their school districts and be able to answer the question, "How are we doing?" Student achievement test scores, particularly gains in achievement, is a much-valued source of data about how a district is doing. But, effective boards know that more information is needed to assess the success of a district than viewing the end-of-the-year "scoreboard" of standardized test results.

In the typical district, staff members oblige the board's need to monitor progress by supplying a constant stream of information on what the district is doing - from kindergarten skills assessments to school bus maintenance schedules. In the typi-

cal district, boards dutifully skim/read through the mounds of staff reports and find evidence that enables each member to answer the question, "How are we doing?" for him/herself. When individual members have different perceptions about results, the board engages in discussion, or debate, and reaches some sort of conclusion. If the board is satisfied (at least a majority), the staff is satisfied. The "results" are acceptable.

The board in the "typical district" (described above) is fulfilling two aspects of its duty to articulate expected results and monitor progress. It has made it clear that the board will be watching performance and will make judgments about what is/is not satisfactory. But, the board has not made it clear what it will watch (expected results) and how good the results must be if they are to be judged satisfactory (preset criteria). Being "upfront" with expected results and criteria for evaluation is hard work and time-consuming. But, this upfront investment of board time and energy pays off over the long run. These pay-offs include:

- Increasing the board's ability to control its agenda. Every meeting agenda doesn't have to start "from scratch" with the chairperson and superintendent trying to figure out what the board needs to hear about this time. The board has made it clear what it must know about and how it will judge results.
 - a. Focusing the information that comes to the board on board-level interests, not staff-level interests.
- improving board judgment by providing more concise and focused reports telling the board about what it cares most about in a way that facilitates informed decisions around the results and actions needed to make improvements.
- Saving board time for areas needing special attention. Since the superintendent knows, in advance, what the board expects, he/she can prepare reports targeting areas where results are not "satisfactory" and offer an analysis as to why results felt short, what the staff is going to do and what the board may need to do (revise a policy, build stronger community understanding and support, rethink funding allocations in next year's budget).

- Saving the amount of time staff members have to spend preparing for board meetings. Staff no longer have to guess what the board might want to know and, just to cover all contingencies, put everything of possible interest into board reports.
- Eliminating “window dressing” staff reports that focus only on what is going well and while glossing over poor results.
- Saving the amount of time board members spend preparing for meetings. They get the information they need to monitor and evaluate results, not mounds of reports.

The Board’s Third Duty: Create the conditions for achievement of the district’s vision, values and expected results through effective use of the five main areas of board authority - “board tools:”

- A. Promulgating policies.
- B. Governing the use of their community’s fiscal resources for education.
- C. Engaging the community in its schools.
- D. Having an effective board-executive relationship.
- E. Negotiating and approving union contracts.

A. Promulgating policies

District school boards have many policies “handed” to them by federal or state authorities. These policies are determined by others’ vision, values and objectives and the local board has no choice but to comply. But, a district board has authority in many areas to adapt federal/state policies to meet local needs and/or to promulgate local policies based on its own vision, values and objectives.

In the areas in which the district board has partial to complete rule-making authority, it should ask itself the following questions about those policies:

- How well do the board’s policies align with its vision, values and objectives?
- Are all board policies written, codified and easily accessible to board and staff?

- How clearly and consistently do the policies communicate the board's vision, values and objectives?
- How well do the policies provide guidance to the superintendent and staff about what they can and cannot do in achieving the board's vision, values and objectives? Do the policies make it clear to staff what are acceptable and unacceptable actions?
- How well do the policies provide guidance to the board itself, and its members? Does the board, and its members, understand what are acceptable and unacceptable actions based on the board's values?
- In which areas does the board feel that the policies are sufficiently clear that the superintendent can operate within those policies and have, in effect, "prior board approval?"
- In which areas does the board feel that policies are not sufficiently clear that the superintendent must come to the board prior to taking action and get approval?
- Can those "unclear" policies be made clearer to guide executive action without prior board approval? If the board decides the superintendent must have prior board approval before taking any actions on a given issue, can the board provide any guidance for the superintendent and for itself on criteria to use in approving/not approving the recommended actions?
- Do any of the board's policies impede staff in taking actions that are consistent with the board's vision, values and objectives? If so, what policy changes must be made to remove those impediments?
- Does the board have an effective process for regularly reviewing and revising its policies as needed to achieve the expected results?

Boards often feel that they have to cover every contingency and make it explicit what staff should do. Their policies read like procedure manuals and become even more prescriptive every time there is an "incident" in which staff action is unac-

ceptable to the board. If this sounds like what has happened in your district, we recommend using the approach advocated by John Carver¹ -- set limits. Make it clear, through policies, what staff may not do. What is imprudent, unethical or simply unacceptable to the Board given its beliefs and values. Be as specific as necessary for the board to feel comfortable that staff actions, within those limits, are automatically approvable.

