



**Joint
Acton & Acton-Boxborough
Regional School Committee Meeting**

**August 6, 2009
8 p.m.
at the
R.J. Grey Junior High School Library**

JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High School

August 6, 2009
8:00 pm (following AB meeting)

AGENDA

- I. CALL TO ORDER
- II. CHAIRPERSONS' INTRODUCTION
 1. New Superintendent's Entry Plan – *Dr. Stephen Mills*
- III. APPROVAL OF JOINT MINUTES OF JUNE 18 and JULY 1, 2009
- IV. PUBLIC PARTICIPATION
- V. UNFINISHED BUSINESS
 1. ALG Report/FinCom Report – *Sharon McManus/Steve Mills*
 2. BLF Report (oral) – *Brigid Bieber*
 3. FY'10 Budget Update
 - Advisory Memo on FY'10 ARRA State Fiscal Stabilization Fund (SFSF) Grants
 - Local-Option Meals Tax – School Committee Opinion for BOS
 - Taxation of Poles and Wires on Public Ways
 4. Health Insurance Trust (oral) – *John Petersen*
 - Report of Policy Workshop on Health Insurance
 5. SPED Financial Task Force Update – *Liza Huber*
 6. Posting School Contracts/Manuals (brought to meeting) – *Marie Altieri*
- VI. NEW BUSINESS
- VII. FOR YOUR INFORMATION
 1. Grant Allocations for 2010 – *Susan Horn*
 2. SPED PAC Info (brought to meeting - presentation at September meeting)
 3. Solar Power Update – memo from JD Head
 4. Staff Inservice Credit Info – *Susan Horn/Marie Altieri*
- VIII. ISSUES FOR THE COMMITTEE
 1. Invitation to New Teacher Luncheon – **August 26**
12:30 pm at RJ Grey Junior High Library – *RSVP to Beth*
 2. Invitation to First Day for All Staff – **August 31 at ABRHS** – *RSVP to Beth*
7:45 – 8:45 am – Continental Breakfast; 9 am – Welcome by the Superintendent
 3. Open Meeting Law Complaint
 - July 15, 2009 Letter from Middlesex District Attorney
 - July 3, 2009 Email from Allen Nitschelm and Charles Kadlec
- IX. EXECUTIVE SESSION
- X. ADJOURNMENT

TO: Acton and Acton-Boxborough Regional School Committees
FROM: Dr. Stephen Mills, Superintendent of Schools
DATE: July 30, 2009
RE: Superintendent's Entry Plan

As I begin my tenure as Superintendent of the Acton Public and Acton-Boxborough Regional School Districts, I intend, with your support to execute a formal entry plan. In addition to all of the standard operating procedures included in the job description for Superintendent, I plan to introduce myself to the school system and the larger community in the following fashion.

I intend to have personal interviews with as many individuals and stakeholder groups as possible. This will include all members of the school committees, parents/guardians, teachers, administrators, support staff, union officials, elected officials (such as town manager, selectmen, finance committee members, state representatives, etc). I expect each of these "listening sessions" to be one half hour in length. I have already emailed the Administrative Council members and told them to schedule a half hour meeting with me. In that email I asked them to be prepared to address the following questions:

1. How do you see your role in the Acton and Acton-Boxborough public schools?
2. How can you contribute to the continued high performance of our system?
3. What gets in your way of being successful?
4. What are you most proud of in Acton and Acton-Boxborough?
5. What are the biggest challenges facing us?
6. What do I most need to know to be effective in moving our districts forward?

All of these meetings will be confidential in nature. I expect this process to take three or four months. I plan to report out publicly to you, the School Committees, on these initial impressions about our school districts.

Having been elected last February, I have already had the opportunity to attend a variety of social functions and meet quite a few people. In addition to these numerous "listening sessions" with individuals, I plan to make myself available in several ways.

As the local School Committee meetings move from one elementary school to the next, I plan to be available for 30 - 45 minutes before the meetings to talk with parents and teachers of those schools. Also, Bill Ryan supplied me with the names of a variety of cultural, civic, political, and religious groups locally and I will reach out to them as well.

I will periodically report back to the School Committee on this entry plan and keep various stakeholder groups informed about what my impressions are. Certainly, I will be glad to accept constructive advice from School Committee members and Central Office staff about the implementation of this plan.

Respectfully submitted,

Dr. Stephen E. Mills,
Superintendent of Schools

**JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
MINUTES**

Library
R.J. Grey Junior High School

June 18, 2009
7:45 pm

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<i>Members Present:</i>	Sharon Smith McManus, Xuan Kong, Brigid Bieber, Jonathan Chinitz, Michael Coppolino, Terry Lindgren, Maria Neyland, John Petersen
<i>Also Present:</i>	William Ryan, Marie Altieri, Liza Huber, Sharon Summers, citizens

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The joint meeting was called to order at 7:45 p.m. by Sharon McManus and Xuan Kong, respective Committee chairs.

CHAIRPERSONS' INTRODUCTION

APPROVAL OF MINUTES

The open session minutes of June 4 and June 15, 2009 were approved as written. The executive session minutes will be reviewed/approved at the August 6 School Committee meeting.

PUBLIC PARTICIPATION – None

UNFINISHED BUSINESS

1. Administrators' Benefits Proposal

- Sharon McManus gave some background about the process leading up to this proposal. About a year ago, a small group (Michael Coppolino, Bill Mullin and Bruce Sabot) worked to develop some proposals for changes to the administrators' contract. After that, it was decided to expand the process and have collaborative discussion with the administrators. A formal subcommittee was formed made up of School Committee and administrators' representatives. They met several times in May. Sharon said the School Committee has met to look at those recommendations.
- Maria Neyland, a member of the subcommittee, read the proposed changes to the Administrators Benefits Manual, dated July 8, 2009.
- Brigid Bieber stated that there should be a wording change from 'Committee' to 'Superintendent' in the manual, where applicable.
- Joint Committee action:
 - It was moved and seconded to approve all changes discussed as listed on sheet distributed, along with editing changes ('Committee' to 'Supt.' where appropriate).**
- Discussion: Brigid Bieber observed that the Subcommittee worked hard on this over the last few months. The School Committee met in executive sessions to discuss the proposed changes carefully and thoroughly. Her view is that these are comprehensive changes that need to be made, they are fair to current administrators, and the School Committee should keep a pulse on the manual, while the Superintendent has the responsibility. The amount of vacation carry-over winding down over a period of years should give administrators the chance to use extra days. The goal is to 'use your vacation.' The health insurance (from 85/15 to 75/25) is a big change, and we are trying to make up for a one year payoff is fair, since administrators have already signed up for health plans for next year. She hopes the proposal will be accepted by administrators. She feels this is a plan that works for everybody.
- Xuan Kong read a statement regarding Section 3.3 in which he was opposed to "grandfathering" all current administrators. He felt Section 3.3 was not cost effective in advancing the school districts' mission and removal of that section does not disadvantage the districts in its competitiveness in

administrator benefits. He also stated that it is acceptable to modify benefits for all district employees.

- Michael Coppolino also read a statement about the process/discussion that had occurred from July 2008 to the present. He was on the preliminary subcommittee to look at administrators' benefits, and then make recommendations for the School Committees to consider. They reviewed MASC and MASS data, so as determine reasonable benefits and fairly compensate our administrators. The School Committees have had some good discussions, and he felt making these changes was an opportunity for the School Committees to exhibit to the public some fiscal restraint and responsibility in light of the current economic situation.

Amendment to Previous Motion

Acton-Boxborough:

It was moved, seconded and

VOTED: To amend the previous motion as follows: to discuss and vote on each article separately.

(Vote: Yes – Coppolino, Kong, Lindgren, Petersen; No – Bieber, Chinitz, McManus, Neyland).

Acton:

It was moved, seconded and

VOTED: To amend the previous motion as follows: to discuss and vote on each article separately.

(Vote: Yes – Coppolino, Kong, Lindgren, Petersen; No –Chinitz, McManus).

The Committees proceeded to vote each article separately.

Acton-Boxborough

It was moved, seconded and

VOTED: All current 28 administrators are grandfathered under Article 3 of the Administrators' Benefits Manual.

(Vote: Yes – Bieber, Chinitz, Lindgren, McManus, Neyland, Petersen; No – Coppolino, Kong)

Acton:

It was moved, seconded and

VOTED: All current 28 administrators are grandfathered under Article 3 of the Administrators' Benefits Manual.

(Vote: Yes –Chinitz, Lindgren, McManus, Petersen; No – Coppolino, Kong)

ARTICLE 1

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: To add the following sentence at the end, "Any proposed change to this manual requires the approval of both School Committees."

ARTICLE 2.4

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: To replace the existing article with: An administrator shall devote the time necessary in his/her professional judgment to assure quality of education for the students of each school system. The administrators may carry over vacation days per the following schedule:

Effective June 30, 2010, administrators may carry over unused vacation days to a maximum of 40 days

Effective June 30, 2011, administrators may vary over unused vacation days to a maximum of 30 days

Effective June 30, 2012, administrators may vary over unused vacation days to a maximum of 20 days

Effective June 30, 2013, administrators may vary over unused vacation days to a maximum of 10 days.

Vacation day carry over exceeding these limits will require the express written consent of the Superintendent.

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ARTICLE 2.6

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: The Superintendent may grant compensatory time based on the requirement of an administrator to work unusual hours or days.

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ARTICLE 3

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: Except for the continued coverage of all of Article 3 to the existing Administrators as has been previously stated. Article 3 will become only 3.1 in the new manual. Delete 3.2 and 3.3 for anyone who is hired after June 18, 2009.

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ARTICLE 7.1

Acton & Acton-Boxborough School Committees:

It was moved, seconded and

VOTED: To leave this article as written.

(Vote: Yes – Bieber, Chinitz, Kong, Lindgren, McManus, Neyland, Petersen; No – Coppolino)

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ARTICLE 10.2.1

Acton & Acton-Boxborough School Committees:

It was moved, seconded and

VOTED: That administrators will pay 25% of their health insurance premium (75/25% split). All 28 administrators will sign on. The school districts will make a one-time payment of 100% of the total loss in the first year. This money is a one-time payment and not added to the base.

(Vote: Yes – Bieber, Chinitz, Lindgren, McManus, Neyland, Petersen; No – Coppolino; Abstained – Kong)

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ARTICLE 10.2.1.1

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: To replace existing article with, "Administrators will be given the option of paying for their health insurance with pretax dollars if permissible by statute."

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ARTICLE 13

Acton & Acton-Boxborough School Committees:

It was moved, seconded and unanimously

VOTED: **To be added: a list of the positions that are covered by this manual going forward.**

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Sharon McManus thanked the Committee for all their work on this issue.
She also thanked the administrators for their partnership in this process.

Michael Coppolino moved "That the Administrators Benefits Manual and all other similar legally binding agreements between the districts and employee groups be posted on the district website and hard copies of all such documents be provided the School Committee at our next public meeting."
After discussion, he withdrew the motion.

This motion will be placed on the agenda for a future School Committee meeting.

John Petersen asked that the Superintendent's contract also be put on the website as a separate document.
Marie Altieri asked to come back to the Committees re: putting up on the website the individual contracts of all employees.

NEXT MEETING: August 6th meeting – AB at 6:30 pm. followed by Joint mtg.,
followed by APS mtg.

At 9:30 p.m., the Joint Committee meeting was adjourned.

Respectfully submitted,
Sarah T. Lawton,
Secretary

**JOINT
ACTON/ACTON-BOXBOROUGH REGIONAL SCHOOL COMMITTEE
SC WORKSHOP MINUTES July 2009**

Sargent Memorial Library Conference Room
Boxborough

July 1, 2009

<i>SC Attendees:</i>	Brigid Bieber, Jonathan Chinitz, Mike Coppolino, Xuan Kong, Terry Lindgren, Sharon Smith McManus, Maria Neyland, John Petersen
<i>Absent:</i>	Bruce Sabot
<i>Other Attendees:</i>	Stephen Mills, Bart Wendell

Sharon Smith McManus and Xuan Kong called the joint meeting of the Acton-Boxborough Regional School Committee and Acton Public School Committee to order at 6:17pm.

Kopleman and Paige will review changes to the Open Meeting Law at the Acton Memorial Library on Thursday September 24th at 7pm. All SC members are encouraged to attend.

APPROVAL OF WARRANTS

Three AB regional warrants were circulated for SC review and approval:

Warrant 09-026A	\$2,451,199.11 (final payroll)
Warrant 09-027	\$269,174.97
Warrant 10-001	\$1,744,918.07

SUPERINTENDENT INTRODUCTION

Steve Mills recapped the remarks that he made to the school leadership earlier this week. Steve believes in bottom up planning and sees the role of the central office as supporting the primary mission of the schools – classroom teaching. For himself, Steve is committed to universal values - golden rule, respect, fair play and hard work. Steve will personally model good behavior. Steve exemplified his values by stating that he would like the school's contribution to his health care decreased from 85% to 75% to match the contribution rate recently approved by the SC for administrators.

WORKSHOP DISCUSSION

Bart Wendell began the workshop discussion at 6:40pm. Bart commented that local elected bodies like SC or BOS may be divided along fiscal, social or style issues. He observed that the AB & APS SC tended to be in agreement about fiscal and social issues but was factionalized in terms of style. Several members of the committee are relationship focused while other members of the committee are task focused. The challenge for the committee as a whole is to respect the value of each perspective and act in ways that both preserve our strong, good relationships while effectively completing tasks. The SC agreed that a key ground rule for the workshop and our meetings is to keep the discussion on issues, not on people. Members also need to respect other member's right to an opinion. The SC concluded that 2005 Summer Workshop outcomes are still relevant and should be applied to '09-'10 meetings (Appendix). In addition, the SC agreed that data collection should precede discussion as part of the decision-making process.

The committee was in agreement that better preparation would improve SC meetings and SC performance. Specifically, there was agreement that agendas should be prepared and circulated for SC comment a week before each meeting. Supporting materials (memos, presentations) should be provided a week prior to meetings. Steve Mills committed to supporting this schedule and requested that SC members provide feedback on significant concerns *prior to the meeting*. The SC agreed with several members supporting Maria Neyland's comment that a goal is to make sure that complete information comes to the meeting in a form that supports reaching a conclusion (assuming that action is required) that same evening. Mike Coppolino and others expressed concern about opening and closing issues in a single session in part related to time needed to incorporate public feedback into the decision making. It was agreed that the vice-chair of each committee will be responsible for reminding the chair that there may need to be an explicit discussion of the timing of votes relative to the timing of presentations and background information given to the committee before any vote is taken. Brigid Bieber commented that each topic should be framed so that the action that will be requested of the committee (vote to approve, make recommendation, comment) is clear at the outset of the topic discussion. The SC will include School Committee Performance as an agenda item for its Dec 3rd meeting.

Terry Lindgren stated that it was important to clarify SC decisions by making and voting on understandable motions. The SC as a whole thinks that motions should be written in advance of the meeting and non-routine motions need to be provided as part of the SC packet delivered prior to the meeting.

Bart polled individual committee members to self-identify specific areas in which they would work on shortening/improving SC meetings:

Jonathan Chinitz	Talk less
John Petersen	Let details go
Terry Lindgren	Keep issues at appropriate high level
Mike Coppolino	Prepare better
Sharon Smith McManus	Don't repeat
Xuan Kong	Send questions ahead of meeting
Brigid Bieber	Ask what action is being requested from committee
Maria Neyland	Send questions in advance, keep issues at appropriate high level
Steve Mills	Ensure staff is prepared

The SC discussed the role of SC members in supporting SC decisions after non-unanimous votes. The SC unanimously recognizes that the actions of the committee are the actions of the committee as a whole and that individual members cannot and must not present individual positions as those of the committee. Where members hold positions/opinions on major issues that are not likely to be those of the majority, the SC believes that communicating those positions prior to the night of relevant vote will improve SC performance. The SC discussed the role of individual members in communicating/implementing voted actions of the committee. The primary role of individual members is to communicate what action the committee has taken. In longer discussions, individual members may present both the pro and con positions while making clear the committee's chosen course of action. Terry Lindgren noted that in some extreme cases such as a member believes that the SC decision is illegal and/or immoral the SC member must as

an individual decide if in this specific case she will be unsupportive of the committee's decision.

The SC also recognized the importance of maintaining the confidentiality of executive discussions. The content of executive committee discussions should be reported through approval and public release of executive committee minutes.

OTHER BUSINESS

Brigid Bieber stated that the Boxborough SC has formed a subcommittee to study various forms of regionalization/unionization for the Boxborough School System (Blanchard Elementary School). There are many different possibilities that are being investigated by the subcommittee. The Boxborough subcommittee expects to have a good understanding of what is good for Boxborough in Spring 2010. The Boxborough SC requested that the AB regional SC schedule any discussions relative to including Blanchard in the ABRSD after the Boxborough subcommittee completes its study or requests a discussion. The sense of ABRSC is that Boxborough should complete their study before any ABRSC discussions.

Independently, the APSC is exploring the possibility and merits of the Acton Public Schools joining ABRSD. The idea of APS, as a single entity joining ABRSD is totally separate from the Boxborough School System regionalization and will be vetted on its own merits.

Brigid Bieber will communicate the outcome of the SC workshop discussion to Bruce Sabot.

Steve Mills will communicate the outcome of the SC workshop to his leadership team.

SC issues and tasks and member assignments for 2009-2010 will be determined at the August meeting. Xuan Kong will not be in attendance and will send his preferences in advance.

At 9:31 p.m., the joint meeting was adjourned.

Respectfully submitted,
John Petersen

Appendix Acton-Boxborough Regional School Committee
2005 Summer Workshop Outcomes

- Put motions on table earlier
- Advance preparation of motions
- Committee members prepared to speak to all agenda items prior to meeting
- Test consensus more often
- Chair summarize points of view; members not repeat items that have already been said
- Schedule Executive Sessions before School Committee Meetings
- Schedule large topics/education reports for separate meetings instead of within a monthly business meeting
- In December check in on how we are doing
- Send preliminary agendas to committee members at least a week before the meeting
- Keep ongoing list of known agenda topics for whole year so that information gathering and preparation can take place earlier.
- Keep ongoing list of action items and committee assignments
- Make more information available to the public including schedules and agenda items
- Individual committee member requests are brought up at meetings and go through the committee
- Requests for staff members to do work go through the Committee and/or Chair and then through the Superintendent



UNFINISHED BUSINESS



Acton Leadership Group Meeting

JULY 29, 2009

7:15 AM

Town Hall, Faulkner Hearing Room

Bart Wendell Facilitating

----- Agenda Topics -----

Please Note 7:15 AM Start Time!

1. Approval of Draft Minutes – 6/15/09	General Discussion	
2. FY10 Town/School/State Budget, Revenue Update	Steve Ledoux Steve Mills	
3. Discuss Maintenance of ALG Spreadsheets	General Discussion	
4. Other		

Calendar Sept 2 7:15 AM

ALG Minutes

June 15, 2009

Present: Bart Wendell, facilitator; Mary Ann Ashton, Herman Kabakoff, FC; Sharon McManus, Xuan Kong, SC; Paulina Knibbe, Peter Berry, BoS; Steve Ledoux, John Murray, Bill Ryan, Marie Altieri, Staff Bill. New Superintendent Dr. Mills was also present.

Audience: Steve Barrett Town finance department, Steve Noone (FC) Tess Summers (Schools' finance department, intern Julie Kiraee, Bob Graham, Dick Callendrella, Clint Seward and Charlie Kadlec.

Under seven Other Steve Ledoux added Bond Rating

Charter and Rules

Bart said that in the past the newly organized ALG participants went over the ALG Charter and Rules at the outset of the new year. He distributed Charter and Ground from 2003 and followed since. (See attached)

Changes suggested:

Under quorum "One member and one staff person per board" add, there will be no substitutes

Herman started the discussion of the meaning of "consensus"

The Ground rules & Charter do not have a definition

Bart: the definition is everyone agrees to a consensus position, after all views are heard and there is an agreement to support the position before the individual boards

Herman: consensus is the same as unanimity —also the best possible solution

Paulina disagreed saying there was a difference between unanimity. Consensus means there is overwhelming support; unanimity means that the position is unanimous.

Bart felt there was no difference.

Mary Ann suggested that the reason they may be the same is that the positions have to go back to the individual boards where there they must be accepted.

Paulina: consensus is not unanimous agreement

Herman: we are working for the same goal—in the spirit of compromise we work to unanimity and everyone is equally unhappy.

Bart: the Ground Rules call for total agreement. Once the decision has been made the [ALG member] supports and advocates for that position before his board. Unless there is new information, then the discussion is reopened.

Minutes of March 9, 2009 were approved.

2. Special Town Meeting update S. Ledoux, P. Knibbe

The meeting is on June 23rd, the warrant has been posted & is in the mail. There was a move for an additional article---a citizen's petition asking the town to buy land on Windsor Ave using available funds. That will be on the warrant for the next Town meeting. The petitioners could force a special with enough signatures. There may be a need for a Fall Town Meeting.

3. FY 09 Revenues S. Ledoux, B. Ryan
Extra information from both the schools & Town
Steve

The additional FY09 cuts in state aid were \$170k. We have a shortfall of \$720k that comes from local revenues of \$550k; Motor vehicle excise \$340k; fees \$165k; interest income \$45k

There are two weeks left. The town froze \$1/2m and Steve said he thought the town was covered.

Bill: The schools have received the final Ch. 70 payments.

APS chapter 70 reductions \$550K; AB \$720. The projected turn backs for the region are \$450.

The schools need to apply for stimulus funds to replace the shortfalls in the Ch. 70 funds

4. FY 10 S. Ledoux, B. Ryan

AB budget is on track given previous assumptions. Transportation costs are the same the circuit breaker is only 65%. The Governor's budget is close to school's voted revenues House is \$130k less; Senate is \$350-70 less

The final budget has yet to pass---wait & see what happens

The Feds gave money through the IDEA grants and the schools have filed for \$335k

APS the house bill has the increase through the sales tax---the final budget will be different. We can only hope that it is close.

Paulina questioned the increase in the Charter school costs---are there more students.

Bill said that the state has changed the formula & they have a pretty good idea of the numbers going to the Charter school

Steve: the FY 10 budget shows a shortfall. The Senate bill is \$5450⁺ less than the governor's The Town is hampered by the DOR's requirement that they can only budget for the FY 09 actuals in some categories unless the town can "prove" that their numbers are correct.

There were questions about the MVE monies---in the past they have come in greater and later. Steve Barrett said the big push comes in March and all those sums were accounted for.

Mr. Kadlec asked if the Town needed another meeting ^{to} account for the reduction in excise and the lower appropriations

John M said that the town budget could be balanced on the expected lower assessment from the region & Federal allocated sums.

Mr. Kadlec: if the revenues predicted are less to get the balance we will need a STM to make the reductions.

John noted that there were the reserves & the state can make exceptions to the rules.

5. Policy meetings on Major Issues

P. Knibbe

Paulina proposed that there be policy-setting meetings on major fiscal issues. She intends to set aside an entire BoS meeting to this exercise and asked for the participation of the FC & SC.

The first of these meetings will be July 27 and the discussion will be on benefits in general & health insurance in particular

The plan is to have staff present descriptions of plans and constraints on changes. The goal is to lay the groundwork for a strategy for the future.

The meeting will be in the JrHS library

7. Other

Steve announced that the Town's Bond Rating was changed upwards to AAA. This will have a positive impact on short-term borrowing and the Town's efforts to refinance.

The reasons listed for the upgrade 1. good household income; 2 low unemployment rate 3. reserves 4. FC's 97% solution 5. the town did not "go hog wild on capital"

John M. said that this rating was a "Flag of Excellence" the ALG process. He said that approximately only 500 other communities across the US had their rating increased.

This is the last ALG meeting for Superintendent Bill Ryan. All wished him well in his retirement

Bill said that the ALG was a great board that does important work doing critical financial planning and reaching compromises. Eventually we all come into agreement.

Sharon asked that the meeting date be from Monday's because of the difficulty in getting information ready in time among other things.

It was agreed to change the days to Wednesdays and the time to 7:15

Task: produce a calendar for the next meeting with BoS, FC & SC meetings and holidays. General task

Adjourned 8:35

Ann Chang

The next meeting is
July 29th 7:15 –8:45

**Acton
FY10 Local Aid Estimates**

	Voted Revenues	Governor's Budget	House Final Budget	Senate Final Budget	FY10 Cherry Sheet
State Revenues					
Education:					
Chapter 70	\$ 5,228,141	\$5,228,141	\$5,228,141	\$5,123,578	\$ 5,123,578
Circuit Breaker (65% original)*	\$ 500,738	\$488,520	\$408,294	\$308,146	\$ 308,146
Sub-Total, All Education Items	\$ 5,728,879	\$ 5,716,661	\$ 5,636,435	\$ 5,431,724	\$ 5,431,724
General Government:					
Unrestricted General Government Aid	\$ 1,243,937	\$1,243,937	\$1,441,748	\$1,146,303	\$ 1,232,453
Telecommunications Revenue					\$ 163,146
Revenues from Meals Tax Increase**	\$ 165,673	\$165,673	\$0	\$165,673	\$ 155,826
Revenues from Rooms Tax Increase**	\$ 32,138	\$32,138	\$0	\$32,138	\$ -
Sub-Total, All General Government	\$ 1,441,748	\$1,441,748	\$1,441,748	\$1,344,114	\$1,551,425
 Total State Revenues	 \$ 7,170,627	 \$ 7,158,409	 \$ 7,078,183	 \$ 6,775,838	 \$ 6,983,149
Federal Revenues					
Education:					
ARRA State Fiscal Stabilization Fund Grant (Chap 70)		\$ 515,536	\$ 457,922	\$ 384,404	\$ 357,131
ARRA IDEA Grant-Fund 760	\$ 122,670	\$ 298,130	\$ 298,130	\$ 298,130	\$ 286,963
Sub-Total Federal Revenues	\$ 122,670	\$ 813,666	\$ 756,052	\$ 682,534	\$ 644,094
 Grand Total	 \$ 7,293,297	 \$ 7,972,075	 \$ 7,834,235	 \$ 7,458,372	 \$ 7,627,243

*Governor 2.44% reduction, House 53% reimb.,

Senate 40% reimb., Conf Comm 40%

**Per local option

**Acton-Boxborough Regional School District
FY10 Local Aid Estimates**

	<i>Voted Revenues</i>	<i>Governor's Budget</i>	<i>House Final Budget</i>	<i>Senate Final Budget</i>	<i>FY10 Cherry Sheet</i>
State Revenues					
Chapter 70	\$ 6,852,830	\$6,852,830	\$6,852,830	\$6,715,773	\$ 6,715,773
Regional School Transportation*	\$ 768,337	\$768,337	\$768,337	\$768,337	\$ 768,337
Circuit Breaker (65% original)**	\$ 1,031,608	\$1,006,437	\$841,157	\$634,836	\$ 634,836
Charter Tuition Reimbursements	\$ 39,300	\$39,300	\$67,468	\$67,468	\$ 80,123
Total State Revenues	\$ 8,692,075	\$8,666,904	\$8,529,792	\$8,186,414	\$ 8,199,069
Federal Revenues					
ARRA State Fiscal Stabilization Fund Grant (C	\$ -	\$ 879,470	\$ 863,450	\$ 681,328	\$ 646,234
ARRA IDEA Grant-Fund 760	\$ 200,000	\$ 334,715	\$ 334,715	\$ 334,715	\$ 334,715
Total Federal Revenues	\$ 200,000	\$ 1,214,185	\$ 1,198,165	\$ 1,016,043	\$ 980,949
Grand Total State and Federal Revenues	\$ 8,892,075	\$ 9,881,089	\$ 9,727,957	\$ 9,202,457	\$ 9,180,018

*FY09 cherry sheet receipts, Conf Comm FY10 56%

**Governor 2.44% reduction, House 53% reimb,
Senate 40% reimb., Conf Comm FY10 40%

FY'10 Estimated Circuit Breaker Deficit

	<i>APS</i>	<i>ABRSD</i>	<i>K-12</i>
Budgeted Circuit Breaker Reimbursement @ 65%	\$500,738	\$1,031,608	\$1,532,346
Final Circuit Breaker Reimbursement at 40%	<u>(\$308,146)</u>	<u>(\$634,836)</u>	<u>(\$942,982)</u>
Estimated Circuit Breaker Deficit	\$192,592	\$396,772	\$589,364

Recommended Use of FY'10 Federal Stimulus Grant Funds to Fund Circuit Breaker

ARRA IDEA Grant	\$143,482	\$167,358	\$310,840
ARRA Fiscal Stabilization Grant (Ch 70)	<u>\$49,110</u>	<u>\$229,414</u>	<u>\$278,524</u>
Total FY'10 Federal Grant to Fund CB Deficit	\$192,592	\$396,772	\$589,364

FY10 Recommended Use of ARRA IDEA Grant

	<i>APS</i>	<i>ABRSD</i>	<i>K-12</i>
Circuit Breaker Deficit @ 40%*	\$143,482	\$167,358	\$310,840
SPED Assistants	<u>\$143,482</u>	<u>\$167,357</u>	<u>\$310,839</u>
Total FY10 ARRA IDEA Grant	\$286,964	\$334,715	\$621,679

FY'10 Recommended Use of ARRA Federal Fiscal Stabilization Grant (Chapter 70)

	<i>APS</i>	<i>ABRSD</i>	<i>K-12</i>
ARRA State Stabilization Chapter 70 Grant	\$357,131	\$646,234	\$1,003,365
Circuit Breaker Deficit	(\$49,110)	(\$229,414)	(\$278,524)
SPED Assistant Deficit	\$0	(\$32,643)	(\$32,643)
Chapter 70 Deficit (Conference Committee)	<u>(\$104,563)</u>	<u>(\$137,057)</u>	<u>(\$241,620)</u>
ARRA (Chapter 70) Balance	\$203,458	\$247,120	\$450,578

BL

Municipality	Telecomm Revenue @ \$26 M	2% Rooms Local Option @ \$34.5 M (Assumed Effective Date of 8/1/2009)	.75% Meals Local Option Using DOR Returns @ \$60.7 M (Assumed Effective Date of 10/1/2009)	Conf. Chapter 70	Conf. Unrestricted General Government Aid	Potential ARRA Funds	Totals
ABINGTON	50,749	0	114,274	7,652,405	1,733,200	0	9,550,628
ACTION	163,146	0	155,826	5,123,578	1,232,453	357,131	7,032,134
ACUSHNET	36,475	0	35,421	6,380,293	1,335,880	0	7,788,069
ADAMS	39,695	0	31,952	8,958	2,062,686	39	2,143,330
AGAWAM	79,492	0	302,426	16,156,816	3,245,836	1,382,649	21,167,219
ALFORD	1,911	0	**	0	12,364	0	14,275
AMESBURY	65,625	29,666	80,775	8,897,607	1,714,037	0	10,787,710
AMHERST	42,350	32,654	226,241	6,141,373	7,417,544	0	13,860,162
ANDOVER	409,531	320,588	275,819	7,318,616	1,574,331	0	9,898,885
ARLINGTON	111,121	42,754	145,834	6,104,708	5,684,280	938,832	14,027,529
ASHBURNHAM	31,766	0	7,812	0	700,522	0	740,100
ASHBY	16,216	0	1,527	0	385,788	0	403,531
ASHFIELD	16,949	0	6,319	97,305	163,569	0	284,142
ASHLAND	31,016	0	75,078	4,502,102	1,191,467	279,333	6,078,996
ATHOL	40,172	0	45,645	0	2,332,579	0	2,419,396
ATTLEBORO	166,960	0	299,972	29,646,276	5,026,357	739,405	35,878,970
AUBURN	108,362	131,580	134,482	5,691,647	1,508,896	560,100	8,135,066
AVON	32,368	0	61,552	862,748	610,660	0	1,567,328
AYER	51,366	0	45,229	4,168,122	666,985	0	4,931,702
BARNSTABLE	71,951	588,856	776,464	7,589,756	1,853,262	0	10,880,289
BARRE	23,231	0	20,323	17,501	792,398	21,991	875,444
BECKET	21,699	0	4,465	79,753	80,012	0	185,929
BEDFORD	175,262	124,742	229,848	2,964,642	1,011,392	0	4,505,886
BELCHERTOWN	73,858	0	58,438	12,900,818	1,499,115	886,159	15,418,388
BELLINGHAM	71,718	0	85,361	8,389,773	1,495,008	91,110	10,132,970
BELMONT	86,458	0	76,942	4,511,739	1,989,365	1,373,659	8,038,163
BERKLEY	21,487	0	28,900	5,426,422	536,079	0	6,012,888
BERLIN	22,077	0	4,693	528,296	177,633	0	732,699