Articulating limits through policies requires more up-front board work but saves board time later by not requiring staff to review an unending list of proposed staff actions. By using a "limits" approach to policy, the board is telling staff, "Do what works best within the boundaries we have set." Staff members are more accountable under this approach because there is no impediment to their being responsive and adaptive in finding the best way to achieve the expected results.

The worst situation is for a school board to have unclear or inconsistent policies and to constantly review staff actions. Some boards prefer this. They avoid the tough, board-level, work of creating clear, consistent board policies and instead focus on staff actions. In the absence of clear policies, the board is forced to review staff work in the context of the moment, letting individual members offer their opinions on whether the staff's actions were right or wrong; acceptable or unacceptable; worthwhile or not. As a result, staff members have to try to guess what the board would have them do rather than doing what they think is best. And, if in doubt, do nothing until board approval is given. In our experience, "stop until we say go" school boards grind staff initiative and school improvement to a halt.

B. Governing the use of their community's fiscal resources for education.

As most folks see it, making policies and allocating funding are the real "power tools" of a school board. They are right. Policies and funding are powerful tools to achieving the board's vision, values and expected results. In the absence of a guiding framework, however, decisions about policies and fiscal allocations will be driven by the pressures of the "here and now" and not what best serves the long-term interests of the entire community.

Boards must think about the future, not just the present, and about all community members. If all children are to be educated to high levels, then this vision must be kept in the foreground during the intense wrangling over district budgets. A board that is driven by its vision of all children succeeding in schools must adopt a budget that allocates resources to schools based on the schools' and students' needs, not formulas or previous history of allocations. And, the board must not be afraid to provide significantly greater resources to low-performing schools, even when the constituents of those schools are not politically powerful.

A board's fiscal responsibilities do not end when a budget has been approved. It must have policies and processes to monitor and maintain the fiscal health of the district. The board should be able to regularly and effectively tell the public that its money is being "well spent" in the schools. Finally, a good school board is able to build public support for revenue increases when such funding is essential to having schools in which all students learn.

C. Engaging the community in its schools.

A school board must genuinely listen broadly to all parts of its community and understand their beliefs and values. It uses the understanding gained from listening to its citizens to forge the board's beliefs and values, which probably reflect, but may not mirror the community's views.

In many communities, the beliefs and values of the most politically influential citizens may not yet be consistent with the purpose of a school system - to educate all children to high learning levels. We find that many citizens do not fully understand the social, economic and political changes that affect young people's prospects for adult success. Getting a basic education is no longer sufficient for getting a "living wage" job. Mastering high school academics and being prepared for post-secondary education is no longer a goal for the top percentiles of students. It's a goal that virtually all students must attain.

¹ John Carver, *Boards That Make A Difference: A New Design For Leadership in Nonprofit And Public Organizations*. Chapter 5: Setting Limits.

It has taken many years for education leaders to understand the changes being demanded of schools and to undertake those changes. The citizenry may lag behind. Many may still believe "high-levels" of learning are needed by many, but not all students, and beyond the reach of certain groups of students. So if a school board believes that all students will learn to high levels, the board is probably going to have ^^systematically build the community's willingness to share this belief.

Some school boards are lucky. Their citizens join in the board in supporting high academic achievement among all students. The "rub" comes with differing beliefs and values about how to raise revenues and allocate funds for schools, while maintaining other vital community services. This "rub" becomes a major challenge for school boards, particularly those who see their constituents as being students, their families and the voters who elected them. Children do not vote and the percentage of families with school-aged children is usually a minority, a small minority in some communities. School board elections also do not tend to draw a large percentage of voters. It would be a grievous error for a school board to believe that it must fulfill the wishes of the majority voters in the most recent election. Voters are only part of the "owners" of a school district, and a school board should act on behalf of all owners.

Boards should think of their owners as all the people that make up the community, now and in the future. The "time horizon" of an effective board is not drawn by the most recent or the next election. Board policies and allocations shape who teaches and manages their schools and what goes on in classrooms. The quality of teaching and learning will affect the level of preparation for employment and productive citizenship of every child that goes through the system for the next several years and, thus, a significant number of the community's citizens ten, twenty, thirty, forty and more years into the future. An effective board listens and responds to the adults who are actively engaged in the present community (i.e., voters, elected and civic leaders, parents). If it does not, most members may not survive the next election. But, a board

Is also morally accountable to all current citizens who are adults, as well as those who will become citizens later - the students.