7/14/09

	Telecomm Revenue @ \$26 M	2% Rooms Local Option @\$34.5 M (Assumed Effective Date of 8/1/2009)	.75% Meals Local Option Using DOR Returns @ \$60.7 M (Assumed Effective Date of 10/1/2009)	Conf. Chapter 70	Conf. Unrestricted General Government Aid	Potential ARRA Funds	Totals
Municipality							
WORCESTER	361,969	331,459	1,350,457	176,884,068	36,514,610	15,900,327	231,442,889
WORTHINGTON	14,450	0	1,625	71,276	110,672	0	198,073
WRENTHAM	152,594	704	135,081	3,738,425	821,444	0	4,848,248
YARMOUTH	34,980	544,571	395,141	2,555	1,112,429	2,210	2,091,886
DEVENS		43,707		321,440	0	0	365,147
Municipal Total	26,117,177	34,452,243	60,704,244	3,242,320,608	936,376,140	155,032,690	4,455,003,102
Regional School District							
NORTHAMPTON SMITH				935,567	0	0	935,567
CHESTERFIELD GOSHEN				757,346	0	0	757,346
MANCHESTER ESSEX				1,684,043	0	0	1,684,043
ACTON BOXBOROUGH				6,715,773	0	646,234	7,362,007
ADAMS CHESHIRE				10,254,928	0	0	10,254,928
AMHERST PELHAM				9,685,959	0	0	9,685,959
ASHBURNHAM WESTMINSTER				10,126,994	0	368,821	10,495,815
ATHOL ROYALSTON				17,928,042	0	0	17,928,042
BERKSHIRE HILLS				2,807,290	0	0	2,807,290
BERLIN BOYLSTON				921,023	0	0	921,023
BLACKSTONE VALLEY				7,077,833	0	549,278	7,627,111
BLUE HILLS				4,035,092	0	0	4,035,092
BRIDGEWATER RAYNHAM				21,180,680	0	0	21,180,680
CENTRAL BERKSHIRE				8,751,713	0	21,742	8,773,455
CONCORD CARLISLE				1,886,888	0	0	1,886,888
DENNIS YARMOUTH				6,764,640	0	0	6,764,640

Finance Document

FY 2010 Model

*All numbers are early projections and are subject to change

Revenues:	FY08	FY09	FY10	Scenario 1	Scenario 2	Scenario 3
Tax Levy:	Actuals		Per Town Meeting	FY10 Finance	FY10 Finance	FY10 Finance
Base	\$ 54,361	\$ 56,521	\$ 58,969	\$ 58,969	\$ 58,969	\$ 58,969
2 1/2%	\$ 761	\$ 1,413	\$ 1,474	\$ 1,474	\$ 1,474	\$ 1,474
New Growth	\$ 801	\$ 1,035	\$ 600	\$ 600	\$ 600	\$ 600
Debt Excl.	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,064
Overlay	\$ (605)	\$ (900)	\$ (850)	\$ (850)	\$ (700)	\$ (700)
Total Tax Levy (exc. current yr. override)	\$ 58,650	\$ 61,172	\$ 63,258	\$ 63,258	\$ 63,408	\$ 63,408
Cherry Sheet	\$ 6,183	\$ 6,851	\$ 6,641	\$ 6,270	\$ 6,425	\$ 6,270
SBAB - Twin School	\$ 1,085	\$ 1,086	\$ 1,009	\$ 1,009	\$ 1,009	\$ 1,009
Excise Taxes	\$ 2,870	\$ 2,870	\$ 2,730	\$ 2,520	\$ 2,520	\$ 2,520
Fees	\$ 1,056	\$ 1,080	\$ 1,080	\$ 835	\$ 835	\$ 835
Int. Income	\$ 712	\$ 400	\$ 400	\$ 275	\$ 275	\$ 275
Pension/Potholes/Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Regional Revenue	\$ 4,825	\$ 5,787	\$ 5,817	\$ 5,817	\$ 5,817	\$ 5,817
Regional E&D Action's share	\$ 286	\$ 511	\$ 335	\$ 335	\$ 335	\$ 335
HS Interest/Bond Prem.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Free Cash	\$ 1,594	\$ 450	\$ 1,142	\$ 1,142	\$ 1,142	\$ 1,142
NESWC for capital	\$ -	\$ 750	\$ 455	\$ 455	\$ 455	\$ 455
Revenues before Overrides	\$ 77,262	\$ 80,957	\$ 82,887	\$ 81,938	\$ 82,241	\$ 82,086
Revenue Incl override excluding debt/SBAB	\$ 72,844	\$ 76,768	\$ 78,814	\$ 77,863	\$ 78,168	\$ 78,013
Debt Exclusion:						
Debt on APS	\$ 517	\$ 527	\$ 608	\$ 608	\$ 608	\$ 608
Debt on JHS/SHS	\$ 1,778	\$ 1,612	\$ 1,516	\$ 1,516	\$ 1,516	\$ 1,516
Municipal Debt Incurred	\$ 520	\$ 454	\$ 439	\$ 439	\$ 439	\$ 439
Debt on Police station	\$ 517	\$ 503	\$ 501	\$ 501	\$ 501	\$ 501
Total Debt Exclusions	\$ 3,332	\$ 3,102	\$ 3,064	\$ 3,064	\$ 3,064	\$ 3,064
Budgets Excluding Debt:						
Municipal Budget	\$ 22,325	\$ 23,614	\$ 24,276	\$ 24,276	\$ 24,276	\$ 24,276
APS Budget	\$ 23,310	\$ 24,974	\$ 25,754	\$ 25,754	\$ 25,754	\$ 25,754
ABRSD Budget - Action Share *	\$ 25,811	\$ 27,374	\$ 28,073	\$ 28,073	\$ 28,073	\$ 28,073
MM Assumption	\$ 767	\$ 771	\$ 711	\$ 711	\$ 711	\$ 711
Subtotal schools	\$ 49,908	\$ 53,119	\$ 54,638	\$ 54,638	\$ 54,638	\$ 54,638
TOTAL	\$ 72,233	\$ 76,733	\$ 78,814	\$ 78,814	\$ 78,814	\$ 78,814
% Increase		6.1%	2.7%	-5.7%	0.0%	0.0%
Subtotal NET POSITION	\$ 811	\$ 35	\$ (0)	\$ (951)	\$ (646)	\$ (801)
NET POSITION		\$	\$ (0)	\$ (951)	\$ (646)	\$ (801)
Reserves:						
Free Cash	\$ 1,900	\$ 2,455	\$ 1,598	\$ 1,598	\$ 1,598	\$ 1,598
NESWC	\$ 4,886	\$ 4,469	\$ 4,014	\$ 4,014	\$ 4,014	\$ 4,014
E&D	\$ 1,100	\$ 971	\$ 766	\$ 766	\$ 766	\$ 766
TOTAL	\$ 7,886	\$ 7,895	\$ 6,379	\$ 6,379	\$ 6,379	\$ 6,379

Revenue

Scenario 1 (Most Conservative)
FY10 voted Cherry Sheet revenues
FY 09 local revenue actuals
No reduction in overlay

Revenue

Scenario 2 (Most Risky)
FY10 voted Cherry Sheet revenues
FY10 additional meals tax revenues - \$155k
FY 09 local revenue actuals
Telecomm effect on overlay - \$150k

Revenue

Scenario 3 (Most Likely)
FY10 voted Cherry Sheet revenues
FY 09 local revenue actuals
Telecomm effect on overlay - \$150k

FY 10 Possible Solutions

Use of reserves
Use of stimulus monies
Reduce Budgets
Combination of above
Meals Tax @ 75%

DOR Balancing options:

* Budget conservatively
* Count 7/3/09 tax title monies - \$200k
* DOR Bulletin 2009-10B
* STM rebalancing
* Reduce Assessments

Meals Tax Guidance

* Town won't make 8/31/09 STM deadline
* DOR needs 30 days after TM vote to implement at beg of each quarter
* 48 Hr Town Clerk notification to DLS after TM approval

Telecomm Guidance

* Realized revenues in FY 09 valuations
* Savings in FY10 with reduced overlay

From: Tess Summers

Monday, July 20, 2009 3:27:18 PM

Subject: \$6,641 as Cherry Sheet Number on ALG Spreadsheet

To: Bill Ryan

Bill,

The \$6,641 amount on the cherry sheet was calculated on the Governor's Budget, as follows:

FY10 Estimated Receipts	\$6,915,179
FY10 Estimated Assessments	\$- 232,851
Less School Lunch Offset Receipts	\$ - 12,013
Less Public Libraries Offset Receipts	\$ - 19,316
Total	\$6,640,989

The estimated receipts did include \$165,673 for meals tax increase, \$32,138 for rooms tax increase, and \$79,479 for Police Career Incentive.

Tess

Sharon "Tess" Summers
Director of Finance
Acton Public/Acton-Boxborough Regional School District
(978) 264-4700 X3205
tsummers@mail.ab.mec.edu

**Massachusetts Department of Revenue
Division of Local Services
FY2010 Local Aid Estimates**

ACTON

	FY2009 Cherry Sheet Estimate	FY2010 Governor's Budget (House 1)	FY2010 House Final Budget Proposal	FY2010 SWM Budget Proposal
Education:				
Chapter 70	5,228,141	5,228,141	5,228,141	5,123,578
School Transportation	0	0	0	0
Retired Teachers' Pensions	0	0	0	0
Charter Tuition Reimbursement	0	6,031	6,028	6,028
Offset Receipts:				
School Lunch	11,331	12,013	12,013	12,013
School Choice Receiving Tuition	0	0	0	0
Sub-Total, All Education Items	5,239,472	5,246,185	5,246,182	5,141,619

General Government:

Lottery Aid	1,484,039
General Fund Subsidy to Lottery	227,222
Additional Assistance	29,696
Unrestricted General Government Aid	1,740,957

Unrestricted General Government Aid

Revenues from Meals Tax Increase	0	165,673	0	0
Revenues from Rooms Tax Increase	0	32,138	0	0
Local Share of Racing Taxes	0	0	0	0
Regional Public Libraries	0	0	0	0
Police Career Incentive	118,000	79,479	46,870	0
Urban Renewal Projects	0	0	0	0
Veterans' Benefits	8,286	17,801	17,801	20,782
State Owned Land	62,997	62,953	62,955	56,659
Exemptions: Vets, Blind, Surviving Spouses & Elderly	38,932	37,687	37,687	37,687
Offset Receipts:				
Public Libraries	33,363	29,326	30,044	25,937
Sub-Total, All General Government	2,002,535	1,668,994	1,637,105	1,240,980

Total Estimated Receipts

7,242,007	6,915,179	6,883,287	6,382,599
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FY2010 Local Aid Assessments ACTON

	FY2009 Cherry Sheet Estimate	FY2010 Governor's Budget (House 1)	FY2010 House Final Budget Proposal	FY2010 SWM Budget Proposal
County Assessments	0	0	0	0
State Assessments and Charges:				
Retired Employees Health Insurance	0	0	0	0
Retired Teachers Health Insurance	0	0	0	0
Mosquito Control Projects	52,897	52,589	53,534	53,534
Air Pollution Districts	6,571	6,601	6,601	6,601
Metropolitan Area Planning Council	6,034	6,159	6,159	6,159
Old Colony Planning Council	0	0	0	0
RMV Non-Renewal Surcharge	8,820	9,740	9,740	9,740
Sub-Total, State Assessments	74,322	75,089	76,034	76,034

Transportation Authorities:				
MBTA	107,610	108,703	108,703	108,703
Boston Metro. Transit District	0	0	0	0
Regional Transit	22,908	23,481	23,481	23,481
Sub-Total, Transportation Authorities	130,518	132,184	132,184	132,184

Annual Charges Against Receipts:				
Multi-Year Repayment Programs	0	0	0	0
Special Education	0	10,527	10,527	10,527
STRAP Repayments	0	0	0	0
Sub-Total, Annual Charges	0	10,527	10,527	10,527

Tuition Assessments				
School Choice Sending Tuition	15,000	5,000	5,000	5,000
Charter School Sending Tuition	0	10,051	0	10,047
Essex County Tech Sending Tuition	0	0	0	0
Sub-Total, Tuition Assessments	15,000	15,051	5,000	15,047

Total Estimated Charges	219,840	232,851	223,745	233,792
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For information about how the estimates were determined and what may cause them to change, click: [Local Aid Estimate Program Summary](#).

Please note that final Charter School & School Choice assessments may change significantly when updated to reflect spring enrollment data and final tuition rates.

ACTON**A. EDUCATION:****Distributions and Reimbursements:**

1. Chapter 70	5,123,578
2. School Transportation <i>Chs. 71, 71A, 71B and 74</i>	
3. Retired Teachers' Pensions <i>Ch. 32, s. 20 (2) (c)</i>	
4. Charter Tuition Reimbursements <i>Ch. 71, s. 89</i>	5,967

Offset Items – Reserve for Direct Expenditure:

5. School Lunch <i>1970, Ch. 871</i>	12,013
6. School Choice Receiving Tuition <i>Ch. 76, s. 12B, 1993, Ch. 71</i>	

Sub-Total, All Education Items	5,141,558
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B. GENERAL GOVERNMENT:**Distributions and Reimbursements:**

1. Unrestricted General Government Aid	1,232,453
2. Local Share of Racing Taxes <i>1981, Ch. 558</i>	
3. Regional Public Libraries <i>Ch. 78, s. 19C</i>	
4. Police Career Incentive <i>Ch. 41, s. 108L</i>	18,748
5. Urban Renewal Projects <i>Ch. 121, ss. 53-57</i>	
6. Veterans' Benefits <i>Ch. 115, s. 6</i>	20,782
7. Exemptions: Vets, Blind, Surviving Spouses & Elderly <i>Ch. 58, s. 8A; Ch. 59 s. 5</i>	37,687
8. State Owned Land <i>Ch. 58, ss. 13-17</i>	56,752

Offset Item - Reserve for Direct Expenditure:

9. Public Libraries <i>Ch. 78, s. 19A</i>	25,937
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Sub-Total, All General Government	1,392,359
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C. TOTAL ESTIMATED RECEIPTS, FISCAL 2010	6,533,917
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ACTON**A. County Assessment, County Tax:** *Ch. 35, ss. 30, 31***B. STATE ASSESSMENTS AND CHARGES:**

1. Retired Employees Health Insurance	<i>Ch. 32A, s. 10B</i>	
2. Retired Teachers Health Insurance	<i>Ch. 32A, s. 12</i>	
3. Mosquito Control Projects	<i>Ch. 252, s. 5A</i>	53,264
4. Air Pollution Districts	<i>Ch. 111, ss. 142B, 142C</i>	6,601
5. Metropolitan Area Planning Council	<i>Ch. 40B, ss. 26, 29</i>	6,159
6. Old Colony Planning Council	<i>1967, Ch. 332</i>	
7. RMV Non-Renewal Surcharge	<i>Ch. 90; Ch. 60A</i>	9,740
Sub-Total, State Assessments		75,764

C. TRANSPORTATION AUTHORITIES:

1. MBTA	<i>Ch. 161A, ss. 8-9; 1974, Ch. 825, ss. 6-7</i>	108,703
2. Boston Metro. Transit District	<i>1929, Ch. 383; 1954, Ch. 535</i>	
3. Regional Transit	<i>Ch. 161B, ss. 9, 10, 23; 1973, Ch. 1141</i>	23,481
Sub-Total, Transportation Assessments		132,184

D. ANNUAL CHARGES AGAINST RECEIPTS:

1. Multi-Year Repayment Programs		
2. Special Education	<i>Ch. 71B, ss. 10, 12</i>	10,056
3. STRAP Repayments	<i>1983, Ch. 637, s. 32</i>	
Sub-Total, Annual Charges Against Receipts		10,056

E. TUITION ASSESSMENTS:

1. School Choice Sending Tuition	<i>Ch. 76, s. 12B, 1993, Ch. 71</i>	7,650
2. Charter School Sending Tuition	<i>Ch. 71, s. 89</i>	
3. Essex County Technical Institute Sending Tuition	<i>1998, Ch. 300, s. 21</i>	
Sub-Total, Tuition Assessments		7,650

F. TOTAL ESTIMATED CHARGES, FISCAL 2010**225,654***Released June 30, 2009*For additional information about how the estimates were determined and what may cause them to change in the future, please click on the following link: [Local Aid Estimate Program Summary](#).

Commonwealth of Massachusetts Department of Revenue
NOTICE TO REGIONAL SCHOOL DISTRICTS
OF ESTIMATED RECEIPTS
General Laws, Chapter 58, Section 25A

ACTON BOXBOROUGH**A. EDUCATION****Distributions and Reimbursements:**

1. Chapter 70	6,715,773
2. Regional School Transportation <i>Ch. 71, s. 16C</i>	603,536
3. Charter Tuition Reimbursements <i>Ch. 71, s. 89</i>	80,123

Offset Items - Reserve for Direct Expenditure:

4. School Lunch <i>1970, Ch. 871</i>	14,645
5. School Choice Receiving Tuition <i>Ch. 76, s. 12B, 1993, Ch. 71</i>	345,180
6. Essex County Technical Institute Receiving Tuition <i>1998, Ch. 300, s. 21</i>	

Total Estimated Receipts, Fiscal 2010 **7,759,257**

Estimated Charges:

7A. Special Education <i>Ch. 71B, ss. 10, 12</i>	129
8A. School Choice Sending Tuition <i>Ch. 76, s. 12B, 1993, Ch. 71</i>	19,500
9A. Charter School Sending Tuition <i>Ch. 71, s. 89</i>	356,338

Total Estimated Charges, Fiscal 2010 **375,967**

B. TOTAL ESTIMATED RECEIPTS, NET OF ESTIMATED CHARGES, FISCAL 2010 **7,383,290**

Released June 30, 2009

For additional information about how the estimates were determined and what may cause them to change, please click on the following link:
[Local Aid Estimate Program Summary.](#)

Enc. V. 3.

State Government - State Services

Massachusetts Department of
Elementary & Secondary Education

--Select Program Area--



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Grants and Other Financial Assistance Programs: FY2010

Advisory Memorandum on FY10 ARRA State Fiscal Stabilization Fund (SFSF) Grants Fund Code: 780

July 15, 2009

The table below contains the FINAL district allocations for FY10 ARRA State Fiscal Stabilization Fund (SFSF) grants (ESE fund code 780). School districts should plan on these funds being available in making staffing and other budgetary decisions for the coming school year.

The amount of each district's allocation is equal to the difference between the district's FY10 foundation budget and its available state and local funding under the Chapter 70 formula (Chapter 70 state aid plus required local contribution). Districts that are not receiving an FY10 SFSF allocation have already received state and local funding equal to or greater than their foundation budgets. See http://finance1.doe.mass.edu/chapter70/chapter_10_local.xls for a complete summary of the Chapter 70 formula calculations.

As noted previously, salaries funded by this grant **are not** subject to the 9% pension chargeback normally applicable to federal grants. However, salaries for non-certified personnel funded by this grant **are** subject to the normal pension assessments levied by your local pension system.

The application forms for these grants will be posted on the ESE school finance website sometime in August, and the initial cash disbursements will be made during the second quarter of FY10 (October through December). This delay is due to the extra paperwork required for the Commonwealth to access all of its SFSF entitlement, as well as the need to provide assurances that all of the ARRA reporting requirements will be met. Despite the change in schedule, districts can still rely on and budget for the allocation amounts listed in this memorandum.

We have not yet determined the effective date for incurring expenditures under this grant program. It will be no later than the end of the second quarter (12/31/09), but may very well be sooner. We will let you know as soon as we have more information. Districts should be prepared to split expenditures between the general fund and the grant fund to accommodate this requirement, with the general fund covering the first and second quarters and the grant fund covering the third and fourth quarters.

We recognize that the initial disbursement of cash under this grant program will occur somewhat later than the September 30 date for Chapter 70 state aid. If needed, municipalities and regional districts can issue federal aid anticipation notes (FAAN) for cash flow purposes. Please contact DOR's Division of Local Services for information on FAAN requirements.



If you need further information regarding FY10 SFSF grants, please contact the following staff in the Department's school finance center:

<u>Jeff Wulfson</u>	781-338-6500
<u>Jay Sullivan</u>	781-338-6594
<u>Rob O'Donnell</u>	781-338-3116



FINAL FY10 SFSF ALLOCATIONS (FUND CODE 780)



Lea	Lea Name	Amount
2	ACTON	357,131
4	ADAMS	39
5	AGAWAM	1,382,649
10	ARLINGTON	938,832
14	ASHLAND	279,333
16	ATTLEBORO	739,405
17	AUBURN	560,100

271	SHREWSBURY	1,065,713
273	SOMERSET	7,737
278	SOUTH HADLEY	460,058
281	SPRINGFIELD	14,916,250
284	STONEHAM	53,970
285	STOUGHTON	418,552
287	STURBRIDGE	342,781
288	SUDBURY	163,484
290	SUTTON	3,754
291	SWAMPSCOTT	61,143
292	SWANSEA	341,173
293	TAUNTON	2,320,896
295	TEWKSBURY	134,769
305	WAKEFIELD	294,405
307	WALPOLE	153,158
310	WAREHAM	672,299
316	WEBSTER	1,031,001
317	WELLESLEY	1,220,173
321	WESTBOROUGH	99,127
323	WEST BRIDGEWATER	177,741
325	WESTFIELD	1,019,282
326	WESTFORD	1,437,647
327	WESTHAMPTON	55,347
332	WEST SPRINGFIELD	1,570,702
335	WESTWOOD	513,030
337	WHATELY	8,606
340	WILLIAMSBURG	6,836
342	WILMINGTON	512,889
343	WINCHENDON	1,097,986
344	WINCHESTER	821,710
348	WORCESTER	15,900,327
351	YARMOUTH	2,210
600	ACTON BOXBOROUGH	646,234
610	ASHBURNHAM WESTMINSTER	368,821
635	CENTRAL BERKSHIRE	21,742
658	DUDLEY CHARLTON	886,768
680	HAMPDEN WILBRAHAM	217,025
683	HAMPSHIRE	251,894
695	LINCOLN SUDBURY	183,765
710	MENDON UPTON	229,442
730	NORTHBORO SOUTHBORO	12,445
760	SILVER LAKE	139,570
766	SOUTHWICK TOLLAND	432,265
775	WACHUSETT	1,053,746
780	WHITMAN HANSON	466,278
805	BLACKSTONE VALLEY	549,278
810	BRISTOL PLYMOUTH	794,959
825	GREATER NEW BEDFORD	920,866

From:  Paulina Knibbe <p.knibbe@comcast.net> Thu, Jul 02, 2009 12:49:55 PM 

Subject: Local Option Meals Tax

To:  Xuan Kong <xuankongsc@gmail.com>
 Sharon Smith McManus <:ssmcmamus@rcn.com>

Attachments:  Attach0.html 3K
 Local aid cuts and calculations.pdf 275K

Hello, Sharon and Xuan. It looks likely that the state will pass a local option meals tax. Which means that we will need to decide whether or not we want to pursue that option in Acton. I believe that the 'local legislative body' is Town Meeting in Acton. I would very much appreciate advice on this matter from the School Committee. I have also asked for input from the Finance Committee and from the EDC. The BoS will be discussing it at our meeting on July 13th.

I have attached a spreadsheet which we received from Corey Atkins office that includes an estimate of the revenue that could be generated by such a tax.

This is the info from the MMA about the local option taxes:

Local-option taxes

The budget includes landmark local-option taxing authority, allowing a local-option meals tax of three-quarters of 1 percent and allowing a 2 percent increase in the local room occupancy tax.

By vote of the local legislative body, communities would have the authority to impose a .75 percent local meals tax beginning in the second quarter of the fiscal year (Oct. 1), if the tax is adopted at least 30 days prior to the beginning of the quarter (before Sept. 1). Communities that adopt the tax after Sept. 1 would begin collecting it at the beginning of the third quarter (Jan. 1). Restaurants will submit the revenue with their state sales tax payments, and the state will allocate the funds back to the community in which they were raised.

The 2 percent increase in the local hotel-motel tax is accomplished by increasing the maximum levy by 2 percent in existing statutes.

In both cases (meals and lodging), communities should consult the Department of Revenue on specific details after the governor signs the budget.

The Senate had initiated the local-option meals tax and room tax increase in its version of the budget.

Thanks for your help. Please don't respond to this email as I don't want to get into deliberation over email.

Paulina

Municipality	Telecomm Revenue @ \$26 M	2% Rooms Local Option @\$34.5 M (Assumed Effective Date of 8/1/2009)	.75% Meals Local Option Using DOR Returns @ \$60.7 M (Assumed Effective Date of 10/1/2009)	Conf. Chapter 70	Conf. Unrestricted General Government Aid	Potential ARRA Funds	Totals
ABINGTON	50,749	0	114,274	7,652,405	1,733,200	0	9,550,628
ACTON	163,146	0	155,826	5,123,578	1,232,453	357,131	7,032,134
ACUSHNET	36,475	0	35,421	6,380,293	1,335,880	0	7,788,069
ADAMS	39,695	0	31,952	8,958	2,062,686	39	2,143,330
AGAWAM	79,492	0	302,426	16,156,816	3,245,836	1,382,649	21,167,219
ALFORD	1,911	0**		0	12,364	0	14,275
AMESBURY	65,625	29,666	80,775	8,897,607	1,714,037	0	10,787,710
AMHERST	42,350	32,654	226,241	6,141,373	7,417,544	0	13,860,162
ANDOVER	409,531	320,588	275,819	7,318,616	1,574,331	0	9,898,885
ARLINGTON	111,121	42,754	145,834	6,104,708	6,684,280	938,832	14,027,529
ASHBURNHAM	31,766	0	7,812	0	700,522	0	740,100
ASHBY	16,216	0	1,527	0	385,788	0	403,531
ASHFIELD	16,949	0	6,319	97,305	163,569	0	284,142
ASHLAND	31,016	0	75,078	4,502,102	1,191,467	279,333	6,078,996
ATHOL	40,172	0	46,645	0	2,332,579	0	2,419,396
ATTLEBORO	166,960	0	299,972	29,646,276	5,026,357	739,405	35,878,970
AUBURN	108,362	131,580	134,482	5,691,647	1,508,896	560,100	8,135,066
AVON	32,368	0	61,552	862,748	610,660	0	1,567,328
AYER	51,366	0	45,229	4,168,122	666,985	0	4,931,702
BARNSTABLE	71,951	588,856	776,464	7,589,756	1,853,262	0	10,880,289
BARRE	23,231	0	20,323	17,501	792,398	21,991	875,444
BECKET	21,699	0	4,465	79,753	80,012	0	185,929
BEDFORD	175,262	124,742	229,848	2,964,642	1,011,392	0	4,505,886
BELCHERTOWN	73,858	0	58,438	12,900,818	1,499,115	886,159	15,418,388
BELLINGHAM	71,718	0	85,361	8,389,773	1,495,008	91,110	10,132,970
BELMONT	86,458	0	76,942	4,511,739	1,989,365	1,373,659	8,038,163
BERKLEY	21,487	0	28,900	5,426,422	536,079	0	6,012,888
BERLIN	22,077	0	4,693	528,296	177,633	0	732,699



Bulletin

2009-15B

LOCAL OPTION EXCISES

TO: Assessors, Accountants, Auditors, Clerks, Mayors, Selectmen, City/Town Managers, Finance Directors, City/Town Councils, City Solicitors and Town Counsels

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

DATE: July 2009

SUBJECT: New Local Meals Excise and Amended Local Room Occupancy Excise Rate

This *Bulletin* provides preliminary information about the procedures for implementing sections of the Fiscal Year 2010 state budget regarding local option excises on restaurant meals and room occupancies. The Department of Revenue (DOR) collects the local excises in addition to the state taxes on the occupancies or meals and distributes the collections on a quarterly schedule.

The FY10 state budget:

- Adds a new local option excise of .75 percent on sales of restaurant meals originating within the municipality.
- Increases the maximum rate of the existing local option room occupancy excise from four to six percent (four and one-half to six and one-half percent for Boston).

Local excises become operative only if accepted by a city or town. Acceptance is by majority vote of the municipal legislative body, subject to local charter. G.L. c. 4, § 4. Questions about the charter requirements in your community should be referred to municipal counsel. As further explained in this *Bulletin*, acceptance of either local excise, or amendment of the local room occupancy excise rate, must occur at least 30 days in advance of the first day of a calendar quarter in order to become operative for that quarter. **Communities must report their acceptance or amendment of these local excises to the Division of Local Services (DLS) in the manner prescribed by this *Bulletin*.**

Additional guidance on implementation issues and procedures will be issued in the future.

If you have questions about these notification requirements, please contact the Municipal Data Bank at databank@dor.state.ma.us.

LOCAL OPTION MEALS EXCISE
Chapter 27, §§ 60 and 156 of the Acts of 2009
Adding General Laws Chapter 64L
Effective for sales of restaurant meals on or after October 1, 2009

A city or town may now impose an excise of .75% on the sales of restaurant meals originating within the municipality by accepting G.L. c. 64L, § 2(a). As with the existing local option room occupancy excise, the DOR will collect the local meals excise at the time it collects the state tax on the sale. Therefore, the local excise applies to all meals subject to the state sales tax. A community may not vary the rate or the meals subject to the excise.

The DOR will distribute the collections to the city or town on the same quarterly schedule that applies to the local room occupancy excise. G.L. c. 64L, § 2(b). The distribution schedule is found in Attachment A. A community may dispute its distribution by notifying the DOR, in writing, within one year of the distribution. G.L. 64L, § 2(b).

To assist in the administration of the excise, the DOR may provide cities and towns with certain information, including the total collections in the prior year and the identity of vendors collecting the tax locally. G.L. c. 64L, § 2(d).

Acceptance Procedure

Acceptance of the local option meals excise is by majority vote of the municipal legislative body, subject to local charter. To accept G.L. c. 64L, § 2(a), the following or similar language may be used:

VOTED: That the city/town of _____ accept G.L. c. 64L, § 2(a) to impose a local meals excise.

Acceptance Effective Date

A community's acceptance of the local meals excise becomes operative on the first day of the next calendar quarter after the vote, provided that date is at least 30 days after the vote to accept. If not, the acceptance becomes operative on the first day of the second quarter after the vote. **As a result, October 1, 2009 is the earliest an acceptance can become operative for FY10. A community must accept on or before August 31, 2009 in order for the DOR to begin collecting the excise on that date.**

For the start dates of each quarter and last date an acceptance vote will take effect for that quarter, please see the schedule in Attachment A.

A city or town may make the acceptance operative at the start of a later quarter by including the later start date in the vote ("to take effect on January/April /July/October 1, 2____.")