D. Having an effective board-executive relationship

School boards are usually very conscious of their supervisory role in terms of their chief executive - the superintendent. The CEO's effectiveness is a top priority for boards, as reflected in the time and energy devoted to finding and hiring a good CEO and, similarly, the time and energy consumed when a board feels that its CEO is no longer effective.

Most school boards strongly value having a good relationship with the superintendent. The difficulty comes when boards: (1) do not define what they will hold the superintendent accountable for; (2) is ineffective in monitoring superintendent performance; and (3) intrudes in ways that make it difficult for the superintendent to be held accountable. We have seen all of these problems in most of the Panasonic Foundation partnership districts. The third problem, board intrusions that undermine executive accountability, is a pervasive problem among school districts, even those in which the board is strongly committed to ensuring executive accountability.

Define what the chief executive is responsible for doing and what the board is responsible for doing.

In the vast majority of school districts, the chief executive goes by the title of superintendent. But it's helpful to consider the two words, Chief executive, because help to differentiate board and staff roles and responsibilities. The chief executive is the top person, the one who holds staff accountable, and the "boss" of all staff. The chief executive executes, doing whatever it takes (within the limits of board policies) to ensure that expected results are achieved.

The separation between board and staff functions is a fuzzy line in many districts. But, that line becomes distinct if the board focuses on fulfilling its duties and has explicit expectations and performance standards for itself and for its chief executive (see Duty #2). Board/staff separation is a problem when the board shirks its duties and instead tries to simply "run the district." Constituents often encourage "the board's the boss" thinking. But, an effective board focuses on being the boss of one person - its chief executive - and holding this

person accountable. The chief executive has all the rest of staff to hold accountable. Further, an effective board knows that it operates as a board so the chief executive is only accountable to the full board, not to individual members.

Monitor the chief executive's performance based on a pre-established set of criteria.

As just stated above, an effective board articulates explicit expectations and performance standards for itself, its chief executive and for its work with this individual. The board establishes performance expectations for the superintendent (and any other "direct reports") using a clear set of criteria for evaluating performance. And, the board regularly reviews performance and determines if the superintendent -- and any other "direct reports" - is meeting performance targets.

The board should expect the superintendent to establish performance expectations for all other staff and have processes for determining how well staff members have met expectations. An effective board never tries to determine if other staff below the level of the chief executive are or are not meeting their performance expectations. This is the chief executive's responsibility.

Don't make staff-level decisions.

When the board crosses over into the executive's responsibilities, even if it is for on just a few decisions, or if individual board members attempt to sway an executive's decision to "their way," the board sends a clear signal that it is really the executive but will let the superintendent handle things when the board is not interested in them (subject to change, of course, as members change).

When board members go to individual staff members to "advise" them or vice versa, the line between the board role and the superintendent's role has been violated. This occurs on an almost daily basis in some school districts, even when the board tries to stay out of staff work. In the worst districts we have seen, board members use staff members to push their particular interests or to influence or even coerce staff-level decisions. The reverse is also true in these dysfunctional districts. Staff members come to board members to advocate

for their particular interests and to get the board member to serve as an advocate for those interests in board-level decisions. The school board and superintendent are supposed to be the top leaders in a district, but it is the behind-the-scenes maneuvering among individual board and staff members that rule.

Boards must be clear about board-level decisions and staff-level decisions and insist that the board and its members stay out of the latter. It is easy for boards to condone involvement with staff decision when their intentions are "good" (e.g., a member has expertise that might be helpful to staff). Often times, a board only censures "staff-decision-dabbling" when a board member crosses the line on ethics and his/her behavior becomes public (e.g., a key contract was steered to a board member's close friend or relative). Even well-intentioned intrusions by board into staff decisions sends the signal to staff that the board is also the chief executive, particularly when someone has a personal interest in a staff decision.

E. Negotiating and approving union contracts

What gets decided at contract time can really help or really hinder a district's capacity to achieve the expected results. Boards can get so caught up in the negotiation process or can be so focused on the financial issues that they forget that a contract is another way of setting policy and the policy set by a contract can preempt other policy. Boards must keep their vision, values and expected results in the foreground of their thinking as they make the compromises needed for an approvable contract.

The Board's Fourth Duty: Ensure a community-wide climate of commitment, respect and trust.

The school board has the greatest influence on its district's culture and climate. The actions it takes - or fails to take - can make or break an effective organizational culture.

Climate of Commitment: An effective board demonstrates its commitment to all students learning to high levels, not only through its vision, values and expected results, but also in

how it performs its duties. When monitoring results, an effective board seeks a variety of evidence on how well each group of students are succeeding at each phase of education in the school district. It not only examines disaggregated test scores, but also looks at other statistics on: drop-outs, unsatisfactory attendance, disciplinary actions, enrollments in advanced classes as well as remedial classes, rates of failure in grades or subjects, and rates of continuous academic progress for students as they move through the system. The board also demonstrates its commitment by persistently pushing for better results among students who are falling behind.

Effective boards also build a community-wide climate of commitment when they actively seek and listen to students', families', teachers', principals' and other school staff members' views in order to better understand issues facing the district and to determine the best course of action. It does this systematically as a board, not just relying on what individual board members "hear out" in the community.

In some districts, it requires a great deal of courage for the board to publicly discuss low-achievement results and insist on taking actions that get at underlying problems. There can be a long history of inaction and considerable forces maintaining that inertia. The pervasive belief that "certain kids" cannot succeed in school goes unchallenged. The public and professionals tolerate significant differences in the quality among schools, with some schools serving as "dumping grounds" for low-achieving students. There are intense political pressures to "band-aid" over the trouble spots. But, we have seen boards that did not accept excuses or permit exceptions to its expectation that all children will learn to high levels.

Climate of Trust and Respect: Showing commitment to student success must be coupled with building a climate of trust and respect. Why? Because real, sustainable improvement in student learning will only come if there is a climate of trust and respect among the school board and its staff.

Even among boards with good intentions, we have seen board actions that significantly damage trust and respect. Most notable, some boards allow members to publicly criticize, even

belittle, staff. Some members do this out of a misguided belief that "raking the staff over the coals" will demonstrate commitment to children. Bui, the board actions that really help students are setting clear performance expectations, insisting that the superintendent work to meet those expectations and not interfering when the superintendent disciplines or dismisses employees who aren't meeting the expectations. Effective school boards are respectful in interactions with staff. They demonstrate this in how they listen to and ask questions of staff. Because an effective board needs to be able to trust the information used to make decisions, they encourage staff to be open and honest in their reports, in answering board questions, and in engaging in board-staff discussions. Such boards also watch out for actions, inadvertent or deliberate, that make staff regret having been open and honest with the board.

Effective boards also insist that others treat staff with respect. They should not allow negative comments to be made about any district employee during a public session. If parents or other citizens (including board members!) voice concerns or are critical of any staff member, the complaints should be referred to the superintendent. If the complaints are about the superintendent and the board wishes to explore the concerns in greater depth, the board members should discuss the matter in a closed session with the superintendent. A board should not let any member of the district staff to be, in effect, "publicly flogged or lynched."

Code of Conduct

Effective boards insist on the proper use of authority and behavior befitting their position as the community's trustees for children and their education. They establish a code of conduct for the board and its members, and have clearly understood processes and consequences to hold it and members accountable. They take a clear stance on what is acceptable and unacceptable board member behavior.

One of the key principles in this code is that there is a clear distinction between the board and individual members. Individual members are just that - individuals, members. Only the board, acting as a body, has board authority. Thus, individual members may not attempt to exercise authority over

the superintendent or staff or to speak for the board, unless specifically granted this power by the board as a whole. Conflict happens; it is unavoidable. The problem for boards isn't having conflict among members' views and opinions, it is how to manage the conflict so that the "exchange" of ideas is productive and leads to good board policies and actions. A code of conduct should set down the board's rules for dialogue, debate and making decisions. Board members should be encouraged to express their views on board issues at the board level. They can be passionate in sharing their opinions, but should not do so in a way that divides, polarizes or hurts people. Also, when the board decides, even if it is divided in that decision, the board has acted. In all subsequent interactions with the public, staff, media, individual members must bear in mind that they have no authority to speak for or to "interpret" what the board decided.

Summary

A Board of Education is an elected or appointed body entrusted with the governance of a system of public schools on behalf of the community those schools exist to serve. Panasonic Foundation's experience over a couple of decades working with school districts and their school boards has revealed both effective and ineffective approaches to this crucial work. These behaviors and practices are summarized in the following chart.

<p>What we believe is "right" for school boards to do:</p>	<p>What we believe is "wrong" for school boards To do:</p>
<p>Act on behalf of all citizens, keeping in mind that the board's actions will affect not only the current generation of the community's children, but the next as well.</p>	<p>Act on behalf of only those citizens who supported individual members in their election campaign or who talk regularly with individual members.</p>
<p>Act as a board in setting vision, values and objectives. Hammer out the differences among members' viewpoints, beliefs and priorities. Find the common ground, the vision, values and objectives that drive both board and staff actions in educating the community's children.</p>	<p>Avoid the difficult conversations the board must have to determine its "collective" vision and values. Let difference in personal viewpoints keep the board perpetually divided and unable to act in unison.</p>
<p>Attend to its job. Fulfill its four duties. Guide and support the staff's work through its five areas of authority - not by directives.</p>	<p>Attend to the staff's job. Try to become experts in the various staff functions. "Second guess" what staff should or should not do.</p>
<p>Establish a board work plan around how it will use its areas of authority - "board tools" - to achieve the district's vision, values and expected results. Hold itself accountable for accomplishing those plans.</p>	<p>Avoid making a commitment to a planned course of action that reflects the board's vision, values and expected results. Let the board's actions be "happenstance" -driven by decisions made at monthly meetings based on issues brought to the board by staff. Blame the chief executive/staff if expected results are not met, even if the board failed to create the conditions necessary to achieve those results.</p>
<p>Set parameters for staff actions through the board's statements on vision, values and expected results, as well as board policies. Allow the chief executive to "execute" needed actions, within the board's parameters, without having to come to the board for prior approval. State those areas in which the superintendent must get board approval before acting, and keep the "see us first" areas to a minimum.</p>	<p>Attempt to direct staff actions by having the superintendent run everything by the board first so that they can debate the pros and cons of taking that action and provide advice for staff on how to do their job.</p>