Notification Requirements

(1) Notice of Acceptance

The city or town clerk must notify the Municipal Data Management/Technical Assistance Bureau within the DLS whenever the statute is accepted or rescinded. ("Notification of Acceptance/Rescission—Meals Excise"). The notice is to be submitted **within 48 hours** of the vote. **Without timely notice, the DOR cannot begin collecting the excise for the city or town.**

(2) List of Restaurants

After the clerk notifies the DLS of the community's acceptance, the local licensing board or official will be asked to verify the restaurants or other establishments that serve meals in the community. The verified information will be used by the DOR to notify vendors of their obligations to collect and pay over the local excise and to ensure that sales are properly sourced to the community. More detailed instructions will be provided, but local officials should be prepared to review and verify this information on an expedited basis.

Revenue Estimates

Within the next few weeks, the DOR expects to **release estimates** of the amounts each city or town could collect from imposing the local meals excise. At that time, we will provide further information about the use of meals excise revenue as an estimated receipt in the FY10 tax rate. **No community will be allowed to use new local meals excise revenues in the FY10 tax rate, however, unless it has accepted the statute before the rate is set.**

LOCAL OPTION ROOM OCCUPANCY EXCISE
Chapter 27, §§ 51, 52 and 154 of the Acts of 2009
Amending General Laws Chapter 64G, § 3A
Effective for occupancies on or after August 1, 2009

A city or town may impose, up to a maximum rate, a local excise on the rental of rooms in hotels, motels, lodging houses and bed and breakfast establishments by accepting G.L. c. 64G, § 3A. The maximum rate communities may now impose is 6% (6.5% for Boston). Previously, the maximum rate was 4% (4.5% for Boston). The local excise applies to all room occupancies subject to the state room occupancy excise. A community may not vary the occupancies subject to the excise, but may adopt any rate up to the maximum. A city or town that accepts the local room occupancy excise may also amend its excise rate, but it can only revoke or amend the rate once a year.

Acceptance or Amendment Procedure

Acceptance of the local option room occupancy excise, or amendment of the local excise rate, is by majority vote of the municipal legislative body, subject to local charter. To accept, the city or town must vote to accept G.L. c. 64G, § 3A and specify the local excise rate. The following or similar language may be used:

VOTED: That the city/town of _____ accept G.L. c. 64G, § 3A to impose a local room occupancy excise at the rate of _____ percent.

The following or similar language may be used to amend the local rate:

VOTED: That the city/town of _____ impose the local room occupancy excise under G.L. c. 64G, § 3A at the rate of _____ percent.

or

VOTED: That the city/town of _____ amend its local room occupancy excise under G.L. c. 64G, § 3A to the rate of _____ percent.

Acceptance or Amendment Effective Date

A community's acceptance of the local room occupancy excise, or amendment of its excise rate, becomes operative on the first day of the next calendar quarter after the vote, provided that date is at least 30 days after the vote to accept or amend. If not, the acceptance or amendment becomes operative on the first day of the second quarter after the vote. **As a result, October 1, 2009 is the earliest an acceptance or amendment can become operative for FY10. A community must accept or amend on or before August 31, 2009 in order for the DOR to begin collecting the excise or new excise rate on that date.**

For the start dates of each quarter and last date an acceptance vote will take effect for that quarter, please see the schedule in Attachment A.

A city or town may make the acceptance or amendment operative at the start of a later quarter by including the later start date in the vote ("to take effect on January/April /July/October 1, 2____.")

Notification Requirements

The city or town clerk must notify the Municipal Data Management/Technical Assistance Bureau within the DLS whenever the statute is accepted or rescinded, ("Notification of Acceptance/ Rescission-Room Occupancy") or the excise rate is amended ("Notification of Acceptance-Room Occupancy Rate Change"). The notice is to be submitted **within 48 hours** of the vote. **Without timely notice, the DOR cannot begin collecting the excise or new excise rate for the city or town.**

Revenue Estimates

Within the next few weeks, the DOR expects to **release estimates** of the amounts each city or town could collect from imposing or increasing the local room occupancy excise. At that time, we will provide further information about the use of room occupancy excise revenue as an estimated receipt in the FY10 tax rate. **No community will be allowed to use new local room occupancy excise revenues in the FY10 tax rate, however, unless it has accepted the statute or amended its excise rate before the tax rate is set.**

ATTACHMENT A

LOCAL OPTION EXCISE TIMETABLE

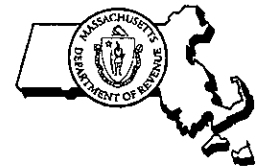
FY QUARTER	QUARTER START DATE	ACTION DEADLINE	DISTRIBUTION DATE	REVENUE COLLECTED DURING
Q1	July 1	May 31 ¹	September 30	June, July, August
Q2 ²	October 1	August 31	December 31	September, October, November
Q3	January 1	December 1	March 31	December, January, February
Q4	April 1	March 1	June 30	March, April, May

¹ Latest date to accept or amend in order to implement for full fiscal year. In first year, community will receive collections from July – May (11 months). Community will receive full year collections thereafter.

² Earliest Quarter acceptances or amendments can become operative for FY10. If community implements in this quarter, it will receive collections from October – May (8 months) during FY10.

Massachusetts Department of Revenue Division of Local Services

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



Bulletin

2009-14B

TAXATION OF POLES AND WIRES ON PUBLIC WAYS

TO: Assessors, Accountants, Auditors, Mayors, Selectmen, City/Town Managers, Finance Directors, City/Town Councils, City Solicitors and Town Counsels

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

DATE: July 2009

SUBJECT: Taxation of Telecommunications Corporation Poles and Wires on Public Ways

This *Bulletin* explains a section of the Fiscal Year 2010 state budget regarding the taxation of poles and wires of telephone and other telecommunications corporations located on public ways. St. 2009, c. 27, § 25. This amendment is effective as of January 1, 2009 and applies to taxes assessed for fiscal years beginning on and after July 1, 2009. St. 2009, c. 27, § 149.

Centrally and Locally Valued Poles and Wires

Section 25 of the FY10 state budget eliminates the historical exemption from local taxation for poles and wires owned by telephone and telegraph, cable television, internet, data service and other telecommunications corporations and located on public ways that was based on court decisions. See *Assessors of Springfield v. Commissioner of Corporations and Taxation*, 321 Mass. 186 (1947); *Warner Amex Cable Communications, Inc. v. Assessors of Everett*, 396 Mass. 239 (1985). Specifically, it amends G.L. c. 59, § 18, Fifth, which governs the person to whom and the place where poles and wires are assessed and was at issue in those decisions. As you know, last year, in a case involving telephone corporations centrally valued by the Department of Revenue (DOR), the Appellate Tax Board (ATB) ruled that these poles and wires are taxable under another clause of G.L. c. 59, § 18 and the DOR included them in its FY09 central valuations. See *Verizon New England, Inc. Consolidated Central Valuation Appeals*, ATB Docket No. C273560; *Bulletin 2008-03B, Assessment of Poles and Wires on Public Ways*. That ruling is still subject to appeal, but this amendment expressly makes the poles and wires taxable under G.L. c. 59, § 18, Fifth beginning in FY10.

The Division of Local Services is responsible for oversight of and assistance to cities and towns in achieving equitable property taxation and efficient fiscal management. The Division regularly publishes IGRs (*Informational Guideline Releases* detailing legal and administrative procedures) and the *Bulletin* (announcements and useful information) for local officials and others interested in municipal finance.

Post Office Box 9569, Boston, MA 02114-9569, Tel: 617-626-2300; Fax: 617-626-2330 <http://www.mass.gov/dls>

Assessors were advised that the legal rationale of the ATB decision applied to locally valued cable television and other telecommunications corporations with poles and wires on public ways and they could assess those assets in FY09. If assessors did not assess them in FY09, they must now do so for FY10. An updated or supplemental return should be requested from the companies as soon as possible so that values can be determined and any new growth attributable to taxation of these assets for the first time can be reported before the FY10 tax rate is set.

If assessors are unable to obtain the necessary information about the locally valued assets from the corporations in time to complete valuations before the FY10 rate, they may use the omitted or revised assessment procedure to assess the assets for the year. St. 2009, c. 27, § 149. Usually, that procedure can only be used to assess taxes on property that was not originally taxed for the year due to an unintentional clerical or data processing error. Assessments must be made by June 20, 2010, or 90 days after the fiscal year 2010 actual bills are mailed, if later. G.L. c. 59, §§ 75 and 76. Any new growth for FY10 would be reported as amended new growth before setting the FY11 tax rate.

Overlay Reserves

Beginning with FY10, the poles and wires of centrally and locally valued corporations located on public ways are taxable and assessors do not have to include any additional monies in their overlay accounts to cover potential abatements to taxpayers based on claims these assets are exempt. **Until the final outcome of the Verizon case is known, however, communities have a potential abatement exposure for their FY09 assessment of the assets. Therefore, assessors must continue to reserve the monies included in FY09 overlays to cover those potential abatements.**

If you have questions about the legal aspects of this *Bulletin*, please contact the Bureau of Municipal Finance Law at 617-626-2400. Questions about valuation and new growth should be directed to John Gillet in the Bureau of Local Assessment at 617-626-3605.

**The Process, Cost Drivers and Cross-School
Data Analysis of Special Education in the
Acton Public and Acton-Boxborough Regional Schools
Report of the Special Education Financial Task Force II**

**Fiscal Task Force Recommendations
Through Action Plans**

**Prepared by:
Liza Huber, Director of Pupil Services**

February 2009

Fiscal Task Force Recommendations:

1. ***Monitoring {highly recommended}***: Regular/formal meetings between PPS Director and Finance Director for independent reviews of SPED finances, particularly OOD costs. (pp.2, 58)
 - Examine the proximity and easy access to low cost resources. (p. 58)
 - Examine the reasons why students are in residential and day placements, and review bi-weekly to determine return to school district. (p. 58)
 - Review financial aspects of SPED on a regular basis to more effectively use limited resources. (p.60)
2. ***IEP Process {highly recommended}***: Streamline the efficiency and effectiveness of the IEP process through expanded use of technology and respectful, timely communications with parents. (p.2)
 - Create draft IEPs during IEP development meetings through staff use of computers and district-owned software. (p. 10)
 - Adopt sound electronic document management practices wherever possible. (p.10)
 - Use technology, which may reduce staff time, streamline the process, and mitigate parents' frustration. (p.60)
3. ***CASE Programs {highly recommended}***: Re-examine the cost accounting strategy and methods used for the overall and individual programs in CASE. (pp.2, 20)
4. ***CASE Transportation {highly recommended}***: Analyze current transportation costs in CASE and institute measurable (straightforward) metrics to assess efficiencies. (pp.2, 24)
5. ***Referral System; Inclusive Practices; In-district Delivery {highly recommended}***: Collect and analyze the effectiveness of Child Study Team regular education interventions. (p.2)
 - Currently, there is no information as to how many students had repeat evaluations. (p.7)
 - Consider investment in regular education intervention programs as a cost-effective means of controlling future special education costs and educational excellence (pp.8, 10)
 - Continue the effort of sharing best practices among schools, especially at the elementary school level. (p.8)
 - Re-examine the criteria for CST (SAT) evaluations at the JH. (p.10)
 - Identify earlier psychological and emotional needs sooner for intervention, which may have an effect on costs. (p. 60)

6. ***Communications {highly recommended}***: Develop systems for better communication between parents and regular education teachers. (p.3)
 - School district should educate all student families that their child's progress is a partnership of school and home. (p.10)
 - Employ an open and collaborative relationship with SPED PAC. (p. 59)
7. ***Personnel Distribution {highly recommended}***: Target use of outside consultants in lieu of hiring permanent staff. (pp.3, 58)
8. ***Legal Fees {suggested}***: Study the possibility of establishing a legal resource pool with neighboring school districts or within CASE or EDCO. (pp.3, 11)
9. ***Early Intervention {suggested}***: Collect data within own school district or compare data with other school districts to prove that early interventions reduce costs later. (pp.3, 17)
10. ***Program Development {not classified}***: Continue to develop in-district programs to offer equivalent services to minimize total cost. (p.11)
 - Design internal programs (p. 59)

Current Drivers in Special Education (p.67)

“Changeables”

1. Inclusive Practices

Probable Course of Action:

Continue to support, train and mentor regular education staff with current inclusionary practices, and remedial and differentiated instruction.

2. Referral System

Probable Course of Action:

Examine and monitor the frequency (how many) of referrals from classrooms, grades, houses, etc., the rate (how often), and duration of services (how long), based upon newly designed roles in consultation to the regular education teacher.

3. In-District Delivery of Programs

Probable Course of Action:

Based upon study, alignment, and possible restructuring, create additional, cost effective, in-district programs.

4. In-District Delivery of Services (1:1 programming, etc.)

Probable Course of Action:

Systematically study continuum of current services within the public school setting (internal) and identify creative alternatives.

Compare and contrast best practices from other school districts.

5. Out-of-District Placements

Probable Course of Action:

Analyze programs in out-of-district placements and chart similar needs; discuss the transition of selected students to cost effective in-district programs.

Evaluate children with input from parents and teachers for appropriate transition, i.e., curriculum materials and readiness.

Actively support the probability of new legislation regarding an increase in circuit breaker formula for extraordinary needs, including transportation.

6. Legal Fees

Probable Course of Action:

Continue to enhance school-home feedback sessions and educational opportunities within the school-home partnership, which would dissipate the need for third party intervention.

Fiscal Task Force Timeline

action plan	category	resp persons	start date	completion date	anticipated outcomes
first (1)	monitoring	PS Director; Dir of Fin	February, 2009 monthly; quarterly	on-going	coordination; OOD stabilization & potential cost reduction
first (1)	OOD	Coordinators; Chairs; principals; designated PS staff	February, 2009	June, 2011 on-going	model for cost reduction; pre-school, autism, SED; in-district program design & development
second (2)	IEP process	PS Director, focus groups: parents; staff; SPED PAC	May, 2009	January, 2010	streamlining IEP process; implement DESE initiatives -- procedures lite; potential tech advances
third (3)	CASE programs	CASE Director; CASE members	April, 2009	June, 2010	evaluate accounting strategies; in-district program design & development
fourth (4)	CASE transport	CASE Director; CASE members	April, 2009	June, 2010	confirm route consolidation; feasibility of transportation ownership for specialized programs
fifth (5)	CST study	Coordinators CST teams; principals	March, 2009	June, 2009	efficiency & efficacy of CST/SAT teams; tracking systems; targeted PD
sixth (6)	Communications	PS Director; Leadership Team; SPED PAC	March, 2009	on-going	continue implementation of best practices
seventh (7)	Personnel	PS Director; Leadership Team; Chairs/IEP	March, 2009	on-going	shift use of consultants; cost reduction
eighth (8)	Legal fees	PS Director; CASE/EDCO	April, 2009	October, 2009	feasibility of sharing legal resources
ninth (9)	EI	PS Director; Early Childhood Director; Chairs	September, 2009	on-going; 3-yr interim 6-yr final report	prove hypothesis: EI reduces costs
tenth (10)	Program dev	PS Director	March, 2009	on-going	develop, supplement, redesign programs; create University group practicums

Monitoring (Finances)
Action Plan #1 (excludes the OOD Action Plan)

1. Meet monthly with the Director of Finance to “review the financial aspects of SPED on a regular basis to more effectively use limited resources.”
2. Encourage those who directly monitor the budget in special education to meet quarterly (Director of Finance and other identified representatives to the School Committee. These meetings will facilitate discussion about the fiscal aspects of SPED, including but not limited to, present and predicted costs.
3. Concurrently with these monthly and quarterly meetings, there will be separate foci on OOD placements and in-district delivery by examining our referral system and inclusive practices.
4. As we center our efforts on this 3-prong approach: finances, OOD and in-district, we will examine the proximity and access to low cost resources, the reasons why students are in residential and day placements and a plan to return some students to the school district.

OOD Plan
Action Plan #1 (excludes Monitoring)

Goal for Action Plan 2008-2009:

Assess our OOD population to provide appropriate transitions for selected students from out-of-district to in-district.

Continue the study and transition of OOD students; work with specific parents, work with the private school, work with the curriculum for transition of students, and work with local and regional staff.

In order to plan a systematic way of examining the OOD population both in a thoughtful but focused way, please consider the nuts and bolts of this goal. At each conclusion of an action point, meet and discuss the results so everyone owns each step.

1. Create an excel sheet that lists all students by disability, age, gender, program and cost of program.
2. Look at your three major pockets that drive the budget: pre-school, autism, and SED.
3. Match the students in OOD to these programs (preschool, Connections, and Hayward and related programs at the HS).
4. Ask ourselves what we need to do to bring these students back (add services? different services? extracurricular? etc.). This is an important part of the exercise because it is easier to say that the student cannot return rather than say (s) he can!
5. Identify realistically who can and who cannot for FY'10 and FY'11, a 2-year plan.
6. Elicit input from the school team, especially the special educator and school psychologist. May involve case review and observations of OOD placements; working with staff at the building level (training; PD; principal's support & discussion).
7. Decide who will work with the family and make a plan for each student. That effort would entail visitations to the selected program, involvement in extracurricular activities, the development of a network of students who would support the student in school, a selected staff who would reach out to the student and family, etc. Document efforts.
8. Begin the transition for FY'10 this year by collaboration with the OOD school with our school district's material and curriculum (at least in part). List measurable goals; list outcomes for each student. Evaluate.
9. Initiate the IEP process with appropriate evaluations.

IEP Process
Action Plan #2

Goal: Streamline the efficiency and effectiveness of the IEP process through the expended use of technology and respectful, timely communications with parents.

1. Through separate staff and parent focus groups, identify the areas of enhancement by brainstorming the following questions:
 - Is it the efficiency of the IEP that is the concern? Timing?
 - Is it the lack of a tangible document when leaving the IEP that is the concern?
 - Is it the lack of conclusions and next steps that is the concern?
 - Is the lack of goals and objectives, neither written nor discussed that is the concern?
 - Is it the timing of the IEP and the generation of the new IEP that is the concern?
 - Would limited drafting of the goals and objectives prior to the IEP help with timing so that the IEP can focus on needs and recommendations?
 - Would a closely monitored agenda with time limits on agenda items be helpful?
 - Would only summary of evaluation reports, instead of discussion of the assessments, be helpful?
 - Would a separate, but prior to the IEP, meeting with the school psychologist be helpful to move the meeting forward?
 - Would copy of the notes from the note taker be helpful if given to the family as a “work in progress” report, which will also serve as immediate feedback to the parent?
 - How would staff and parents feel about a computer at the meeting? Consideration should be given to the focus (getting information inputted into the computer), the inevitable tapping of keys, and the shift from personal attention to a technological focus. It’s the shift that is the change for both staff and parent.
2. Having answered the questions, explore opportunities to further investigate the suggestions and chart costs.
 - If the focus groups consider that efficiency and effectiveness can be gained by streamlining the process through drafting, agenda setting, time limits, note taking, then we will proceed with systems and processes to affect change for the whole school district through professional development.
 - If the focus groups consider that efficiency and effectiveness can be better gained by the introduction of computer-assisted techniques, we will seek costs for software, training and implementation.

3. Initiate a task force for approximately 10 weeks to examine the effects of several pilot project interventions:
 - Model A introduces the “smart board”, note taking and a production of a document at the meeting.
 - Model B generates an IEP replica at the meeting through a computer-assisted program.
 - Model C significantly reduces paperwork through “procedures lite”, a voluntary option to opt out of procedural requirements which have been sanctioned from DESE.
 - Model D continues the traditional practice in our schools, “business as usual”.
 - i. Parent/guardian will be asked to voluntarily participate in a model, which will be explained prior to the IEP meeting.
 - ii. Parent/guardian will be given an opportunity to respond verbally or in writing immediately after the IEP meeting.
 - iii. Task Force will analyze, synthesize the results and give feedback to the PS Director.
 - iv. PS Director will make a recommendation on model(s) to be adopted.

CASE Programs
Action Plan #3

1. Collaboratively discuss with the CASE Director and other CASE communities the cost accounting methods that are used to yield overall costs for CASE and for individual programs. The CASE Director should organize, coordinate, and lead the discussion.
2. In that discussion, the following statements should be discussed:
 - Review the accounting strategy and methods used for calculations.
 - Establish the costs for each special education program and determine the effect that this accounting strategy would have on the circuit breaker reimbursement yield.
 - Establish the costs for individual programs (actual costs) vs. gross average calculations.
 - Determine the possibility of fair values credited to school districts (space, utilities, custodial fees, administrative supervision & support, as examples).
3. Create a chart of each of the above areas so that mathematical comparisons and contrasts can be fully explored.
4. Wherever there is a significant financial savings, earmark them for discussion for the respective Superintendents so that they will have an opportunity to discuss the design of CASE and to further identify any cost savings interventions.
5. Continue to use this data in dovetailing the building of in-district programs.

CASE Transportation
Action Plan #4

1. Assist the CASE Director with coordinating a meeting with other CASE members to study the factors that lead to CASE transportation costs, including but not limited to, the transportation route and actual miles travel (straightforward metrics). The CASE Director should assume responsibility for the orchestration of this meeting.
2. Further discuss efficiencies of consolidating travel routes and innovative ways of re-routing methods of transportation (see example on pages 24 and 25 of task force).
3. Chart real examples to demonstrate savings for Acton and Acton-Boxborough.
4. Determine the feasibility of renting, leasing, or buying a mini-bus(es) to serve this population, including cost of driver(s), benefits, insurance, vehicle fees, and projected maintenance vs. CASE transportation fees.

CST Study **Action Plan #5**

Report of the Special Education Financial Task Force II (December 2008):

Data should be collected and analyzed going forward, so that the effectiveness of regular education interventions based on the Child Study Team model, can be measured. There are disparities in the effectiveness of these teams amongst schools in our Districts that should be reviewed and remedied. (p.2)

Adjacent factors:

- Currently, there is no information as to how many students had repeat evaluations. (p.7)
- Consider investment in regular education intervention programs as a cost-effective means of controlling future special education costs and educational excellence (pp.8, 10)
- Continue the effort of sharing best practices among schools, especially at the elementary school level. (p.8)
- Re-examine the criteria for CST (SAT) evaluations at the JH. (p.10)
- Identify earlier psychological and emotional needs sooner for intervention, which may have an effect on costs. (p. 60)

Purpose of the CST study:

1. To improve the efficacy and effectiveness of the child study teams throughout the elementary schools and junior high (evaluations).
2. To streamline and to develop consistent methods across the schools to ensure that teams are responsive to the needs of all children who are referred.
3. To ensure consistent criteria for brainstorming interventions, strategies etc, across schools.
4. To set up a system for monitoring and tracking students referred by elementary level, by school, by grade, by classroom, and by individual student.
5. To develop a professional development program to share best practices across schools.

Step-by-step approach:

1. Collect and study all written documentation pertaining to the CSTs from all schools.
2. Review individual monitoring procedures in the schools.
3. Create a chart of the common denominators and areas for investigation.
4. Visit and observe a CST in each of the elementary schools.
5. Contrast your observations with steps #1 through #3.
6. Ask yourself the following specific questions:
 - How many members of the CST were consistently there?
 - What disciplines did they represent?
 - Who chaired it?

- Were members on time?
 - Did each member contribute?
 - Was the emphasis on regular education interventions? What were they?
 - How did the Team define “effective progress” and measure it?
 - Did the CST concentrate on academic performance?
 - Were the interventions practical and acceptable by the teacher?
 - Was there an agenda?
 - Were notes taken?
 - Was there a timetable for intervention?
 - Was there a follow-up scheduled in a timely manner?
 - Was the pace of the CST appropriate (should discuss at least two students with time for follow-up of other students)? Assumes preparation and timely delivery.
7. Ask yourself the following systemic questions:
- Is the CST that I am observing considered as a “think tank” to quickly diagnose the problem and respond with regular education strategies?
 - Is it well developed bringing together a cooperative, yet expert body of knowledge from teachers?
 - Is it composed of mostly regular education from all grade levels?
8. Think about the following parameters:
- The priority membership should be regular education; not special education.
 - If members were not connected to the student, there would be a more objective view of the child.
 - Cross section of grade level representation is critical to the outcome as teachers can serve as “experts” in their field.
 - CST should be considered as a consultation model.
9. Brainstorm:
- Can we shift to a mostly regular education model?
 - Can we get our administrators to support and encourage the shift?
 - Can we offer focused PD around this enhanced model?
 - Can we brainstorm about membership? Rotation on a quarterly or semester basis? Yearly?
10. Through professional development, demonstrate the enhanced model for conducting a CST and how to document findings. The goal is to reduce the rate of referrals.
11. Annually submit a written report of your findings to the PS Director.

Communications
Action Plan #6

1. Continue efforts of best practices:

- Regular meetings with parents (opportunity to meet)
- Parent forums
- Parent panels with school personnel
- Parent surveys
- Parent workshops
- Professional development for teachers and parents (together)
- Sped focused workshops for regular education staff on school home partnerships

2. Continue efforts and dialogue with PAC by:

- Conducting regularly scheduled meetings, during school time, for planning and discussion
- Participation in quarterly Board meetings
- Attendance at PAC evening meetings (designee to be assigned)

Personnel Distribution
Action Plan #7

1. We will study the strategic use of consultants, especially in the area of related services to ascertain feasibility.
2. In that study, we will become aware of the advantages and disadvantages of this strategic use of consultants by answering the following questions:
 - What are the services that we can use contractual arrangements in lieu of benefited staff?
 - What services can we perform contractually that will provide comparable service to our students without jeopardizing our relationships with the teachers association and home partnerships.
 - What services must we build into the program for this equality? Planning time? Time to meet with other special educators? Time to meet and consult with the regular classroom teacher? All of these silent services are expected of a benefited person so the student receives optimal coordination and strategies for learning.
3. Wherever possible, especially on newly developed, renewed IEPs or the creation of new programs, think through this opportunity and cost out its savings as a matter of record.
4. Carefully implement this idea to encourage commitment and longevity among these consultants. One way to encourage this growth is giving them the opportunity to participate in professional development and other educational opportunities that the school system conducts, albeit at their own expense.

Legal Fees
Action Plan #8

1. Meet with neighboring school districts, including Collaboratives (CASE, EDCO) to determine the feasibility of sharing legal resources by determining interest in these systemic changes, studying this resource pool and predicting the cost savings for such pooling.
2. Conduct a coffee meeting in which there is a meaningful discussion to collect data (easel, scribe), rather than the creation of a survey.
3. Chart costs, sentiments, and cost savings (prediction of anticipated outcomes).
4. Make recommendations about whether or not to pool resources and its effect on each school district (its advantages and disadvantages).

Early Intervention
Action Plan #9

Goal: Collect data within own school district or compare data with other school districts to prove that early intervention reduces costs later.

1. *Designate the group to be followed over the next six years with a mid-point study at three years (preliminary data). Designation should be representative of early childhood (for example, selecting preschool up to grade 4; the group to be studied could be all-inclusive (all students who have special needs within the grades selected or a representative but random sample {preferably 35-40% of that population}).*
2. *Once the group has been selected, use spreadsheet to collect the data.*
3. *The data should include the year studied, the child's name, the grade, date of eligibility, the services rendered {team needs to agree upon the services and nomenclature for the excel sheet}, costs and any notes for clarification (for example, inclusive practices). These categories should be discussed and fully developed by the leadership team.*
4. *Included below is a sample format of the spreadsheet.*
5. *From the data, if collected systematically, the investigator can view the trend in services and render plausible tenets to the discussion that early intervention reduces costs later.*
6. *Comparisons to other school districts would be more difficult because you want to compare "apples to apples" systematically. However, the investigator may want to collect anecdotes from other school districts similar to the protocol used in the special education fiscal task force of December 2008.*

2009-10	name	eligible	services									
	John Doe	1-Jul-09	ABA	PT	OT	home interv	1:1 not ABA	1:group	resource	s/l	psyc/counsel	costs
pre-school			4 hours	1 hour		3 hours						
pre-school			4 hours	1 hour	1 hour	1 hour						
grade K			2 hours	1 hour	.5 hours	1 hour						
grade 1			1 hour	1 hour		1 hour						
grade2				.5 hour					.5 hour		.5 hours	
grade 3									1.0 hour			
									1.0 hour			

Program Development
Action Plan #10

1. In tandem with the OOD action plan, build programs to meet the needs of those students returning to district.
2. Concurrently, develop, supplement, or redesign programs to slow down referrals in-district to OOD.
3. Support these efforts through intentional and focused professional development.
4. Promote in-district specialized programs through the medium of brochures and discussions at collaborative meetings ; accept tuitions to in-district from sending schools, as appropriate.
5. Wherever the personnel need is greatest, create a group practicum site with a cooperating graduate school.
 - Identify the personnel needs and/or the program area where supplemental staff would move students forward in academic achievement or behavior.
 - Aggressively, contact local graduate schools, first through a letter of the opportunities available to graduate students (excellence of school system, an opportunity to receive group mentoring and exchanges of ideas {regularly designed seminars created by the students with experts rotating through these seminars}, etc.).
 - Follow through by contacting the professor directly by phone.
 - Invite the professor to visit the schools to further develop these ideas.



FOR YOUR
INFORMATION

Grant Allocations for 2010

Entitlement Grants

Grant	AB 2005	AB 2006	AB 2007	AB 2008	AB 2009	AB 2010	APS 2005	APS 2006	APS 2007	APS 2008	APS 2009	APS 2010
Title I S. Horn	63,997	54,397	46,238	49,902	50,214	42,647	76,644	65,394	60,551	66,945	67,844	60,034
Title II A Teacher Quality S. Horn	32,223	31,359	30,391	31,044	31,892	30,824	38,141	38,594	37,771	38,336	39,487	38,447
Title II D Enhanced Educational Technology S. Horn	2,699	1,677	791	939	984	731	2,569	2,186	1,129	1,265	1,331	1,079
Title IV Safe and Drug Free Schools S. Horn	7,553	6,851	6,828	6,430	6,583	5,584	7,374	6,838	6,836	6,020	6,111	5,091
Title V Innovative Programs S. Horn	4,857	3,268	1,738	1,755	X	X	4,695	3,098	1,538	1,545	X	X
240 Special Education Entitlement L. Huber	471,451	498,087	516,642	533,729	548,584	579,597	483,929	511,892	509,911	518,632	529,538	549,971
274 SPED Program Improvement L. Huber	13,891	10,000	24,334	17,207	9,533	X	13,417	10,000	22,150	15,341	8,352	X
262 Special Education -Early Childhood L. Huber	X	X	X	X	X	X	25,182	25,054	25,045	25,045	24,656	24,646
632 Academic Support S. Horn		6,680	6,500	8,450	11,800	11,200	X	X	X	X	X	X
760 AARA- IDEA L. Huber	X	X	X	X	X	334,715	X	X	X	X	X	286,963

Susan Horn
Assistant Superintendent
7/28/09

Competitive Grants

Grant	AB/APS	2005-6	2006-7		2007-8	2008-2009	2009-2010
United Way S. Horn/L. Huber	20,000	6/05	6/06	18,000	15,000	AB 5,000	
Essential School Health L. Huber	X	X	X	95,000	X	AB 85,000	AB
MCC Yellow School Bus	X	X	X	X	X	AB-HS 200	
	X	X	X	X	X	APS-Gates 200 APS-McT 200 APS- Merriam 200 APS- Douglas 200	
MCC Creative Schools – Archaeology	X	X	X	X	X	APS 4,475	APS 4,475
Broadcom	X	X	X	X	X	APS- Douglas 4,933.97	
NSTA Toyota Tapestry	X	X	X	X	X	AB-HS 10,000	

Susan Horn
Assistant Superintendent
7/28/09



**ACTON PUBLIC SCHOOLS
ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT**

J.D. Head
*Director of Facilities
and Transportation*

July 28, 2009

TO: Dr. Stephen Mills
Acton Public School Committee
Acton-Boxborough Regional School Committee

FROM: JD Head

RE: **Solar Power Update**

=====

In the June School Committee Packet, there was an update from my office that referred to possible solar power photovoltaic projects I have been working on. I wanted to take this opportunity to update the School Committees on these projects and let you know where I am in the process.