What we believe is "right" for school boards to do:	What we believe is "wrong" for school boards To do:
Establish a code of conduct and have clearly understood processes and consequences to hold itself and its members accountable for acting in a way befitting the chief trustees of their community's education system.	Avoid taking a stance on acceptable and unacceptable board member behavior and articulating this in writing. Waiting until one or more members' behavior becomes intolerable to the other members of the board or to staff or is affecting the public's perception of the board's effectiveness. Trying to solve the problem by leaving it up to the chairperson to "say something." Or worse, not trying to solve the problem and letting board members express their dissatisfaction with each other in public.

SCHOOL COMMITTEE - SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within his/her scope as executive officer or as professional leader of the school district. While the Committee reserves the right to make the ultimate decision of all matters concerning general policy or expenditures of funds, they will normally proceed in these areas after receiving recommendations from their executive officer. Further:

1. The Superintendent will ask for guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

Approved 11/21/13

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committees wish to maintain open channels of communication between themselves and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committees

All communications or reports to the Committees or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committees for administrative decisions on important matters, except those matters that are outside of the Committees' legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committees' policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the Committees' deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committees' problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of his/her office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of these School Committees and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the town's public schools.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect his/her share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of the students.
7. To accept the will of the majority vote in all cases, and to remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

Approved 11/21/13



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6.1

Deborah E. Bookis
Director of Curriculum and Assessment

ph: 978-264-3313
dbookis@abschools.org

TO: Glenn Brand, Superintendent
FROM: Deborah Bookis
RE: Ready to Learn: Early Childhood Critical Areas
DATE: July 9, 2015

With regionalization, new standards, and external expectations comes the need to discuss what the district values in terms of early childhood education. The focus question is, "How do young children best learn?" with regard to the following possible developmental domains:

- Social and emotional development.
- Language and communication development.
- Approaches toward play and cognitive development.
- Physical development and well-being.

The need is also clearly evident as a result of the questions posed by the directors of other preschools in the area at the most recent preschool-kindergarten meeting.

Description

Phase One will consist of an in-district conversation about early childhood education and coordination between preschool and kindergarten.

Composition

3 Kindergarten Teachers	Kathleen Smith, Loretta Crumlish, Cheryl Beaudoin
3 Preschool Teachers	Gay Prosnitz, Bethany DeLollois, Catherine Centrella
Coordinator of Early Childhood Services	Joe Gibowicz
Coordinator of Pupil Services, K-6	Lynne Laramie
Chairperson of Speech and Language	Lannon Twomey (will join us later)
Director of Curriculum and Assessment	Deborah Bookis
Chairperson of Counseling and Psychological Services, K-6	Hilary Bonnell (currently on maternity leave)
Elementary Principals	Chris Whitbeck, David Krane

As Needed . . .

Chairperson of Nursing, K-6	Diane Spring
OT/PT Specialist	TBD
Elementary Curriculum Specialists	Jean Oviatt-Rothman, Heather Haines, Sharon Ryan

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

1 of 5

Process

The group began by choosing on which domains to focus and by formulating an inquiry question.

Domain: Play and Cognitive Development

Inquiry Question: What is the role of play in children's cognitive development?

Sub-questions: What are the different types of play?

How does play relate to the new MA ELA and Literacy Framework?

How does play help literacy development?

How do we define play?

How do different cultures define play?

Domain: Social and Emotional Development

Inquiry Question: How can we foster resiliency in young children so that they become increasingly responsible for their own social and emotional well-being?

Four days will spent this summer to research these two domains, including asset mapping (what can we learn from our AB colleagues?) and an external review (what can we learn from others?). Work will continue into the fall when the group will meet several more times to continue its research, share findings and propose next steps; these steps will include sharing the findings with the district leadership team, the school leadership team, and all preschool and kindergarten teachers. This will be accomplished through meetings and a Google site. Additionally, the group plans to gather feedback from the leadership teams and teachers about their findings.