I have advertised two Requests for Qualifications (RFQ) for design services in the Massachusetts Goods and Services Bulletin. The advertisements will be published on August 5th, I will have a briefing session on August 11th, and all final proposals are due August 24th. After the 24th I will review the proposals with a team, including members of Acton's Green Advisory Board. I will then interview a couple of finalists and should be prepared to bring a presentation and recommendation to the School Committees at the September meeting.

Potentially, this is a wonderful opportunity for the School Districts to begin producing and using some green energy without any initial capital expenditure. I look forward to bringing more information to the Committees in September. Here are two links that offer a great deal of information in the area of green power and the Commonwealth Solar Program in general: <http://epa.gov/greenpower/> and <http://www.masstech.org/solar/>.

Enc VII 4.



ACTON PUBLIC SCHOOLS ❖ ACTON-BOXBOROUGH REGIONAL SCHOOL DISTRICT
16 Charter Road, Acton, MA 01720-2995 Phone: 978-264-4700 Fax: 978-263-8409 Email: shorn@mail.ab.mec.edu

Susan Horn
Assistant Superintendent
Curriculum and Instruction
Community Education

To: School Committee
Re: Inservice Credit Memo
What are the criteria to award in-service credit and determine the credit amount?
Date: July 2009

In-house Professional Development activities award one inservice credit for 12 hours of meeting time during non-school hours. Staff must attend all sessions of the workshop, fulfill all the requirements, and submit a product. Inservice credit can be awarded in increments of one-half; i.e., 18 hours of meeting time could result in 1.5 inservice credits. The activities that are treated differently are book groups; staff earns one inservice credit for reading the book and participating in the two-hour meeting.

Research and Development activities are treated differently in that staff must meet for 18 hours to earn one inservice credit. It is written in the contract, and I do not know the history or reason for the difference.

Mentors earn 1.5 inservice credits for being a mentor for the entire year and fulfilling all the obligations.

Lastly, a staff member who takes an outside course but doesn't need to have graduate credit can request inservice credit. Again, they must fulfill all the obligations of the course as if they were getting graduate credit, and they must submit a product. This inservice is awarded at one per 12 hours.

About

[HOME](#)

Acton Public and Acton-Boxborough Regional Schools

Points of Interest

In-depth information can be found elsewhere, but here are a few comments about the program.

1. A link to the online calendar is at the top of the "Offerings" section.
2. Once you have created your personal password, you will not need to change it from one year to the next. However, if you do want to change it or other personal information (except your email address), you may do so by logging in, clicking on "settings," and then on "user information" at the top of the page.
3. When registering, the "PDPs Only" line and the "PDPs/Inservice Credit" line will be the only ones with values in them. College credit will not be an online selection. If you do earn college credit for an occasional course, the change will be made at central office. (See #8, below.)
4. After you take the final step of clicking on "Register for This Course," you will not be able to make any changes. If you make a mistake on your registration, or if you need to withdraw from a workshop, contact Anne Vlajinac, avljainac@mail.ab.mec.edu
5. In most cases, workshops will be cancelled if there are fewer than five registrants.
6. For each offering, the stated product must be submitted to the Assistant Superintendent before PDPs/Inservice Credit are recorded. Proposal forms and guidelines for book group products are found under "Appendix," at the bottom right.
7. Your PD information will be updated as your products are received. PDP certificates will not be issued by central office; you will be responsible for tracking and/or printing your own certificates. (After you log in, click on "Records" in the list at the left.)
8. Inservice credit will be tallied at the end of the school year, and changes to salaries will take place in the fall. On the certificates, our "Inservice Credit" becomes "SalaryCredit." Re the rare in-house course where graduate credit is available: if you elect to receive it, it will be added to your Graduate Education Record [GER] at the same time that inservice credit is being added for the other offerings. The PDPs will be added to your online transcript.

General Information

[Directions to Register Online](#)[✓ Points of Interest](#)[✓ Frequently Asked Questions](#)[Info Re: IPDP Module](#)[Transcripts](#)[Information for Facilitators](#)

Introduction to the Program

[Letter to Colleagues](#)[Professional Development Overview](#)[PD Committee Members](#)[PD Mission](#)[Districtwide Committees](#)

The Professional Development Program

[Book Group Guidelines](#)[Study Group Guidelines](#)[School-Based Activities](#)[BTSP \(Mentoring Program\)](#)[Curriculum, Instruction and Assessment Committee](#)[Professional Development Committee](#)[Professional Day \[2008-2009\]](#)

Other Topics of Interest

[Teachers as Scholars](#)[Primary Source](#)[A-B Community Education](#)[About Distance Learning](#)[MA Recertification Regulations](#)[✓ PDP Guidelines and Information](#)[Individual Professional Development Plans \(IPDP\)](#)[Districtwide Goals](#)["Highly Qualified" Requirements](#)[✓ Inservice Credit/Tuition Reimbursement](#)[Parent Communication Map](#)[Resources](#)

Appendix

[Evaluation Form](#)[P. D. Proposal Forms and Guidelines](#)[R&D Proposal Form](#)[Districtwide Forms](#)[DOE Recertification Guidelines](#)

Professional Development Contact:

Susan Horn / Assistant Superintendent for Curriculum & Instruction

Anne Vlajinac / Administrative Assistant for Curriculum & Instruction

Acton Public and Acton-Boxborough Regional Schools, 16 Charter Road, Acton, MA 01720

Phone: 978-264-4700, x3213 ; Fax: 978-264-3340; Email: avljainac@mail.ab.mec.edu

FREQUENTLY ASKED QUESTIONS

1. What is the difference between PDPs and inservice credit?

Professional Development Points (PDPs) is a system that was created by the DOE, starting in 1995. It is their way of tracking whether someone has fulfilled their obligations for recertification.

Inservice credit is a system that allows staff, following the successful completion of approved courses, to ultimately increase their salary.

When you fulfill your requirements for inservice credit, you will also receive PDPs from the district as we are a certified PD provider. The PDPs and inservice credit will be denoted on your transcript.

2. What is the process to apply for inservice credit?

If you are taking offerings that are part of our in-house professional development program, application for inservice credit is built in. All you need to do is register and fulfill all the requirements for the offering.

If you are taking outside courses, you must fill out the Course Approval/Inservice Credit/Course Reimbursement form, which you can find in your principal's office. If you want to take a graduate course but not pay extra for the graduate credit and still receive the credits for salary advancement purposes here, you can request inservice credit. Remember to fill out the form and indicate that you are requesting inservice credit. Before inservice credit will be issued, you will be expected to submit to the Assistant Superintendent coursework that is the equivalent of that done by the rest of the class.

(See the **About** section in the Professional Development Program.)

3. What is the process to apply for reimbursement for outside course costs?

You must fill out the Course Approval/Inservice Credit/Course Reimbursement form, which you can find in your principal's office.

How much money is available?

The amount varies from year to year, since the funds are approved in the appropriated budgets. The money is divided into trimesters: summer, fall, and spring. The form should be submitted to the Personnel Office.

4. How can I find out if funds remain available?

Funds are allocated on a *first come first serve* basis. The amount available to you is the amount available when your form arrives at central office – not the amount available when you put the form into the mail. Therefore, you can't know in advance how much will be available. The only real way is to complete the request process.

5. What are the requirements to earn inservice credit?

If you are taking offerings that are part of our in-house professional development program, application for inservice credit is built in and you don't need to fill out any other forms. If you successfully complete all the requirements for a particular offering (as described in the Professional Development Booklet), inservice credit will be issued. (#15 for more details)

If you want to take a graduate course but not pay extra for the graduate credit, you can request inservice credit. Again, fill out the form and indicate that you are requesting inservice credit. Before inservice credit will be issued, you will be expected to submit to the Assistant Superintendent coursework that is the equivalent of that done by the rest of the class.

6. What are the requirements to earn PDPs?

PDPs are issued for our in-house professional development offerings, based on the requirements set forth for each one. They are also issued and will appear on your transcript for R&Ds after the results have been submitted to the Assistant Superintendent.

Initiatives sponsored by districts:

Educators who participate in school- and district-based programs that focus on strengthening professional knowledge and skills in content areas are eligible to receive 1 PDP per clock hour. Educators may receive PDPs after the successful completion of a professional development program (minimum of 10 hours on a topic) with an observable demonstration of learning that could include a written product or other documentable product.

Some professional development programs are not readily measured in clock hours or may result in a large number of hours. The Department has established the maximum number of points per year for some programs in an effort to encourage educators to participate in a variety of professionally relevant and academically meaningful activities.

DOE Recertification Guideline

7. When will I learn the specific requirements for courses?

The details should be shared by the facilitator at the first session.

8. When does required work need to be completed?

Ideally, required work for the Professional Development Program will be submitted within a reasonable amount of time after the end of the workshop. However, early June is acceptable, although an "end-of-the-year bottleneck" can occur.

9. To whom should required work be submitted?

Required work should be submitted to the facilitator, who in turn will forward it to the Assistant Superintendent.

10. Who will be evaluating my work?

The facilitator will verify that all the requirements have been met. The Assistant Superintendent is just checking and learning about what has been accomplished and done during the offering. It provides a way of assessing the programs' successes.

11. How can I "reflect" on a lesson I've yet to teach? Is a lesson plan required?

Lesson plans should not be selected as a product if all the parts cannot be fulfilled. Our in-house Professional Development Program sets forth the required products for each offering.

12. Do I have to teach the lesson I've created in order to get credit?

See #11.

Educators may earn PDPs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks. Educators may earn 1 PDP per clock hour with a maximum of 30 points in all in a five-year cycle when the school-based activity is distributed or implemented within a local school, district or university. Educators may count PDPs from school-based activities toward the recertification content requirement when the activity is directly related to the content area of the certificate.

Examples:

Design and coordinate a series of Family Mathematics Nights within a school.

Design and coordinate extended learning activities for students.

Design and implement a series of seminars for teachers and/or parents. Training topics might include:

- *Developing and implementing standards-based units*
- *Designing instructional practices that support learning in a standards-based classroom*
- *Supporting special needs students within a standards-based classroom*

DOE Recertification Guidelines

13. Are there different requirements for book groups?

Since there is less time required for book groups in order to earn inservice credit, the requirements are spelled out to be more in keeping with other offerings for professional development. Please see the Book Group description in the electronic Professional Development Booklet.

14. Are there examples of products that can be viewed?

There are no products available for view at this time; however, if teachers would like to make their products available please note it on the product sent to the Assistant Superintendent. The product will then be available to view upon request.

15. How long after I submit my work will I receive PDPs or inservice credit?

Starting with the 2007-2008 program, certificates for PDPs will no longer be issued, however you will be able to print out your own transcript. Once the products have been reviewed, the information will be added to the electronic program; staff may view the information online and print it out if they wish.

The Professional Development Program is considered as a whole. Inservice credit is issued after the close of the professional development program. Since the program is year long, the offerings are all tallied at the end of the school year. The final transcript is available at the end of the school year. The district does not have semesters as universities; therefore, the inservice is calculated for the fall. Changes to salaries are made over the summer and affect salaries starting in the fall.

16. Can work or products be done collaboratively?

This depends upon the proposal. Usually Study Groups and/or some School-Based sessions are collaborative efforts. When taking a workshop or college course, college credit is earned for individual work as are inservice credits.

17. Will I receive PDPs for Professional Day?

You may earn 5 PDPs if you are present for the entire day and there is a product submitted. These PDPs may be added to like PDPs and may be grouped in a 10 PDP block. The requirements will depend upon the proposals.

18. Is there a way for me to earn PDPs without their being granted by the school district?

Yes. Please see the electronic Professional Development Program/**About** section for a copy of the DOE recertification regulations or visit the DOE website:
<http://www.doe.mass.edu/recert/2000guidelines/guidelines.pdf>.

PDP INFORMATION AND GUIDELINES

Curriculum, Instruction and Assessment Committee – CIA	Content sessions will provide 30 PDPs if all meetings are attended and the Action Plan is completed.
Beginning Teacher Support Program – BTSP	These sessions will provide 15 PDPs for protégés and 15 PDPs for mentors if all meetings are attended, observations completed, and a reflective log is maintained and submitted.
MCAS Analysis Committee	10 PDPs will be provided for the analysis and report of the spring testing.
Study Groups	This activity will provide an opportunity to earn a minimum of 12 PDPs with documentation and minutes of 12 group hours and independent work on final project.
New Program Curriculum/Adoptions	Teachers will be able to earn up to 30 PDPs (but no inservice credit) contingent upon attending the workshops throughout the year; following through with lessons, units, assessments; and keeping a reflective log (what, when, and how material is being used). A form is available for use.
Job-A-Like	An educator may participate in a professional visit to shadow and learn about the same position in another school system. This activity, which provides an opportunity to earn 10 PDPs with documentation, would need special approval.
Reading Groups	This activity will provide an opportunity to receive 12 PDPs and 1 inservice credit upon reading the book, attending and contributing to the discussion session, and submitting a response log and either a lesson plan or a reflection paper. (See Appendix for format.)
Out-of-District Workshops	<p>DOE guidelines for PDPs as they relate to attendance at professional conferences or workshops, “PDPs will not be awarded for attendance at a professional conference or workshop.” Our districts will award PDPs for attendance when educators participate in an out-of-district conference or workshop (6-hour minimum) with follow-up activities that must include an observable demonstration of learning with a well-documented written product to equal at least 10 PDPs.</p> <p><i>If an educator attends a workshop or conference outside the district with attendance of a minimum of six hours, then the educator must speak with Susan Horn to discuss and plan the acceptable product needed. The minimum requirement will be two lessons taught to students with documentation of written plans for using what was learned, sample student work, reflections, handouts from workshop, summary of workshop and sharing at a grade-level/department/faculty meeting.</i></p>

INSERVICE CREDIT AND TUITION REIMBURSEMENT

Participants in workshops, seminars, and non-college or university courses **that take place during non-school time** (i.e., when the district is not paying for your time) may receive salary schedule credit ("inservice credit") at the rate of one credit for every twelve hours of in-class contact time with product development. Inservice credits earned through the district-sponsored professional development program are tallied over the summer; adjustments related to the district-sponsored program are made to faculty members' salary scale status in time for the start of the next school year.

District-Sponsored Professional Development

Reading Groups

This activity will provide an opportunity to receive **12 PDPs and 1 inservice credit** upon reading the book, attending and contributing to the discussion session, submitting a journal, and submitting either a lesson plan or a reflection paper (see online Appendix for Guidelines and Forms).

Study Groups/Workshops

To earn inservice credit for professional development offered through our in-district program, you must attend **all** sessions of any offering or complete make-up work that is approved by the course instructor and Assistant Superintendent. You must also submit a quality product that is an observable demonstration of learning; this could include a written product or other documentable product (such as videotape, audiotape, etc.).

Between six and eleven hours of group meeting time will earn you one-half (.5) inservice credit. Twelve to seventeen hours will earn you a full inservice credit. The district only awards inservice credits in halves and wholes. The district never "rounds-up." Inservice credit cannot be rolled over into the next year.

New Teacher Mentors

In addition to earning a stipend, faculty will earn **1.5 inservice credits** each time he/she acts as a mentor.

Research and Development (R&D) Work

R & D activities may earn inservice credits at a rate of **1 credit for each 18 hours of work, per the AEA contract**. Typically, the districts pay teachers for R & D work. If you wish to earn inservice credit instead, be sure to include that information in the R&D proposal form under *Proposed Budget: Teachers' Salaries*. The Assistant Superintendent will take it into account while making the R&D awards.

Out-of-District Offerings

For PDPs Only

With prior approval, after speaking with the Assistant Superintendent, our districts will award PDPs when educators participate in out-of-district conferences, seminars, workshops, EDCO courses. Professional Development offerings must be at least six hours of meeting time. Prior to the award of PDPs, follow-up activities must include an observable demonstration of learning, with submission of a well-documented written product.

Inservice Credit

Inservice credit, which is available only for offerings that take place outside of school time, is subject to prior administrative approval. Submit the yellow *Course Approval/Inservice Credit Approval/ Course Reimbursement* form (which is available in your main office) either to the Central Office or, in the case of Pupil Services staff, to the Director of Pupil Services at least one week before your professional development start date. (This same form is used to request approval for graduate credit.)

After you have completed the activity, you must submit the product and evidence of your participation to the Assistant Superintendent (along with a copy of the previously signed approval form). PDPs would also be issued for these activities.

Graduate Credit

If you will be receiving graduate credit, follow the steps above for Inservice Credit. When you have received your transcript, submit it and a copy of the form with the approval signatures directly to the Personnel Office.

Green/Yellow Professional Development Forms

You will have to choose between two forms to fill out for any given professional development activity. The yellow *Course Approval/Inservice Credit Approval/Course Reimbursement* form is used for opportunities outside of school time. The green *Request for Professional/Alternative Assignment Leave and/or Reimbursement* form is for opportunities during school time and is to be used if you are requesting reimbursement from your principal or supervisor, as well as the initial request for leave time.

Use the following table as a guide:

<u>Green "Request for Professional/Alternative Assignment Leave and/or Reimbursements" form</u>	<u>Yellow "Course Approval/Inservice Credit Approval/Course Reimbursement" form</u>
<ul style="list-style-type: none">• To get administrative approval for any "professional leave" or "alternative leave" day (i.e., when attending a professional development experience means being away from school <u>during working hours</u>)• When you would like a building, department, or district administrator to pay or help pay for conference or workshop registration or tuition or attendance fees, or for travel expenses <p>To process a reimbursement or leave request, submit the green form, with all the pertinent signatures, to the Central Office. After it is processed, a copy will be returned to you, indicating approval or denial of your request. After completing your activity, if you have received approval for reimbursement by the district, submit the copy of the form to your school office (or to Pupil Services), along with:</p> <ul style="list-style-type: none">• proof of payment (if a check, then a copy of both sides) and• proof of participation.	<ul style="list-style-type: none">• If you are applying for inservice credit or graduate credit for a professional development activity <u>outside of working hours</u>, and/or tuition, you must fill out this form. <p>Submit the completed form to the Personnel Office. It will be processed and a copy that will indicate the level of approved reimbursement and/or inservice credit will be returned to you.</p> <p>Upon completion:</p> <p><u>For reimbursement and/or for graduate credit:</u> Send to Personnel the copy of the signed form, along with proof of payment (copy both sides of the check) and/or proof of participation.</p> <p><u>For inservice credit only:</u> Send the copy of the signed form, proof of participation and your product to the Assistant Superintendent.</p>

Monetary Reimbursements

The districts appropriate funds for **tuition reimbursements**. To apply for reimbursements, you submit the **yellow Course Approval/ Inservice Credit Approval/Course Reimbursement** form to the Personnel Office. Funds are budgeted separately for the fall, spring, and summer opportunities, and reimbursements are made each period on a first-requested, first-served basis, with the first-served receiving the full reimbursement amount entitled to them by contract. Therefore, it is imperative that you submit your request for tuition reimbursement as early as possible. These accounts often run out of money before all requests for reimbursement can be met.

The rules for reimbursement as stated in Article 21.1 of the contract are as follows: "An individual teacher shall have the option of receiving reimbursement up to \$600 maximum per year for an unlimited number of courses, or up to \$800 maximum per year at the rate of \$200 per credit for one course." (See page 36 of the AEA contract.)

Note: You must always pay for your coursework in advance. As stated in the AEA contract, reimbursements are made either by October 1 of the school year following course completion or after applicants have submitted their course transcripts – whichever is later.

If you apply early for tuition reimbursement and later decide not to take a course, please inform the Personnel Office that you have changed your plans. Tuition reimbursement monies are limited. If you don't plan to claim your funds, chances are there is another staff member on the waiting list who could benefit from that money!

If you do complete your course and earn credit, to receive tuition reimbursement, you must still:

1. Submit a transcript or some other certificate of completion demonstrating a grade of B- or higher.
2. Submit a receipt documenting that you paid the tuition yourself. (If your receipt is a cancelled check, you must submit a photocopy of both sides of the check).
3. Submit the white copy of your signed yellow course approval form.

Tuition Vouchers

Often, teachers in the system receive tuition vouchers from colleges or universities in exchange for their work as a student teacher's Cooperating Practitioner. Occasionally, a teacher will decide not to use his or her voucher and will allow it to be given to another faculty member. It is always worth checking to see if there are any vouchers available.

If you are not planning to use your voucher, please notify the Personnel Office as soon as possible so that it can be made available to another staff member.



ISSUES FOR THE COMMITTEE



The Commonwealth of Massachusetts

MIDDLESEX DISTRICT ATTORNEY

15 COMMONWEALTH AVENUE WOBURN, MA 01801
WWW.MIDDLESEXDA.COM

GERARD T. LEONE, JR.
DISTRICT ATTORNEY

TEL: 781-897-8300
FAX: 781-897-8301

EXECUTIVE

- ADMINISTRATION
- COMMUNICATIONS
- INTERVENTION & PREVENTION PROGRAMS
- PUBLIC POLICY
- LEGISLATION
- VICTIM WITNESS BUREAU

TRIAL TEAMS

- CAMBRIDGE REGION SUPERIOR COURT
- MALDEN REGION SUPERIOR COURT
- WOBURN DISTRICT COURT

SPECIALTY UNITS

- APPEALS & TRAINING BUREAU
- CYBER PROTECTION PROGRAM
- FAMILY PROTECTION BUREAU
- CHILD ABUSE UNIT
- DOMESTIC VIOLENCE UNIT
- ELDER/DISABLED UNIT
- PUBLIC PROTECTION, ANTI-TERRORISM, CORRUPTION & TECHNOLOGY (PACT)

STATE POLICE DETECTIVES

- COMPUTER FORENSICS
- HOMICIDE
- PACT

REGIONAL OFFICES

- CAMBRIDGE
- FRAMINGHAM
- LOWELL

DISTRICT COURT OFFICES

- AYER
- CAMBRIDGE
- CONCORD
- FRAMINGHAM
- LOWELL
- MALDEN
- MARLBOROUGH
- NATICK
- NEWTON
- SOMERVILLE
- WALTHAM
- WOBURN

JUL 16 2009 4:11:21

July 15, 2009

Sharon Smith McManus
Chair, Acton-Boxborough Regional School Committee
Xuan Kong
Chair, Acton Public School Committee
District Central Office
16 Charter Road
Acton, MA 01720

RE: Open Meeting Law – Administrators' Benefits Review Subcommittee

Dear Ms. McManus and Mr. Kong:

This office received a complaint from Allen Nitschelm and Charles Kadlec on July 3, 2009, who allege that certain activities of a subcommittee convened to discuss possible changes to the School Administrators' Benefits Manual violated the Open Meeting Law, G.L. c. 39, §§ 23A-C, and that Maria Neyland, a member of the subcommittee, spoke with each member of the Acton and Acton-Boxborough Regional School Committees in advance of the June 18, 2009 meeting, in apparent violation of the requirement that deliberations occur only during proper meetings. A copy of that complaint is enclosed.

Under the current Open Meeting Law, the District Attorney is vested with the responsibility of investigating complaints. In order for this office to assess the merits of the complaint we have received, I request that you provide this office with the information and materials requested below, in writing, on or before August 5, 2009.

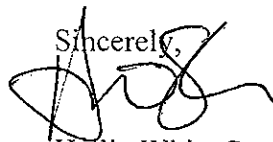
- A statement regarding what the subcommittee was directed to do, who were its members, and which provision of the Open Meeting Law permitted the subcommittee to conduct meetings in executive session;
- Copies of the notices for all meetings of the School Administrators' Benefits Review Subcommittee, including those in executive session, as filed with the town clerks of Acton and Boxborough;



RE: Open Meeting Law—Administrators' Benefits Review Subcommittee

- A statement regarding whether minutes were kept for those meetings, and whether there remains a need to keep any portion of those minutes secret;
- A statement regarding what procedure for going into executive session was followed; i.e. was an open meeting convened at which a vote was taken to hold executive session? Please provide minutes of such open sessions.
- A statement from Acton-Boxborough Regional School District Committee and Acton School Committee regarding any discussions by Maria Neyland with other school committee members on the subject of the proposed changes to the Benefits Manual in advance of the June 18, 2009 joint School Committee meeting;
- A description of the Acton and Acton-Boxborough Regional School Committees' discussions on the proposed changes to the Administrators' Benefits Manual at the June 18, 2009 meeting, including a description or account of the subcommittee's work in advance of that meeting.

Please provide this office with any and all other information that you believe may be helpful to the resolution of this matter.

Sincerely,


Hallie White Speight
Assistant District Attorney

cc: Allen Nitschelm
Charles Kadlec
Enclosure

TO: Mr. Robert Bender, ADA, Middlesex District Attorney's Office
CC: Xuan Kong, Acton Public School Committee Chair; Sharon Smith McManus,
Acton-Boxborough Regional School Committee Chair
FROM: Allen Nitschelm and Charles Kadlec, Acton residents
RE: Possible violations of the Open Meeting Law by the local and regional
School Committees
DATE: July 3, 2009

BY EMAIL

Dear Assistant District Attorney Bender:

We believe that the Acton School Committee and the Acton-Boxborough School Committee committed multiple violations of the Massachusetts Open Meeting Law (OML) as listed below. We request that your office investigate these possible violations and if confirmed, invalidate the votes taken by the school committees regarding changes to the Administrators Benefits Manual at their June 18th, 2009 meeting, and instruct the school committees to reopen the process, this time in compliance with the OML.

As described in the Timeline listed below, these OML violations all relate to the changes by the school committees to the "Administrators Benefits Manual," a document that is part of administrators' employment contracts. It defines health insurance contributions, vacation and personal leave time, etc. One of the benefits is a bonus paid to those employees who stay in the Acton school system for ten years or more. This bonus became a contentious issue during the budget discussions prior to Acton's annual Town Meeting last April, with many people (including some school committee members, Finance Committee members, and interested residents) suggesting that this bonus is unnecessary and should be eliminated, especially in today's economic climate. We believe that the OML violations are not accidental but the result of the school committees' unstated (at least publicly) decision to keep their deliberations on this issue out of the public view.

The specific potential OML violations are:

1. Multiple executive sessions were held by a sub-committee of the two school committees, apparently to discuss potential changes to the "Administrators Benefits Manual". We have requested copies of the posted notices for these meetings as well as the minutes but have not received any (requests attached). **We believe that this subcommittee did not follow the required procedure of holding an open meeting and taking a vote to enter into an executive session.** Furthermore, these meetings may not have been properly posted. We have been told that they were; however, we have not received the requested confirmation.
2. The subcommittee included members of the school committee as well as members of the administrator group whose contractual benefits were being considered. We understand this is true through discussions with individual School Committee members

as well as by a description of the process by Chairwoman Sharon Smith McManus during the June 18th open meeting. We have a video link to that part of the meeting here:
www.ActonForum.com/video/SC_AM_process.wmv.

We believe that, given its membership, this subcommittee could not meet the requirement of entering into an executive session "to discuss strategy with respect to collective bargaining" since both sides were represented and therefore there was no valid reason to hold the discussions in an executive session. The school committees' strategy was not being "hidden" from the administrators, only from the public.

Furthermore, if there is a valid reason for negotiations between administrators and school committee members to be held in executive session, we have heard that third parties were present during at least some of these meetings, which would not be consistent with that interpretation.

Finally, we are unaware of this subcommittee being empowered to conduct negotiations if that is what they did. If not, then their reason for going into executive session is highly questionable.

3. The recently released "joint executive session" minutes of the January 8, 2009 executive session of the school committees (copy attached) do not meet the requirements of the OML "to maintain accurate records" because they fail to record anything about the meeting, which lasted over one hour, other than that a discussion took place.

For comparison purposes we have also attached the regular minutes of that meeting which were held in open session.

4. Failure by the school committees to release the minutes of the executive sessions related to the changes in the Benefits Manual. Although the publication of these minutes would no longer "defeat the lawful purposes of the executive session" since the matter has been decided (at the same June 18, 2009 meeting), the School Committee decided to withhold releasing these minutes.

5. A violation of the prohibition of a quorum of a governmental body (the school committee) "meeting in private" At the June 18, 2009 joint meeting of the two school committees, Ms. Maria Neyland, a member of the Acton-Boxborough Regional School Committee and a member of the above mentioned sub-committee, stated that she had discussed the sub-committee's recommendations with all members of the school committees "privately." We have a video link to that part of the meeting here:
www.ActonForum.com/video/SC_private.wmv.

6. There was improper notice of the Joint Meeting agenda and related materials. On the School Committee's website, there was no notice on either the local or regional School Committee agenda of a discussion of changes to the Administrators' Benefits

manual. There was no "Joint Meeting" agenda posted under Agendas. (See <http://ab.mec.edu/about/meetings.shtml>) (agenda copies are attached.)

Under "Download School Committee packet," there is a "Joint" packet which contains only one item, the Joint Agenda, which lists a "possible" vote on the Administrators Benefits manual. However, **no documents are included in the packet for public review.**

How can the public give any input when items are improperly posted, documents are not provided, and all previous discussions are held in Executive Session?

7. No public discussion of the final proposed changes of the administrators' benefits took place prior to this meeting, and thus there was no public input before a vote was taken.

The summary of the results of the subcommittee's discussions given by the chair of the ABRSD school committee at the public meeting appears to be incorrect (see the video www.ActonForum.com/video/SC_AM_process.wmv.)

The Chairperson, Sharon Smith McManus, described a process which led to the recommendations presented. It sounded as if the process was long and thorough. We have been told privately, however, that the subcommittee actually reached an impasse and that the entire School Committee then took over and finalized the recommendations (that it then presented to itself on June 18th.) However, during the public description of the process, no mention was made of any impasse. Had this been disclosed, it is possible that members of the public would have requested to be heard, or that a vote to implement the recommendations would have been delayed in light of this apparent internal disagreement which led to a behind-the-scenes rejection of the subcommittee's results.

Thank you for your consideration and review of these issues.

Allen Nitschelm
9 Marian Rd.
Acton, MA 01720

Charles Kadlec
19 Paul Revere Rd.
Acton, MA 01720

For background, the following is our understanding of the chronology of the events related to the above listed OML violations:

A subcommittee, made up of two School Committee members and one Finance Committee member, began meeting in mid-2008 to discuss changes to the Administrators' Benefits Manual, and seemed to focus their attention on the longevity bonuses. Their meetings were open to the public and they returned to the School Committees in March, 2009, with their recommendations. (However, the School Committee did hold an Executive Session in January, 2009, to discuss this issue, for which Executive Session minutes have been released.)

At this March meeting, the subcommittee recommended that the longevity bonuses be eliminated. The School Committees voted to eliminate them, but then later on in the meeting they reconsidered and rescinded their vote, deciding that further study was needed.

A second subcommittee was formed on or about this time, which included four School Committee members. Others were invited to participate but we are unsure how or when. We hear that four or five administrators and one Finance Committee member were also included, or invited to attend the meetings. This subcommittee began meeting in executive session. The decision to meet in executive session may have been approved by the school's legal counsel, because there was some discussion around this issue, although we have not seen a copy of the opinion.

From what we can tell, this second subcommittee met with the School Committee as a whole, again in Executive Session, to discuss their results. We assume this happened in May. We have heard that the subcommittee reached an impasse, but we have not seen any reports or recommendations. No final report appears to have been released.

In May and June, the School Committees apparently disbanded the subcommittee, again in executive session. Then on June 18, 2009, an open meeting was held to announce the results and both full School Committees ended up approving all of the recommendations. No public comment was solicited as the public had no access to any of the minutes prior to the meeting, and the contentious process was not disclosed.

At this June 18th meeting, the School Committee did not vote to release these Executive Session minutes of the School Committees as a whole, but they discussed the results of these meetings. There was no discussion of any Executive Session subcommittee minutes. The reason for going into Executive Session for these subcommittee meetings is unknown.