Other next steps *may* include:

- Cross-site classroom visits.
- Inquiry-based/action-research professional learning.
- Research-practice seminars based on early childhood research.
- Community outreach . . . to parents, other agencies, pediatrician offices, etc.
- Getting Ready to Learn Summit to include ages before preschool.

The following article, "The Case for the New Kindergarten: Challenging and Playful," published in *EdWeek* last year, clearly states some of the concerns we hope to address.

EDUCATION WEEK

Published Online: June 3, 2014

Published in Print: June 4, 2014, as **The Case for the New Kindergarten: Both Playful and Academic**

COMMENTARY

The Case for the New Kindergarten: Challenging and Playful

By **Daphna Bassok, Amy Claessens, and Mimi Engel**

Kindergarten in the United States is not what it used to be. For one thing, it's longer. In 1998, only about 56 percent of children attended full-day kindergarten. Today, that figure is 80 percent, **according to our research.**

[Back to Story](#)

Kindergarten classrooms are also far more academically oriented. Our research **shows** that most kindergarten teachers now think academic instruction should begin in preschool and indicate that it's important for incoming kindergartners to already know their letters and numbers. Today's kindergarten teachers are spending much more time on literacy and expect their students to learn to read before 1st grade. The implications of these changes are not clear.

Recent accounts of these new norms have been decidedly negative, **describing a "crisis in the kindergarten,"** with anecdotes about experienced kindergarten teachers opting to resign rather than adapt to what they see as highly inappropriate expectations.

Education Week's news coverage of our research on the nature and role of academic instruction in early-childhood classrooms has garnered a similar response. We have heard from parents whose kindergartners are experiencing anxiety around testing, and from kindergarten teachers stretched to capacity trying to meet numerous academic goals and alarmed by the shift away from play.

We are sympathetic to and share many of the same concerns. In particular, we are troubled by the decline we have documented in the amount of time kindergartners spend on physical education, art, music, science, and social studies. We think these trends suggest that young children are being shortchanged with regard to what most of us believe are key aspects of learning.

At the same time, we are concerned by the vehemence with which many educators, researchers, and parents condemn exposure to academic content in kindergarten. Academic instruction in early-childhood classrooms is

NWEA

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the case for data that deliver what you need



—Bob Dahm for Education Week

often framed as inherently at odds with "child-centered," "developmentally appropriate," or "play-based" practices. This presumed dichotomy—that preschool and kindergarten must either be geared toward play and socioemotional development or focused on rigorous academic instruction—is false.

Engaging and challenging academic instruction should (and can) be developmentally appropriate, and it does not have to be overwhelming, stressful, or boring. It does not have to supplant play or child-initiated activities. And it certainly does not have to involve worksheets, one-size-fits-all lessons, or an overemphasis on assessment.

We acknowledge that the norm in many kindergarten classrooms today may be rote or shallow academic instruction, and that time on academics may be crowding out time for other critical activities. This is indeed troubling. However, the response to this concern should not center on eliminating literacy and math instruction from children's first years of schooling. Rather, we need to identify strategies to foster engaging and rich environments for learning language and numeracy. We need to meet all young children where they are, help them build on their inherent curiosity and enthusiasm, and create opportunities for authentic learning.

"To suggest that kindergartners should be deprived of the opportunity to engage deeply in learning literacy and numeracy is to sell them short."

If, as is argued by some of the nation's top poverty scholars, schools are among the most promising means of leveling the playing field for disadvantaged children, we need to think carefully about exactly what early schooling should entail, particularly for those children for whom school represents one important pathway out of poverty.

Recent research by Sean F. Reardon of Stanford University shows that average reading and math scores of incoming kindergartners from high-income backgrounds are a full standard deviation higher than those of children from families with low incomes. The size of this gap among 5-year-olds is staggering, and reducing it will require efforts on multiple fronts. Access to instruction that is engaging, challenging, and fosters a love of learning is a key ingredient. To suggest that kindergartners should be deprived of the opportunity to engage deeply in learning literacy and numeracy is to sell them short at a crucial moment in their development.

A growing body of research has taught us about the critical role of early exposure to language and literacy for children's development. We have also documented vast differences in early exposure to language between children from disadvantaged backgrounds and their peers. There is strong support for both early-childhood parental interventions and preschool programs as strategies for narrowing these gaps. It seems only logical, then, that a strong emphasis on language, literacy, and reading during kindergarten would be another key component for reducing inequality of opportunity.

Early exposure to mathematics instruction is also important. Recent position statements of the **National Association for the Education of Young Children**, the **National Council of Teachers of Mathematics**, and the **National Mathematics Advisory Panel** argue that young children are ready to learn varied and challenging math content. Further, they emphasize that children who experience high-quality math instruction in the earliest years of school are at a distinct advantage relative to their peers.

Our own research shows that children get more out of kindergarten when teachers expose them to new and challenging academic content. We are not arguing that most kindergartners need more exposure to academic

MORE OPINION

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content. At the same time, exposure to academic content should not be viewed as inherently at odds with young children's healthy development.

In light of the adoption of the Common Core State Standards in kindergarten across the vast majority of states, let's shift the conversation about "appropriate" early-childhood learning.

Rather than focusing on whether academic content has a place in early-childhood classrooms, let's focus on how to teach it in a way that is tailored to young learners. Let's focus on creating engaging, fun, developmentally appropriate learning experiences for all kindergartners, acknowledging the importance of embedding enriching language and numeracy experiences within those environments. It will certainly require effort, support, and flexibility, but it is an attainable goal with the potential for a powerful payoff.



Visit Opinion.

Daphna Bassok is an assistant professor of education and public policy at the Curry School of Education at the University of Virginia, in Charlottesville, and a faculty affiliate at EdPolicyWorks, a collaboration between the Curry School and the Frank Batten School of Leadership and Public Policy, also at the University of Virginia. Amy Claessens is an assistant professor at the Harris School of Public Policy Studies at the University of Chicago. Mimi Engel is an assistant professor of public policy and education at the Peabody College of Education and Human Development at Vanderbilt University, in Nashville, Tenn.

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6.2

Marie Altieri

Director of Personnel and Administrative Services

To: Acton-Boxborough Regional School Committee
From: Marie Altieri, Director of Personnel and Administrative Services
Date: July 22, 2015
Re: Comparable Communities Study

Attached you will find the list of comparable communities that was developed by Peter Ashton for the Acton Leadership Group in 2008. The list was developed using five criteria: Income, Housing Values (EQV), Size, Location, and Per Pupil Spending. There has been some suggestion over the last year that it is time to update the list to make sure that we have a list which we can use for future comparisons. We put the topic on the ALG agenda for the June meeting, and ALG agreed that it would be a good time to update the list, and they asked me to reach out to Peter Ashton to see if he would be willing to do this again. I did ask Peter, and he has agreed to do it again. I asked him to not only look at it from a Town of Acton point of view, but from the Acton-Boxborough Regional School District point of view. He agreed to do this. He said that he will add in some additional criteria that will help also look at it from a school perspective, and he will look specifically at regional school districts as well as single town school districts. Depending on the analysis, he may come back with one list that the Town of Acton and ABRSD can use, or there might be two different lists. He said that he expected to have this ready sometime in September.

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

1 of 2

Comparable Communities

Acton
Bedford
Canton
Concord
Dedham
Hingham
Milton
Sudbury
Westborough
Westford
Westwood
Wilmington
Winchester

2 of 2

7/22/15

**Parental educational beliefs and values in a demographically shifting community:
Descriptive Analyses of the 2009 Changing Demographics Survey**

Executive Summary

Rebecca Lowenhaupt, PhD
Lauren Saenz, PhD
Caitlin Hogue, Doctoral Candidate
Lynch School of Education
Boston College¹

Context

- Survey was conducted in 2009 and administered to parents and guardians in Acton and Boxborough. The survey was anonymous, but collected some demographic information.
- The survey was administered to “help guide our schools as we explore the differing goals and perspectives found within our schools and community. By completing the survey, we hope you can help us better understand your views in shaping educational goals and policies” (introduction of survey).

Participants

- 1,308 parents and guardians responded to survey. Of these participants, 184 did not answer any of the survey items and were removed from the analysis, resulting in a total of 1,124 participants.
- Participants were roughly evenly spread over the length of time they resided in Acton or Boxborough; 21.1% were newcomers (lived in the towns 1-5 years).
- Participants self-identified their race/ethnicity; 79.1% self-identified as White, while 16.8% self-identified as Asian. The remaining participants self-identified as Multi-Race, Hispanic or Latino, Black or African-American, American Indian or Alaska Native, and no answer.

Findings

- In general, participants believe that school is more than purely academics. Participants felt that there should be a focus on extracurriculars, performing and fine arts, and developing students into critical thinkers instead of just focusing on standardized assessments.

¹ Findings reported here do not represent an institutional perspective and are based on independent analyses conducted by the researcher using information provided by the Acton-Boxborough Regional School Committee.

- In general, participants also felt that it was important for schools to provide social and emotional support for students, support creativity, and encourage citizenship.
- 18.9% of participants felt “focusing curriculum on high academic success through increased homework” in middle school was educationally harmful.
- Approximately 9% of respondents felt that “focusing curriculum on high academic success as measured by standardized assessments, maintaining high test scores and course grades for the district in all measured areas” in both middle school and high school is educationally harmful.
- Differences in beliefs exist between newcomers and long-term residents (lived in either town more than 5 years).
 - Newcomers tend to feel more strongly that standardized assessment scores are more important than long-term residents.
 - Long-term residents tend to feel more strongly that the district is too focused on grades and academic performance than newcomers.
 - Newcomers feel more strongly than long-term residents that the district needs to better explain its educational approach to new community members.

Recommendations

- Provide more information (or more detailed information) about the district and its educational approach to newcomers to the district.
- Engage in public dialogue around topics that parents and guardians felt were educationally harmful.
- Administer another survey to parents and guardians, updated to focus on current policy pressures and demographic contexts.

ABRSC 2014-2015 Committee Assignments
(approved 8/4/14)

CASE Board Member	Glenn Brand
EDCO School Committee Leadership Liaison	Brigid Bieber
EDCO Board Member	Glenn Brand
EDCO Advisory Member	Brigid Bieber
Legislative Issues/Ballot Initiative Liaison (for Representative Atkins' District)	Amy Krishnamurthy, (Paul Murphy, backup)
Legislative Issues/Ballot Initiative Liaison (for Representative Benson's District)	Kathleen Neville
Legislative Issues/Ballot Initiative Liaison (for Senator Eldridge's District)	Dennis Bruce
Health Insurance Trust Representative	Mary Brolin
Superintendent's Wellness Task Force	Kathleen Neville
Superintendent's Safety Task Force	Maria Neyland, Maya Minkin, Deanne O'Sullivan
PTSO Liaison	Deanne O'Sullivan, Maya Minkin
Community Outreach	Kristina Rychlik, Mary Brolin, Kathleen Neville
SpedPAC Liaison	Paul Murphy
Warrant Signature Subcommittee	Brigid Bieber, Deanne O'Sullivan, Dennis Bruce, Kristina Rychlik, Maria Neyland
Policy Subcommittee	Brigid Bieber, Maria Neyland, Paul Murphy, Deanne O'Sullivan, Amy Krishnamurthy
Negotiations Subcommittee	Maria Neyland, Dennis Bruce, Paul Murphy
Acton Leadership Group (ALG) Representatives	Kristina Rychlik, Dennis Bruce
Acton Board of Selectmen Liaison	Paul Murphy, Mike Coppolino
Acton Finance Committee Liaison	Dennis Bruce
OPEB Task Force	Dennis Bruce
OPEB Trust Fund Board of Advisors	ABRSC Chair, Kristina Rychlik
Boxborough Leadership Forum (BLF) Representatives	Brigid Bieber, Mary Brolin, Maria Neyland, Kathleen Neville
Boxborough Board of Selectmen Liaison	Maria Neyland
Boxborough Finance Committee Liaison	Brigid Bieber
Regionalization Financial Oversight Committee	Michael Coppolino-Chair, Mary Brolin
Danny's Place Youth Services Advisory Board	Kristina Rychlik
Budget	Brigid Bieber, Dennis Bruce, Paul Murphy, Maria Neyland, Kristina Rychlik

ABRSC 2015-2016 Committee Assignments
(draft for discussion 7/22/15)

CASE Board Member	Glenn Brand
EDCO School Committee Leadership Liaison	???
EDCO Board Member	Glenn Brand
EDCO Advisory Member	???
<i>Legislative Issues & Initiatives Subcommittee</i>	???
	???
(for Representative Atkins'/Representative Benson's/Senator Eldridge's Districts)	
Health Insurance Trust Representative	Mary Brolin
Superintendent's Wellness Task Force	Kathleen Neville
Superintendent's Safety Task Force	Maria Neyland, Maya Minkin, Deanne O'Sullivan
PTSO Liaison	Deanne O'Sullivan, Maya Minkin
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Acton Board of Selectmen Liaison	Paul Murphy, Mike Coppelino
Acton Finance Committee Liaison	???
OPEB Task Force	???
OPEB Trust Fund Board of Advisors	ABRSC Chair, Kristina Rychlik
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Boxborough Board of Selectmen Liaison	Maria Neyland
Boxborough Finance Committee Liaison	Brigid Bieber
Regionalization Financial Oversight Committee	Michael Coppelino-Chair, Mary Brolin
Danny's Place Youth Services Advisory Board	Kristina Rychlik
Budget <i>and Capital Planning</i> Subcommittee	Brigid Bieber, Dennis Bruce, Paul Murphy, Maria Neyland, Kristina Rychlik
<i>MMT Liaison or SC rep. to Acton MMT Working Group?</i>	???